

PROCEDURES HANDBOOK

Ph.D. Level Internship in School Psychology

SCHOOL PSYCHOLOGY PROGRAM

KENT STATE UNIVERSITY

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The internship is a full-time field experience supervised by a school district, child guidance center, hospital, mental health agency, consortium, or other approved setting which provides opportunities for practice and supervision of the major professional functions of the school psychologist. The internship follows completion of all required coursework and practica, as well as successful completion of comprehensive examinations, and is designed to enhance professional attitudes, responsibility, communication, and technical skills. Internships are an invaluable culminating experience, providing opportunities to work with a variety of conditions across an assortment of settings. Specifically, the internship gives the student the opportunity to integrate all previous training experiences and to provide, under supervision, a broad range of outcome-based school psychological services for preventing and resolving individual, group, and system-level problems. In addition, the internship experience is designed to foster leadership skills in the creative use of existing resources and development of new resources that will enable a school and/or agency to provide more appropriate services to children and youth. As such, the purpose of the experience is to provide students with an opportunity not only to combine all of their previously learned skills and knowledge in a professional service delivery system, but also to apply these skills in a manner that benefits clients, staff, and families.

Because of the importance of the internship, selection of appropriate doctoral internship sites and supervision is of primary importance. The School Psychology program at KSU is very concerned with locating and maintaining internships sites that meet the professional and ethical guidelines set forth by both the *American Psychological Association* (APA) and the *National Association of School Psychologists* (NASP). In addition, the program has accepted the internship criteria adopted by the *Council of Directors of School Psychology Training Programs* (CDSPP; see Appendix A for a copy of these guidelines). Sites that do not meet such guidelines will not be considered as appropriate. This policy is established to protect both the student and academic program interests.

A doctoral student may begin internship only after successfully completing all required courses and practica and passing their comprehensive examinations. *All doctoral students are encouraged strongly to apply to APA-approved and/or APPIC-registered (Association of Psychology Postdoctoral and Internship Centers) training sites.* For students seeking internships that are not APA/APPIC approved, the program faculty must approve the internship site before the student formally accepts the internship. Internships typically are negotiated in the year prior to the beginning of the internship placement. A contract outlining working conditions, training experiences, and reimbursement, and a job description agreement must be submitted before the internship may begin.

The internship frequently occurs apart from the university training program and is administered in large part by the internship setting, as contrasted to practicum that is administered by program faculty at KSU. Supervision of practicum students is more a responsibility of the university program, whereas, intern supervision is the joint responsibility of the program faculty at KSU *and* the professional staff of the internship setting.

The practicum experience occurs in close proximity to the completion of professional coursework that a doctoral student completes in the school psychology program at KSU. In addition, a practicum student does not receive financial reimbursement for the experience, whereas an intern typically is financially reimbursed. As such, the practicum experience is oriented toward "professional skill acquisition," while the internship combines continued professional development with expanded responsibilities and role diversification in the delivery of school psychological services. These characteristics of the internship distinguish it from the practicum experience.

The internship is further defined in terms of the length of time of the experience. Specifically, the internship in school psychology occurs on a full-time basis over the course of one year or on a half-time basis for two consecutive years. Moreover, the internship experience consists of a minimum of 1500 supervised hours and a maximum of 2000 supervised hours. It is important that the internship extend over the course of a year as experiences and activities in a system change across time. The intern, then, experiences the changing professional demands that emerge as the school year progresses.

PREREQUISITES FOR BEGINNING INTERNSHIP

It is the student's responsibility to ensure that all criteria have been met <u>prior</u> to the internship year. As such, a doctoral student in school psychology must meet the following criteria before they will be permitted to begin the internship: (a) successful completion of all required coursework and practica, (b) successful completion of the comprehensive examinations, and (c) endorsement/approval of the school psychology program faculty for entering an internship agreement. If any one of these criteria is not met, the student will not be permitted to begin the internship experience.

In addition to the requirements mentioned above, doctoral students are encouraged strongly to defend their dissertation proposal and, if possible, collect data for their dissertation *prior to* leaving for internship. Some students have even found it helpful to spend an extra year completing the entire dissertation prior to internship. Students are encouraged to consider this option seriously. Although internship sites, at times, permit interns to spend up to one day per week on dissertation research, students have found it very difficult, sometimes impossible, to make progress on their dissertation during the internship year.

There are several variables that will influence the selection of internship sites for KSU doctoral students in school psychology. These variables include: (a) whether or not the student has completed prior training in the field of school psychology, (b) desire for an internship site that is accredited by one of several agencies, and (c) setting specific factors that align with the professional goals of the student.

For Students <u>WITHOUT</u> Prior Training in School Psychology

Any doctoral student without a previous specialist-level internship and current professional license or certificate in school psychology <u>must</u> plan to complete their doctoral internship in an approved school-based setting. For students who wish to complete these requirements in Ohio, the internship must include a full academic year (a minimum of 1500 hours) in an approved school setting, and must conform to the *Ohio Internship in School Psychology* guidelines.

For the doctoral internship, the school-based setting <u>must</u> either: (a) hold membership in the *Association of Psychology Postdoctoral and Internship Centers* (APPIC), or (b) be preapproved by the School Psychology Program at KSU. For students who wish to complete their pre-doctoral internship in Ohio and for the internship setting to be pre-approved by the program, the school-based setting must comply with the requirements listed by the *State Board of Psychology of Ohio* and also conform to the guidelines set forth by the *Council of Directors of School Psychology Programs* (CDSPP; see Appendix A).

If a student decides to apply for an APPIC-registered training location, a series of specific and timely procedures must be followed. Registering with an APPIC-registered site requires a common application form that must be completed. This form may be downloaded from the APPIC website. The application is easy to access and complete. Any student deciding to apply through APPIC should peruse the website as soon as possible to help gain a sense of what kinds of materials are necessary in order to complete the application successfully.

For any student who decides to apply to sites that are non-APPIC-registered, the application procedures for that particular location, which generally can be found on that organization's website, must be followed. In addition, the program must approve any such site.

For students who wish to complete their doctoral internship in Ohio, the school-based setting must be pre-approved by the program at KSU <u>and</u> must comply with the requirements listed by the *State Board of Psychology of Ohio* for non-accredited/non-APPIC training locations. The requirements are available through the *State Board of Psychology of Ohio* and are summarized below:

- The internship must be a minimum of 1500 hours and a maximum of 2000 hours completed in no less than twelve months (nine months for school psychology) and no more than twenty-four months;
- The internship experience provides a planned and structured sequence of supervised experiences;
- The internship has a clearly designated doctoral level psychologist, or school psychologist, licensed by the *State Board of Psychology of Ohio*.
- The intern spends no less than 25% of his or her time providing face-to-face services to children and families.
- The intern is provided with regularly scheduled weekly face-to-face supervision conducted by the appropriately licensed supervisor at a minimum of two hours per week.
- The intern willingly engages in supplemental individual or group supervision.
- The internship setting provides sufficient breadth of experiences and role models through scheduled and planned professional interactions with others.

A list of Frequently Asked Questions (FAQ) related to the specific elements of identifying, applying for, and registering the doctoral internship for students without prior training in school psychology is provided on page 10 of this document.

For Students <u>WITH</u> Prior Training in School Psychology

Students who have completed a previous, specialist-level internship and possess a current credentialing for school-based practice, may chose to complete their doctoral internship by:

Completing an internship accredited by the *American Psychological Association* (APA) or an internship holding membership in the *Association of Psychology Postdoctoral and Internship Centers* (APPIC);

or

Completing a non-APA-accredited, non-APPIC-registered internship that is preapproved by the School Psychology Program at KSU and, if appropriate, complies with the requirements listed by the *State Board of Psychology of Ohio* and also conforms to the guidelines set forth by the *Council of Directors of School Psychology Programs* (CDSPP).

The student should talk with the university internship supervisor(s) regarding the selection of an appropriate doctoral internship. Ultimately, the decision of which internship site to select will be based on both personal and professional goals. It will be important for the student to consider his or her career objectives and the skills he or she hopes to acquire during internship when making this decision. The purpose of internship is to develop further the breadth and depth of knowledge and skills. It is fundamental that the student carefully assesses his or her strengths and weaknesses and consults with his or her advisor(s) about the type of site that will be most appropriate. This decision is highly individualized and

should meet the student's career trajectory and objectives. In consideration of this decision likely will be consideration of location, accreditation, and setting.

<u>Location</u>: A student may chose to apply to local sites only, or you may apply to a variety of programs across the country.

<u>Accreditation</u>: It is the student's decision of whether to pursue an APA-accredited or APPIC-approved internship. There is no harm in not selecting such a site; however, there are multiple advantages to being involved in an APA-accredited or APPIC-approved program. For example, in order to obtain APA accreditation, the site must demonstrate a commitment to a scientist-practitioner training model in addition to several other obligations designed to protect students and enhance their training experiences. In addition, completing an APA-accredited or APPIC-approved internship may facilitate licensure in some states, and also may be important if the student is considering certain types of academic and/or clinic positions.

<u>Setting</u>: Depending on the student's previous experience, there may be latitude regarding where he or she can complete the internship. Examples of types of settings include school-based placements, hospital-based settings, and/or community-based organizations. The student should think about the specific skills sets that he or she would like to develop during internship and match these skills with the setting that most likely will ensure the most appropriate professional development.

If a student possesses a credential for school-based practice, a doctoral internship can be completed within an educational employment setting, so long as it affords appropriate training experience and supervision requirements. It is the student's responsibility to locate these/this type(s) of setting(s). Faculty approval of the experience and supervision through the internship contract is required.

If a student has completed a specialist-level, school-based internship, a variety of other settings may be appropriate for fulfilling the doctoral internship. These might include one, or a combination of the following: mental-health agencies, treatment centers for children with developmental disabilities, and/or hospitals. Teaching and research experiences also may comprise some of the internship experience. Any nonschool-based internship requires at least 1800 hours of work, over no more than a 2-year period. Of these hours, 1500 must be designed to meet the health and psychological needs of clients, and 450 hours (25%) must comprise direct client contact. Teaching and research components, when included, must concern the professional practice of school psychology, comprise no more than 450 hours (25%) of the required 1800 hours, and not count as a substitute for direct client contact hours. It is the student's responsibility to locate these/this type(s) of setting(s). Faculty approval of the experience and supervision through the internship contract is required.

For students who wish to complete their pre-doctoral internship in Ohio, the school-based setting must be pre-approved by the program at KSU <u>and</u> must comply with the requirements listed by the *State Board of Psychology of Ohio* for non-accredited/non-APPIC

training locations. The requirements are available through the *State Board of Psychology of Ohio* and are summarized below:

- The internship must be a minimum of 1800 hours and a maximum of 2000 hours completed in no less than a twelve month period and no more than twenty-four months;
- The internship experience provides a planned and structured sequence of supervised experiences;
- The internship has a clearly designated doctoral level psychologist, or school psychologist, licensed by the *State Board of Psychology of Ohio*.
- The intern spends no less than 25% of his or her time providing face-to-face services to patients/clients.
- The intern is provided with regularly scheduled weekly face-to-face supervision conducted by the appropriately licensed supervisor at a minimum of two hours per week.
- The intern willingly engages in supplemental individual or group supervision.
- The internship setting provides sufficient breadth of experiences and role models through scheduled and planned professional interactions with others.

A list of Frequently Asked Questions (FAQ) related to the specific elements of identifying, applying for, and registering the doctoral internship for students with prior training in school psychology is provided on page 14 of this document.

BASIC REQUIREMENTS NECESSARY FOR DOCTORAL INTERNSHIP TRAINING SITES

There are several basic requirements necessary for a doctoral internship training site to be approved by the program faculty at KSU. These requirements are highlighted below:

- The internship site has a clearly designated Ph.D. level psychologist, or school psychologist, licensed by the psychology board in the jurisdiction in which the internship exists and is who is willing to provide appropriate supervision. Host supervisors should possess a minimum of three years of successful experience in their current place of employment providing school psychological services. NOTE: If the training location does not have an appropriately licensed doctoral-level psychologist or school psychologist, then that setting cannot serve as an internship training location.
- The internship agency must be able to provide an opportunity to pursue work in the areas of consultation, staff development, research (such as program evaluation), and in-service training **in addition** to child-study and treatment/intervention responsibilities. Without the breadth of these activities it will be necessary for the doctoral intern to pursue supplemental placement so that the internship is deemed comprehensive. This criterion is important to note for those contemplating internship in locations where the scope of work is traditionally limited to assessment

- and brief, episodic interventions. In addition, the internship site must be willing to encourage and allow the pursuit of research activities.
- The internship site must provide a minimum of two hours of supervision per week per intern. This supervision should be regularly scheduled, formal, face-to-face time for supervision, reflection, and development of appropriate competencies. This is not meant to be a time when the intern is taught routines, district/agency policies, etc. The latter activities should take place on a daily basis during the internship time.
- Site-based personnel must demonstrate flexibility to allow the intern to develop areas of interest and desired expertise as determined by either the advisor (district/agency & KSU) or the intern.

GUIDELINES FOR **D**OCUMENTING THE **D**OCTORAL **L**EVEL **I**NTERNSHIP

Doctoral Internship Contract

The Letter of Internship Agreement (see Appendix B) should be developed by the student and the field-based supervisor(s) and approved by the university supervisor(s) **prior** to, or very early in, the internship year (no later than 30-days after the start of the internship). Thus, the signed contract should be on file at KSU no later than the end of the first month of internship. This document serves as a contract and guide to the internship experiences and requirements. The Doctoral Internship Contract should: (a) reflect the planned internship experiences, (b) stipulate the total number of clock hours to be completed (reflecting both applied and direct client contact hours), (c) specify the supervision arrangements including names and titles of field-based and university supervisors and the hours per week of supervision, and (d) contain signatures of field-based and university supervisors and the student.

Internship Training/Supervision Verification Forms

Depending on the doctoral internship site, a series of forms will need to be on file with KSU and with the *State Board of Psychology of Ohio*. The appropriate form necessary will depend on the location of the doctoral internship site. It is the responsibility of the student to seek assistance from his or her advisor(s) regarding which forms are necessary. An overview of each of these forms is provided below:

Verification of APA-Accredited or APPIC-Member Internship (Form A; see Appendix C): Any student completing an APA-accredited or APPIC-approved doctoral internship must complete this form and submit it to the State Board of Psychology of Ohio upon completion of the internship experience. This form exists for APA-accredited/APPIC-member internship sites to verify completion of the internship. By completing an internship that is accredited or approved, the state board will accept automatically the pre-doctoral internship requirement.

- Verification of Pre-Approved Non-Accredited/Non-APPIC Internship (Form B: see Appendix D): Any student completing a non-accredited, non-APPIC member internship must have this form completed by the KSU school psychology program. This forms serves as evidence that the program pre-approved of the doctoral internship site. The pre-approval must occur prior to the internship year and should be on file with KSU and the state board no later than 30-days after the start of the internship.
- Verification of Non-Accredited, Non-APPIC Member Internship (Form C: see Appendix E): Any student completing a non-accredited, non-APPIC member internship must complete this form and submit it to the State Board of Psychology of Ohio upon completion of the internship experience. In essence, this form serves as evidence of meeting the supervision requirements during the pre-doctoral internship experience. Each field-based internship supervisor should complete this form.

COURSE ENROLLMENT

While on internship, students must register for 12 credits of Doctoral Internship in School Psychology (SPSY 87992) under the appropriate university supervisor. These hours may be spread over several semesters depending on the start date of the internship experience and/or other circumstances (i.e., part time placement; financial aid status). For school-based internships, the student may register from 6 credits during the Fall and Spring semesters of the internship year. For those students completing internships outside of school settings, the credits may be spread across several semesters (e.g., 2 credits in the Summer, 4 credits in the Fall, 4 credits in the Spring, 2 credits in the Summer). The best method for registering the appropriate number of credits will be determined on an individual student basis with the appropriate university internship supervisor.

University Responsibilities

Appropriate selection of the internship setting is the joint responsibility of the intern and the KSU faculty. After an appropriate internship site has been selected, the appropriate university supervisor will work with the student to ensure that the student registers for the necessary credit hours of SPSY 87992, completes the *Letter of Internship Agreement*, and completes and submits the appropriate registration form for the *State Board of Psychology of Ohio*.

The appropriate university internship supervisor will engage in a variety of on-site contacts and communication with the internship site. The nature of contacts and any subsequent communication between the university supervisor and the internship site is to ensure continuity in the training experience. The appropriate university internship supervisor will conduct two to three on-site visits during the internship for students in the vicinity of KSU; the first occurs early in the internship, the second occurs during the mid-point of the internship year, and the third toward the end of the internship year. Each of these on-site meetings with

the intern and the field-based supervisor is to review the intern's progress, make recommendations for further experiences that fit both the nature of the training and the intern's professional goals, and to address specific questions or issues related to the internship. Additional on-site visits will be made when requested by the intern and/or field and/or university supervisor. Throughout the internship year, the university internship supervisor may contact either the intern or the field-based supervisor as a means of monitoring progress. This format will be modified for those students who complete an APA-accredited or APPIC-registered internship or who complete internship outside of the state of Ohio. For example, the university supervisor may conduct the three interactions via telephone and/or video conferencing.

EVALUATION OF INTERNSHIP PERFORMANCE AND PROGRESS

The *Internship Evaluation Protocol* (see Appendix F) provides an outline of competencies to be attained by the end of the internship experience. This evaluation protocol must be completed, signed by the field-based supervisor, and provided to the university supervisor on three separate occasions:

- 1. Prior to the beginning of internship, the intern will conduct a Pre-Internship Self-Assessment using this form and provide a copy to the intern supervisor. Based on this information, the intern supervisor will complete the section entitled Initial Expectations for Internship Experience on p. 15 of this form. The intern supervisor will sign and date the form, and the intern will provide a copy of the signed Pre-Internship Self-Assessment to the university supervisor by May 31, prior to the internship year.
- 2. At the conclusion of the first academic semester, the intern supervisor will assess the intern's progress toward the attainment of objectives and complete a written evaluation of the intern's performance using this form. A signed copy of the **mid-year evaluation** must be submitted to the university supervisor by **January 31**.
- 3. At the conclusion of the second academic semester, the intern supervisor will assess the intern's progress toward the attainment of objectives and complete a written evaluation of the intern's performance using this form. A signed copy of the **final evaluation** must be submitted to the university supervisor by **June 15.**

1. I am a doctoral student who has not had prior training or supervised experience in school psychology. What are my options for completing my pre-doctoral internship?

Any doctoral student without a previous specialist-level internship and current professional license or certificate in school psychology <u>must</u> plan to complete their pre-doctoral internship in an approved school-based setting. For students who wish to complete these requirements in Ohio, the internship must include a full academic year (a minimum of 1500 hours) in an approved school setting, and must conform to the *Ohio Internship in School Psychology* guidelines.

2. Can I complete my pre-doctoral internship in any school-based setting?

No. The school-based setting must hold membership in the *Association of Psychology Postdoctoral and Internship Centers* (APPIC) or be pre-approved by the School Psychology Program at KSU. For students who wish to complete their predoctoral internship in Ohio, the school-based setting must comply with the requirements listed by the *State Board of Psychology of Ohio* and also conform to the guidelines set forth by the *Council of Directors of School Psychology Programs* (CDSPP).

3. What is APPIC?

The Association of Psychology Postdoctoral and Internship Centers (APPIC) is an organization that serves multiple functions for graduate students. Specifically, it is a registry for both pre-doctoral internships and post-doctoral fellowships. Once a training site registers, students can go to the website and look up potential internship and/or fellowship training programs by name, region, and/or by selecting various criteria. In addition to providing a means of searching potential sites, APPIC hosts the yearly "match" whereby students and sites register with APPIC and following competitive interviews (in most cases, applicants are either invited for an interview or informed that the organization does not believe it would be a good match), a computer-based match occurs based on relative site and applicant rankings. Because internship programs must meet specific criteria to register with APPIC, designation by this organization serves as a quality control stamp for ensuring appropriate training standards.

There is a cost to register for a match, and there are specific deadlines for both site applications (dates vary by site) and registering on the APPIC system.

For more specific information, visit APPIC's website (www.appic.org).

4. Are there APPIC-approved school-based settings that will provide me with the appropriate training in school psychology?

Yes. APPIC-approved sites occur in a variety of school-based training locations. For example, several states have developed school psychology internship consortiums that have been approved through APPIC (e.g., Illinois, Louisiana). In addition, a variety of school districts are registered with APPIC (e.g., Fort Worth, Houston, Newark, Virginia Beach).

Please note that APPIC resolved that all internship applicants must complete 600 hours of supervised practice **prior** to beginning the internship, and a *recommended* total of 800 hours. In order to assure that these standards are met, students are asked to begin planning their hours early in their graduate training (i.e., first year of the program) and document those earned hours of supervised practice prior to their internship.

5. Should I register with APPIC?

If you wish to be considered for a training location that is APPIC-approved, you are required to register in order to be considered for the match. If the program is not registered with APPIC, there is no need to register. If you do plan to register, keep in mind that there are recommended registration deadlines.

6. I have decided to apply for an APPIC-approved site, what do I do now?

If you are registering with an APPIC-approved site, there is a common application form that you must complete. This form is electronic and available on the APPIC website. You should review the application as soon as possible to help gain a sense of what kinds of materials you will need on order to complete the application. It is recommended that you also begin some of the essays early in the process. Some of these are very thought provoking and will require much planning. Additionally, you will be required to submit at least three letters of recommendation. As such, it is important to determine who you will ask to compose a letter for you.

If you are applying to sites that are non-APPIC-approved, you will have to follow the application procedures for that particular location, which generally can be found on that organization's website.

7. I have completed the common APPIC application; do I need to complete a site-specific application?

No. All sites rely on the APPIC application. However, it is common practice to have specific additional requirements such as examples of assessment and/or treatment reports. You should visit both the APPIC website and any site-specific website to

verify the application requirements and deadlines. It is necessary to understand fully all of the procedures and necessary materials for making application. Note well that each site sets its own application deadline and will not accept materials after the posted date.

8. Does APPIC conduct the match?

No. APPIC serves as a liaison between students and training programs and the match service provider, National Matching Service (NMS). Information about NMS is available at their website (www.natmatch.com).

9. I do not plan to complete my pre-doctoral internship using an APPIC-approved site. What are the minimum requirements for a school-based setting to qualify as an internship training location?

At the very minimum, the school-based setting must possess a doctoral level psychologist, or school psychologist when appropriate, who is licensed by the psychology board in the jurisdiction in which the internship takes place. For students who wish to complete their internship in Ohio, the supervisor must have earned his or her doctorate and must possess either the Psychologist License or School Psychologist License from the *State Board of Psychology of Ohio*.

<u>NOTE</u>: If the training location does not have an appropriately licensed doctoral-level psychologist or school psychologist, then that setting cannot serve as an internship training location.

10. I have decided to complete my pre-doctoral internship in Ohio. What requirements must be met to ensure the school-based setting will be approved?

For students who wish to complete their pre-doctoral internship in Ohio, the school-based setting must be pre-approved by the program at KSU <u>and</u> must comply with the requirements listed by the *State Board of Psychology of Ohio* for non-accredited/non-APPIC training locations. The requirements are available through the *State Board of Psychology of Ohio* and are summarized below:

- The internship must be a minimum of 1500 hours and a maximum of 2000 hours completed during a nine month period;
- The internship experience provides a planned and structured sequence of supervised experiences;
- The internship has a clearly designated doctoral level psychologist, or school psychologist, licensed by the *State Board of Psychology of Ohio*.
- The intern spends no less than 25% of his or her time providing face-to-face services to children and families.

- The intern is provided with regularly scheduled weekly face-to-face supervision conducted by the appropriately licensed supervisor.
- The intern willingly engages in supplemental individual or group supervision.
- The internship provides a minimum of two hours per week in a variety of didactic activities.
- The internship setting provides sufficient breadth of experiences and role models through scheduled and planned professional interactions with others.

FOR STUDENTS WITH PRIOR TRAINING IN SCHOOL PSYCHOLOGY

1. I am a doctoral student who has had prior training and supervised experience in school psychology. What are my options for completing my pre-doctoral internship?

Students who have completed a previous, specialist-level internship and possess a current credentialing for school-based practice, may chose to complete their nonschool-based pre-doctoral internship by:

Completing an internship accredited by the *American Psychological Association* (APA) or an internship holding membership in the *Association of Psychology Postdoctoral and Internship Centers* (APPIC) or the;

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Completing a non-accredited, non-APPIC internship that is pre-approved by the School Psychology Program at KSU and, if appropriate, complies with the requirements listed by the *State Board of Psychology of Ohio*. It is anticipated that a doctoral level internship site also will conform to the guidelines set forth by the *Council of Directors of School Psychology Programs* (CDSPP).

2. How do I select between these two broad options?

It is best to talk with your advisor(s) regarding the selection of an appropriate predoctoral internship. Ultimately, your decision will be based on both personal and professional goals. It will be important to consider your career objectives and the skills you hope to acquire during internship as you make your decision. The purpose of internship is to develop further your breadth and depth of knowledge and skills. Carefully assess your strengths and areas for improvement, consult with your advisor(s) about the type of site that will be appropriate for you, and make an individualized decision that meets your own career trajectory and objectives. Your decision likely will be based on a consideration of location, accreditation, and setting.

<u>Location</u>: You may chose to apply to local sites only, or you may apply to a variety of programs across the country.

<u>Accreditation</u>: It is your decision of whether to pursue an APA-accredited or APPIC-approved internship. There is no harm in not selecting such a site; however, there are multiple advantages to being involved in an APA-accredited or APPIC-approved program. For example, in order to obtain APA accreditation, the site must demonstrate a commitment to a scientist-practitioner training model in addition to several other obligations designed to protect students and enhance their training experiences. In addition, completing an APA-accredited or APPIC-approved

internship may facilitate licensure in some states, and also may be important if you are considering certain types of academic and/or clinic positions.

<u>Setting</u>: Depending on your previous experience, there may be latitude regarding where you will complete your internship. As a school psychologist in training, you possess the skills that will make you desirable within and across multiple settings. Examples of types of settings include school-based placements, hospital-based settings, and/or community-based organizations. Be sure to think about the specific skills sets you would like to develop during internship and match these skills with the setting that most likely will ensure you hone these skills.

3. What is APPIC?

The Association of Psychology Postdoctoral and Internship Centers (APPIC) is an organization that serves multiple functions for graduate students. Specifically, it is a registry for both pre-doctoral internships and post-doctoral fellowships. Once a training site registers, students can go to the website and look up potential internship and/or fellowship training programs by name, region, and/or by selecting various criteria. In addition to providing a means of searching potential sites, APPIC hosts the yearly "match" whereby students and sites register with APPIC and following competitive interviews (in most cases, applicants are either invited for an interview or informed that the organization does not believe it would be a good match), a computer-based match occurs based on relative site and applicant rankings. Because internship programs must meet specific criteria to register with APPIC, designation by this organization serves as a quality control stamp for ensuring appropriate training standards.

There is a cost to register for a match, and there are specific deadlines for both site applications (dates vary by site) and registering on the APPIC system.

For more specific information, visit APPIC's website (www.appic.org).

4. Should I register with APPIC?

If you wish to be considered for a training location that is APPIC-approved, you are required to register in order to be considered for the match. If the program is not registered with APPIC, there is no need to register. If you do plan to register, keep in mind that there are strict registration deadlines.

5. Are all APA-accredited internships registered with APPIC?

No. This is not a requirement.

6. Are all APPIC-approved internship APA-accredited?

No. On each program description page there is an APA status indicator.

7. Where can I find a listing of APA-accredited internships, including those not registered with APPIC?

At the APA website (www.apa.org).

8. I have decided to apply for an APPIC-approved site, what do I do now?

If you are registering with an APPIC-approved site, there is a common application form that you must complete. This form is electronic and available on the APPIC website. You should review the application as soon as possible to help gain a sense of what kinds of materials you will need on order to complete the application. It is recommended that you also begin some of the essays early in the process. Some of these are very thought provoking and will require much planning. Additionally, you will be required to submit at least three letters of recommendation. As such, it is important to determine who you will ask to compose a letter for you.

If you are applying to sites that are non-APPIC-approved, you will have to follow the application procedures for that particular location, which generally can be found on that organization's website.

9. I have completed the common APPIC application; do I need to complete a site-specific application?

No. All sites rely on the APPIC application. However, it is common practice to have specific additional requirements such as examples of assessment and/or treatment reports. You should visit both the APPIC website and any site-specific website to verify the application requirements and deadlines. It is necessary to understand fully all of the procedures and necessary materials for making application. Note well that each site sets its own application deadline and will not accept materials after the posted date.

10. Does APPIC conduct the match?

No. APPIC serves as a liaison between students and training programs and the match service provider, National Matching Service (NMS). Information about NMS is available at their website (www.natmatch.com).

11. Will I need letters of reference?

Yes. Most APA-accredited or APPIC-approved sites will require three letters of reference.

12. Who should I ask to provide letters of reference?

In most cases, a letter from your advisor is in your best interest. Additional letters can come from other faculty members and/or advanced practicum supervisors. As with graduate school applications, letters from personal friends and/or family carry very little weight.

Ask only those individuals whom you believe know you well and will be able to write you an in-depth letter. Although most people do not write overly negative reference letters, their regards for you is often communicated via the length of the letter. For example, a short letter with the primary message that "I worked with him/her on a project (or had him/her in class)" and "he/she did a great job" is not to your benefit. Alternatively, letters that provide in-depth information about the letter writer's relationship with you across multiple projects and activities generally reflect a heart-felt recommendation. Clearly, it is to your benefit to seek letters from people you have known and worked with for at least a year and who are able to write about multiple projects and activities for which they can asses you skills, talents, and characteristics.

It will be helpful to provide your letter writers with copy of your vita and a brief career objectives statement. In addition, be sure to provide each letter writer with a list of all the training programs your are applying to and contact information for you should they have questions/concerns. You will enter their contact information into your online application and APPIC will send each letter writing information to submit their letter online through the APPIC portal.

13. Do you have resource recommendations related to doctoral level internships?

Megargee, E.I. (2001). Megargee's guide to obtaining a psychology internship (4th ed.). New York: Brunner Routledge. Psychology students navigating the confusing and complicated waters of securing doctoral-level internship have used Megargee's seminal text throughout several decades. This resource includes chapters regarding the APPIC matching process, how to develop a curriculum vita, writing cover letters, handling site visits and interviews, and dealing with adversity in the application process. Each topic is cogently presented and provides the student with a treasure-trove of information during this potentially overwhelming process.

Williams-Nickelson, C., Prinstein, M.J., & Keilin, G. (2008). Internships in psychology: *The APAGS workbook for writing successful applications and finding the right fit* (2nd ed.). Washington, DC: American Psychological Association. In recognizing the difficulty of finding a psychology internship, the editors provide a useful "how-to" manual for successfully completing the internship matching process. Chapters provide detailed information with regards to completing the APPIC application, developing essays, details about the matching process, and provides numerous frequently asked questions.

14. I do not plan to complete my pre-doctoral internship using an APA-accredited or APPIC-approved site. What are the minimum requirements for a setting to qualify as an internship training location?

If you have a credential for school-based practice, a doctoral internship can be completed within an educational employment setting, so long as it affords appropriate training experience and supervision requirements. It is the student's responsibility to locate these/this type(s) of setting(s). Faculty approval of the experience and supervision through the internship contract is required.

If you have completed a specialist-level, school-based internship, a variety of other settings may be appropriate for fulfilling the pre-doctoral internship. These might include one, or a combination of the following: mental-health agencies, treatment centers for children with developmental disabilities, and/or hospitals. Teaching and research experiences also may comprise some of the internship experience. Any nonschool-based internship requires at least 1800 hours of work, over no more than a 2-year period. Of these hours, 1500 must occur in school psychology, and 375 hours must comprise direct client contact. Teaching and research components, when included, must concern the professional practice of school psychology, comprise no more than 540 hours of the required 1800 hours, and not count as a substitute for direct client contact hours. It is the student's responsibility to locate these/this type(s) of setting(s). Faculty approval of the experience and supervision through the internship contract is required.

<u>NOTE</u>: If the training location does not have an appropriately licensed doctoral-level psychologist or school psychologist, then that setting cannot serve as an internship training location.

15. I have decided to complete my pre-doctoral internship in Ohio. What requirements must be met to ensure the school-based setting will be approved?

For students who wish to complete their pre-doctoral internship in Ohio, the school-based setting must be pre-approved by the program at KSU <u>and</u> must comply with the requirements listed by the *State Board of Psychology of Ohio* for non-

accredited/non-APPIC training locations. The requirements are available through the *State Board of Psychology of Ohio* and are summarized below:

- The internship must be a minimum of 1800 hours and a maximum of 2000 hours completed during a twelve month period;
- The internship experience provides a planned and structured sequence of supervised experiences;
- The internship has a clearly designated doctoral level psychologist, or school psychologist, licensed by the *State Board of Psychology of Ohio*.
- The intern spends no less than 25% of his or her time providing face-to-face services to patients/clients.
- The intern is provided with regularly scheduled weekly face-to-face supervision conducted by the appropriately licensed supervisor.
- The intern willingly engages in supplemental individual or group supervision.
- The internship provides a minimum of two hours per week in a variety of didactic activities.
- The internship setting provides sufficient breadth of experiences and role models through scheduled and planned professional interactions with others.

Appendices

Appendix A

Council of Directors of School Psychology Doctoral Level Internship Guidelines (Approved by the Membership, May, 1998)

In the absence of special circumstances, an organized training program in School Psychology meeting these guidelines will also be considered as meeting the "Guidelines for Defining an Internship or Organized Training Program in Psychology" used by the National Register to identify an acceptable internship or organized training program, one of the several requirements for listing in The National Register of Health Services Providers in Psychology.

- 1. A School Psychology internship is an organized training program that, in contrast to supervised experience (e.g., practica) or on-the-job training, is designed to provide the intern with a planned, programmed sequence of training experience. The internship is the culminating training experience prior to the granting of the doctoral degree. It follows a programmed sequence of coursework, practica, and field experiences and occurs after the substantial completion of all coursework leading to the degree. The primary focus and purpose is assuring breadth and quality of training. The School Psychology internship is designed to meet the needs of the graduate students and should provide an extension of education and supervised training from the university program. The internship must include a range of activities such as consultation, assessment, intervention, supervision, and research that are designed to meet the health and psychological needs of the clients.
- 2. The intern shall spend time in research activity which may include evaluating the outcomes of services delivered and the effectiveness of the intern's own training. This time shall not exceed 25% of the internship. The intern shall spend at least 25% of his or her time in direct (face-to-face) psychological services to clients or patients.
- 3. The internship agency has a written statement or brochure, which describes the goals and content of the internship program, states clear expectations for the quality of trainees' work, training, and supervision, and is made available to prospective interns. The internship agency, preparing institution, and intern have a written agreement that describes the goals and content of the internship including clearly stated expectations for the nature of experiences offered in the agency and for the quantity and quality of the work. Each intern should have a written statement that includes, but is not limited to, salary, benefits, reimbursable travel, holidays, and other relevant data.
- 4. Internship programs have documented due process procedures for interns, which are given to interns at the beginning of the training period.
- 5. Full-time internships may be completed in no less than 9 months; part-time internships may extend no more than 24 months. The internship year must include a minimum of 1,500 hours in activities described above.

- 6. Internship agencies are required to issue a certificate or "Official Statement" of psychology internship completion to all who have successfully completed the internship program.
- 7. The internship agency employs a clearly designated doctoral-level psychologist, who: (a) is currently licensed/certified by the State Regulatory Board of Psychology CDSPP Internship Guidelines, page 1to practice at the independent level, (b) is responsible for the integrity and quality of the internship program, and (c) is present at the training facility for a minimum of 20 hours per week. Intern supervision may be shared with other appropriately credentialed personnel in the psychological service unit, but the licensed/certified psychologist assumes 100% responsibility for the supervision provided. The psychological service unit providing the internship training has at least two psychologists on the staff.
- 8. The internship includes at least two hours per week of regularly scheduled, formal, face-to-face individual supervision with the specific intent of dealing with the psychological services rendered directly by the intern. The supervisor (described in #7 above) must provide at least one hour per week of supervision.
- 9. In addition to individual supervision (as described in #8 above), there is an additional average of at least two hours per week in scheduled learning activities such as case conferences involving a case in which the intern is actively involved, seminars dealing with professional issues, and in-service training. These activities may be in conjunction with professionals other than school psychologists and may include such planned activities as attending school board meetings (if the internship is in a school) or observing other units in delivery of health and/or child care services.
- 10. The intern must have regularly scheduled, supervised, and documented training activities with other psychology interns. The internship must have two or more full-time equivalent interns. However, agencies having the capacity for only one intern may meet the spirit of this criterion (i.e., the socialization of doctoral-level psychology interns) by having regularly scheduled and documented training activities with psychology interns at other sites in the immediate geographic areas or, when internship sites are at a significant distance from each other, by making arrangements for regularly scheduled meetings of interns for several hours on a monthly basis.
- 11. Reports by the intern to consumers, other agency or school personnel, or other relevant publics must be co-signed by the licensed psychologist supervisor for the intern.
- 12. The trainee has a title such as "intern," "resident," or other designation of trainee status.



Doctoral Internship in School Psychology

LETTER OF INTERNSHIP AGREEMENT

This document represents th	e Agreement between	the Kent State Univers	sity School Psychology
Program and		regarding a pre-docto	oral internship in
school psychology for the fol	lowing student:		
It is the student's r	esponsibility to work wi	th the internship site	and supervisor to
complete this Letter of Interi	nship Agreement. The co	ompleted, signed lette	er of internship
agreement must be approve	d by the university inte	nship supervisor prio	r to commencing the
doctoral internship. Return t	he completed letter of	agreement to:	
Т	he KSU University Inter School Psycholog Kent State Uni 405 White Kent, OH 44	y Program versity Hall	
Student's Name:			
Location of Proposed Interns	ship Placement:		
(Note: A variety of settings may be hospitals, mental health centers, a specialist-level internship of greate Department of Education licensure internship in a location that is both Ohio Internship in School Psychological Psyc	and independent practice set or than 9-months, fulltime in or as a school psychologist mu or pre-approved by the KSU So	tings. Students who have a a school setting and who a ast complete a minimum o	not previously completed a intend to seek Ohio f 1,500 hours of the
Name of Supervisor:		·	
Address:			
Telephone Number:	Fax:	Email:	
Supervisor holds a doctorate	in psychology from:		(University
Supervisor holds a Psycholog	gy License from:	(State)	License #

Internship Registration, Documentation, and Evaluation

The intern must register for a total of 12 semester hours of university credit (SPSY 87992 Doctoral Internship in School Psychology) concurrent with the doctoral internship experience.

The internship experience <u>must</u> be registered with the appropriate State Board of Psychology, and a copy of this registration form must be submitted to the university internship supervisor with this approved *Letter of Internship Agreement*.

The intern must maintain a written weekly log of all hours of supervised professional experience obtained during internship and submit signed copies of these to the university supervisor every two weeks. The log must contain, at a minimum: (a) the work setting, (b) dates of services and supervision, (c) brief description of services, (d) number of clock hours of experience by area for the week and cumulative, (e) supervision hours, (f) type of supervision (direct, individual, group), (g) intern's name and signature, and (h) supervisor's name and signature. It is the intern's responsibility to include additional information if required by licensing boards or post-doctoral settings.

The intern must submit to the university supervisor a quarterly report summarizing activities and cumulative hours in each broad area of psychological work, signed by the student and the intern supervisor.

occur. The agreed upon due dates for these evaluations are as follows:
evaluation of the intern's performance at least twice per year, and more frequently if problems
The intern supervisor must provide the university supervisor with a copy of a written, signed

Internship Experiences

The internship is structured so that the intern will be provided appropriate supervised professional experience to fulfill requirements for the Ph.D. in school psychology and the predoctoral year of supervised experience for general psychology licensure. The supervised experience will be registered with the appropriate State Board of Psychology, and all supervision requirements will be followed.

The internship will begin on	and end on	It is
anticipated that the intern will obtain	hours of experience during this time	
period. To fulfill the doctoral internship, certain hou	r requirements must be met. Such	
requirements include:		

- School-Based Doctoral-Level Internship: Students without a previous, specialist-level internship and current Ohio Department of Education Professional License in School Psychology must plan to complete their doctoral internship in an approved school-based setting. For students completing these requirements in Ohio, the internship must include a full academic year (a minimum of 1,500 hours) in an approved school setting, and must conform to the Ohio Internship in School Psychology guidelines.
- Nonschool-Based Doctoral-Level Internship: Students who have completed a previous, specialist-level internship and possess a current credentialing as a school psychologist, may chose to complete a doctoral level internship in a nonschool-based setting. A nonschool-based internship requires at least 1,800 hours of work, over no more than a 2-year period. Of these hours, 1500 must be designed to meet the health and psychological needs of clients, and 450 hours (25%) must comprise direct client contact. Teaching and research components, when included, must concern the professional practice of school psychology, comprise no more than 450 hours (25%) of the required 1800 hours, and not count as a substitute for direct client contact hours.

The planned experiences should be organized by major areas of psychological work and associated training program goals. For each area, the specific activities and populations should be described, and the planned number of hours indicated. It is not necessary for the internship to address all areas of psychological work or training program goals. However, the internship must provide a range of training experiences that substantially broaden the student's training and experiences as a school psychologist. The following page describes areas of work that should be reflected in the intern's planned experiences prior to beginning internship.

Broad Areas of	
Psychological Work	Training Program Goals
Assessment	1.0 Data-Based Decision Making and Accountability: School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishment.
Direct Intervention (including counseling, psychotherapy, cognitive and behavioral	2.0 Consultation and Collaboration: School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations.
interventions, and crisis management)	3.0 Effective Instruction and Development of Cognitive/Academic Skills: School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills.
Indirect Intervention (including teacher and parent consultation, team- based consultation and	4.0 Socialization and Development of Life Skills: School psychologists have knowledge of human developmental processes, techniques to assess the processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills.
collaboration, and systems change activities)	5.0 Student Diversity in Development and Learning: School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning.
Teaching/Professional Development	6.0 School and Systems Organization, Policy Development, and Climate: School psychologists have knowledge of general education, special education, and other education and related services.
Program Evaluation	7.0 Prevention, Crisis Intervention, and Mental Health: School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior.
Supervision	8.0 Home/School/Community Collaboration: School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery.
	9.0 Research and Program Evaluation: School psychologists have knowledge of research, statistics, and evaluation methods.
Research	10.0 School Psychology Practice and Development: School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards.
	11.0 Information Technology: School psychologists have knowledge of information sources and technology relevant to their work.

The planned internship experiences for this student are summarized below:

Broad Area of Psychological	Associated Training		Projected Number of
Work	Program Goal(s)	Description of Services/Populations	Hours
-	-0 (-,	,	
Approvals:			
Student:		Signature:	Date:
Field Supervisor:		Signature:	Date:
University Supervisor	:	Signature:	Date:
A C.	ha aisead Commission - D	egistration Form is Attached	

Appendix C

STATE BOARD OF PSYCHOLOGY OF OHIO

<u>FORM A</u>: VERIFICATION OF APA-ACCREDITED, CPA-ACCREDITED, OR APPIC-MEMBER PRE-DOCTORAL INTERNSHIP

To be completed by *Director/Coordinator of Internship Training* and submitted directly to the Board office

To the Director of Internship Training:

Ohio law requires that applicants seeking licensure under ORC 4732.10 (B) (4) must hold a doctoral degree in psychology or school psychology from a program accredited by the APA Commission on Accreditation or the CPA Accreditation Panel, designated by the ASPPB/NR Joint Designation Committee, or approved by NASP. Said applicants shall have at least two years (3,600 hours total) of supervised training in professional psychology or school psychology, including a pre-doctoral internship of between

1,500 and 2,000 hours. This form shall be completed by the Director of Internship Training as verification that the internship was completed in compliance with Ohio's regulations in OAC 4732-9-01 (I)(1)(a). Please complete this form in its entirety and submit it directly to the Ohio Board. Thank you for your assistance.

STATE BOARD OF PSYCHOLOGY OHIO State Board of Psychology 77 S. High St., 18th floor Columbus OH 43215-6108 Phone (614) 466-8808 Fax (614) 728-7081 www.psychology.ohio.gov

Please Print Clearly

Name of Intern/Applicant for Ohio Licensure:
Name of Internship Facility/Training Site:
Address:
Telephone:
Director of Internship Training: License Number/Jurisdiction:
Telephone number: Email Address:
Internship Dates:/ / / through / / / Total Internship Hours:
Internship Director Attestation
I hereby attest that the Ohio licensure applicant named above successfully completed the goals and objectives of this pre-doctoral internship program, and that the statements herein are true. The internship was during the intern's tenure:
O Accredited by the APA Commission on Accreditation O A Member of the Association of Psychology Postdoctoral and Internship Centers (APPIC) O Accredited by the CPA Accreditation Panel
Internship Director/Designee Signature Date

FORM A: VERIFICATION OF APA-ACCREDITED, CPA-ACCREDITED, OR APPIC-MEMBER PRE-DOCTORAL INTERNSHIP Name of Psychology Intern/Ohio Licensure Applicant: Page 2 of 2 Internship Training Experiences and Competencies Attained Pursuant to OAC 4732-9-01, psychological training supervision shall provide sequential and increasingly complex and independent experiences to assure an organized and planned development of: attitudes and identity as a professional psychologist; professional, ethical, and legal responsibilities; communication skills; critical judgment; and, competencies in the broad areas of interpersonal skills, psychological assessment, psychological interventions, and ethical decision making. Training experiences shall follow developmentally appropriate academic and technical preparation. Final evaluation of intern's performance and recommendations for post-doctoral training and/or areas of independent practice and needs for additional professional development: (please feel free to attach an evaluation in lieu of completing this section) **NOTARIZED STATEMENT** ___, being first duly sworn, according to law. Name of Director of Internship/Designee: deposes and confirms the statements herein and says the answers in the foregoing document are true. I attest that the described supervision, if occurring in Ohio, followed requirements of State Board of Psychology in Ohio, Ohio Administrative Code supervision rules 4732-13-01, 4732-13-02, 4732-13-03, 4732-13-04, through July 15, 2000, or earlier rules applicable during supervision. For supervised experiences occurring outside of Ohio, I attest that the relevant jurisdictional laws and regulations governing psychological supervision were followed. Internship Director/Designee's Signature _____ License# ____ State/Province Sworn to me and subscribed in my presence this day of , 201 . May be notarized in any state or Canadian province. Please explain if seal not used in this jurisdiction: Notary Public Commission Expires:

Appendix D

STATE BOARD OF PSYCHOLOGY OF OHIO

FORM B: DCT VERIFICATION OF PRE-APPROVED NON-ACCREDITED, NON-APPIC MEMBER INTERNSHIP

To be completed by the Doctoral Program DCT or School Psychology Doctoral Program Coordinator and submitted directly to the Board

To the Doctoral Program Director of Clinical Training/Coordinator:

Ohio law requires that applicants seeking licensure under ORC 4732.10 (B) (4) must hold a doctoral degree in psychology or school psychology from a program accredited by the APA Commission on Accreditation or the CPA Accreditation Panel, designated by the ASPPB/NR Join Designation Committee, or approved by NASP. Said applicants shall have at least two years (3,600 hours total) of supervised training in professional psychology or school psychology, including a pre-doctoral internship of between 1,500 and 2,000 hours. This form shall be completed by the DCT or School Psychology Doctoral Program Coordinator or designee as verification that a non-accredited/non-APPIC member internship was pre-approved as part of the doctoral degree requirements in compliance with Ohio's regulations in OAC 4732-9-01 (I)(1)(b). Please complete this form in its entirety and mail it directly to the Ohio Board. Thank you for your assistance.



Please print clearly

Name of Intern/Applicant for Ohio Licensure:				
Name of Academic Institution:				
Doctoral Degree Program:	O Clinical	O Counseling	O School	O Combined
O 01	her:			_
Director of Clinical Training (DCT)	/Coordinator:			
Name of Internship Facility/Trainin	g Site:			
Director of Internship Training/Prin	nary Internship	Contact:		
The internship was pre-approved by the DCT/Coordinator or designee: O YES O NO				
NOTARIZED STATEMENT Name of DCT/Coordinator/Designee:, being first duly sworn, according to law, deposes and confirms the statements herein and says the answers on this document are true.				
DCT/Coordinator Signature			_ License# _	State/Province
Sworn to me and subscribed in my	presence this	day of		, 201
This form may be notarized in any state, U.S. territory, or Canadian province.				
Notary Public				
Commission Expires:				
				SEAL

Appendix E

STATE BOARD OF PSYCHOLOGY OF OHIO

<u>FORM C</u>: INTERNSHIP SITE VERIFICATION OF NON-ACCREDITED, NON-APPIC MEMBER PRE-DOCTORAL INTERNSHIP

To be completed by Director/Coordinator of Internship Training and submitted directly to the Board

To the Director of Internship Training:

Ohio law requires that applicants seeking licensure under ORC 4732.10 (B) (4) must hold a doctoral degree in psychology or school psychology from a program accredited by the APA Commission on Accreditation or the CPA Accreditation Panel, designated by the ASPPB/NR Joint Designation Committee, or approved by NASP. Said applicants shall have at least two years (3,600 hours total) of supervised training in professional

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psychology or school psychology, including a pre-doctoral internship of between 1,500 and 2,000 hours. This form shall be completed by the Director of Internship Training as verification that the internship was completed in compliance with Ohio's regulations in OAC 4732-9-01 (I)(1)(b). Please complete this form in its entirety and submit it directly to the Ohio Board. Thank you for your assistance.

Please Print Clearly

Name of Intern/Applicant for Ohio Licensure:			
Name of Academic Institution:			
Doctoral Degree Program: O Clinical O Counseling O School O Combined O Other:			
Name of Doctoral Program Director of Clinical Training:			
Doctoral program accreditation/designation/approval: O APA O ASPPB/NR O NASP O CPA			
The internship was pre-approved by the Director of Clinical Training or designee: O YES O NO			
Internship Site and Supervision Verification Name of Internship Facility/Training Site: Address:			
Telephone:			
Director of Internship Training: License Number/Jurisdiction:			
Telephone number: Email Address:			
Internship Dates:/ / / through / / / Total Internship Hours:			
Intern Average Hours per Week On-Site:			
Average Hours per Week Individual Face-to-Face, Supervision with Licensed Psychologist Supervisor:			
Average Hours per Week Other Supervision (e.g. group, allied health professional supervisor, etc.):			
Average Hours per Week Intern Didactics (e.g. seminars, case reviews, guided reading, etc.):			

FORM C: INTERNSHIP SITE VERIFICATION OF NON-ACCREDITED, NON-APPIC MEMBER PRE-DOCTORAL INTERNSHIP

Name of Psychology Intern/Ohio Licensure Applicant: _____ Page 2 of 4

Internship Site Supervisor Verification (Complete for	each Internship Primary	Supervisor)
Name of Internship Facility/Training Site:		
Address:		
Telephone:		
Primary Supervising Psychologist or Board-Licensed Sci	hool Psychologist:	
License Number/Jurisdiction:		[if different from Director]
Telephone number:E	mail Address:	
Dates Under This Supervisor's Supervision:	to	
Intern Average Hours per Week On-Site:		
	•	
Name of Internship Facility/Training Site:		
Address:		
Telephone:		
Primary Supervising Psychologist or Board-Licensed Sci	hool Psychologist:	
License Number/Jurisdiction:		[if different from Director]
Telephone number:E	mail Address:	
Dates Under This Supervisor's Supervision:	to	
Intern Average Hours per Week On-Site:		
	•	
Name of Internship Facility/Training Site:		
Address:		
Telephone:		
Primary Supervising Psychologist or Board-Licensed Sci	hool Psychologist:	
License Number/Jurisdiction:		[if different from Director]
Telephone number:E	mail Address:	
Dates Under This Supervisor's Supervision:	to	
Intern Average Hours per Week On-Site:		
(Please copy and attach additional Supervisor Verifi	cation pages if necessary)	

Appendix E (continued) FORM C: INTERNSHIP SITE VERIFICATION OF NON-ACCREDITED, NON-APPIC MEMBER PRE-DOCTORAL INTERNSHIP Name of Psychology Intern/Ohio Licensure Applicant: Page 3 of 4 **Verification of Internship Requirements** Pre-doctoral internships completed at sites that are not APPIC members or accredited by APA or CPA shall comply with OAC 4732-9-01 (I) (1) (b) and shall be deemed satisfactory by the Ohio Board. Please complete the following: 1) The internship experience provided a planned, structured, and programmed sequence of professionally supervised experiences that were characterized by greater depth, breadth, and intensity than pre-internship O YES O NO graduate program-based training. 2) The internship had a clearly designated doctoral level psychologist, or a school psychologist licensed by the psychology board in the jurisdiction in which the internship occurred, who was responsible for the O YES O NO integrity and quality of the internship and who had an obvious presence in one (or more) of the training site(s). This psychologist may be referred to as the Director of Internship Training. 3) The internship experience was a minimum of fifteen hundred hours and a maximum of two thousand hours completed in no less than twelve months (or nine months for school psychology internships) and O YES O NO no more than twenty four months. 4) No less than twenty-five per cent of the intern's time was documented as face-to-face psychological O YES O NO services to patients/clients. Total hours of face-to-face psychological services to patients/clients: 5) Regularly scheduled individual weekly face-to-face supervision was provided at a ratio of no less than O YES O NO one hour for every twenty internship hours. (The responsible use of secure technologies affording the ability to clearly disguise client/patient identities, such as telephone, internet, or web-based video may be used as a supplemental training and consultation aid and for supervision in excess of the minimum ratio required, although it did not replace the minimum weekly face-to-face individual supervision requirement specified below.) Average weekly hours of individual face-to-face supervision: 6) A minimum of 75% of the individual face-to-face supervision was provided by a supervisor who was a O YES O NO licensed psychologist or school psychologist licensed by the psychology licensing board in the state. territory, the District of Columbia, or Canadian province in which the supervised experience occurred, or when the psychologist or school psychologist was practicing legally in the in internship jurisdiction (e.g., a federal employee licensed in another jurisdiction). 7) No more than 25% of the individual face-to-face supervision was provided by licensed allied mental O YES O NO health professionals as deemed appropriate by the designated doctoral level psychologist or licensed school psychologist specified above in #2, such as but not limited to psychiatrists, professional clinical counselors, or clinical social workers; or, a post-doctoral trainee eligible for licensure as a psychologist and conducting supervision of the intern under an umbrella supervision arrangement with a licensed psychologist or licensed school psychologist. 8) The internship provided an average minimum of two hours per week in didactic activities such as case O YES O NO presentations, seminars, in-service training, guided readings in professional psychology, or additional individual or group supervision in excess of the minimum ratio described above. 9) In internship settings at which there was only one intern, the Director/clearly designated doctoral level O YES O NO psychologist or school psychologist specified above in #2 ensured the intern had a sufficient breadth of experiences and role models through scheduled and planned professional interactions with other O N/A psychological trainees, psychologists, school psychologists, and/or allied mental health professionals; these experiences may include, but shall not necessarily be limited to, participation in grand rounds or other didactic experiences in local health care settings, structured interactions with peer groups in local internships, and case consultations. List qualifying activities:

FORM C: INTERNSHIP SITE VERIFICATION OF NON-ACCREDITED, NON-APPIC MEMBER PRE-DOCTORAL INTERNSHIP Name of Psychology Intern/Ohio Licensure Applicant: Internship Training Experiences and Competencies Attained Pursuant to OAC 4732-9-01, psychological training supervision shall provide sequential and increasingly complex and independent experiences to assure an organized and planned development of: attitudes and identity as a professional psychologist; professional, ethical, and legal responsibilities; communication skills; critical judgment; and, competencies in the broad areas of interpersonal skills, psychological assessment, psychological interventions, and ethical decision making. Training experiences shall follow developmentally appropriate academic and technical preparation. ① List the intern's specific psychological activities/experiences by estimated percentages during the internship: **Psychological Training Activity** ② List the psychological activities the intern was competent to perform independently at the conclusion of the internship: 3 Final evaluation of intern's performance and recommendations for areas of post-doctoral training and/or independent practice and needs for additional professional development: (please feel free to attach an evaluation in lieu of completing this section) **NOTARIZED STATEMENT** Name of Director of Internship: _______, being first duly sworn, according to law, deposes and confirms the statements herein and says the answers in the foregoing document are true. I attest that the described supervision, if occurring in Ohio, followed requirements of State Board of Psychology in Ohio, Ohio Administrative Code supervision rules 4732-13-01, 4732-13-02, 4732-13-03, 4732-13-04, through July 15, 2000, or earlier rules applicable during supervision. For supervised experiences occurring outside of Ohio, I attest that the relevant jurisdictional laws and regulations governing psychological supervision were followed. Internship Director's Signature ______ License# _____ State/Province _____ Sworn to me and subscribed in my presence this _____ day of ______, 201___. May be notarized in any state or Canadian province. Please explain if seal not used in this jurisdiction: Notary Public

Commission Expires:

SFAL

Appendix F



INTERNSHIP EVALUATION PROTOCOL

IDENTIFYING INFORMATION				
niversity Supervisor (please check primary superviso	r below)			
☐ Caven S. Mcloughlin, Ph.D. ☐	Frank J. Sansosti, Ph.D.			
Phone: 330-672-2928	Phone: 330-672-0059			
Email: caven@kent.edu	Email: <u>fsansost@kent.edu</u>			
Address: 405 White Hall, Kent State University	Kent, OH 44242			
strict/Agency:				
lministrator:				
tern Supervisor(s):				
tern:				
·				
	Caven S. Mcloughlin, Ph.D. Phone: 330-672-2928			

This Internship Evaluation Protocol provides an outline of competencies to be attained by the close of the doctoral internship, including a time line for experiences intended to facilitate competency attainment. It reflects the competencies in the program's training paradigm, and is consistent with Standards for Training and Field Placement Programs in School Psychology (NASP, 2000) and the Archival Description of School Psychology (APA, 2005). This document includes a protocol for evaluating the intern's progress toward the development of competencies. Furthermore, this document is intended to provide a structure for the evaluation of the intern's performance as outlined in the Letter of Internship Agreement.

For those completing a doctoral level internship within a school-based setting that is not APA-accredited or APPIC-registered, but, instead, is pre-approved by the program, it is assumed that all parties agree to comply with the guidelines established by the Ohio Inter-University Council (IUC) for School Psychology, the Operating Standards for Ohio's Schools Serving Children with Disabilities, the Model Procedures and Forms for the Education of Children with Disabilities, the State Board of Psychology of Ohio, and the Council of Directors of School Psychology Programs (CDSPP). It is further agreed that the training experience will be comprehensive across the age range of students served, disability conditions, and school psychological services.

This form contains the (check appropriate line):

__Pre-internship Self-assessment (due May 31, prior to internship)

__Mid-year Evaluation (due January 31)

__Year-end Evaluation (due June 15)

Description of the Internship Experience

The internship is expected to provide a comprehensive training experience that will enable the intern to:

- Be exposed to relevant activities in all 11 domains of competence reflected on this *Internship Evaluation Protocol* and as outlined in the *Letter of Internship Agreement*;
- Have experience with students representing a variety of ages and abilities;
- Provide both direct (e.g., counseling) and indirect (e.g., consultation) intervention services;
- Be involved in both prevention and intervention services.

For those completing a doctoral level internship within an Ohio school-based setting, the intern must prepare and submit to the University Supervisor by June 15 at the conclusion of the internship year a **Portfolio of Internship Exemplars** that contains the following products:

- a) Assessment services as reflected in an evaluation team report that contains a summary of assessment(s), including results of the student's progress in the general curriculum and instructional implications to ensure progress; conclusions regarding disability determination; and the basis for eligibility determination
- b) Description and results of an *academic intervention* for an individual student, with outcomes expressed in goal attainment scaling;
- c) Description and results of a *behavioral intervention* for an individual student, with outcomes expressed in goal attainment scaling;
- d) Description and results of a *class wide intervention*, with outcomes expressed in goal attainment scaling;
- e) Description and results of *counseling services* for an individual student, with outcomes expressed in goal attainment scaling;
- f) Description and results of a *professional development/training activity* for parents or educators.

Conditions for Supervision

Intern supervisors will provide individual, face-to-face supervision to the intern for <u>at least 2 hours per</u> <u>week throughout the internship year</u>, with additional supervision time provided as the need arises.

The university supervisor will conduct site visits (or phone/video conferences for students completing internships out-of-state or within APA-accredited or APPIC-registered internship sites) with the intern supervisor and intern at least once per academic term to provide feedback about performance and progress in the internship. Additional site visits will occur as deemed necessary by the intern, intern supervisor, and/or university supervisor.

For those completing a doctoral level internship within an Ohio school-based setting, the university supervisor(s) will conduct periodic seminars held on-campus for purposes of supervision, instruction, and evaluation of progress. The intern will provide the field supervisor with a schedule of these oncampus seminars for the following academic year by May 15 of the spring prior to internship.

The intern will maintain a log of internship activities using a form provided by the university or used by an APA-accredited/APPIC-registered internship site and will submit copies of these, signed by the intern supervisor, to the university supervisor every two weeks throughout the course of the internship. These logs will contain information about the numbers and demographic characteristics of students served, as well as the types of services provided.

Procedures for Evaluation of the Intern's Performance and Progress

This *Internship Evaluation Protocol* must be completed, signed by the intern supervisor, and provided to the university supervisor on three occasions, as described below:

- 1. Prior to the beginning of internship, the intern will conduct a Pre-Internship Self-Assessment using this form and provide a copy to the intern supervisor. Based on this information, the intern supervisor will complete the section entitled Initial Expectations for Internship Experience on p. 15 of this form. The intern supervisor will sign and date the form, and the intern will provide a copy of the signed Pre-Internship Self-Assessment to the university supervisor by May 31, prior to the internship year.
- 2. At the conclusion of the first academic semester, the intern supervisor will assess the intern's progress toward the attainment of objectives and complete a written evaluation of the intern's performance using this form. A signed copy of the **mid-year evaluation** must be submitted to the university supervisor by **January 31.**
- 3. At the conclusion of the second academic semester, the intern supervisor will assess the intern's progress toward the attainment of objectives and complete a written evaluation of the intern's performance using this form. A signed copy of the **final evaluation** must be submitted to the university supervisor by **June 15**.

Should problems arise during the course of the internship, it is the responsibility of the university supervisor(s), intern supervisors, and intern to communicate about such problems and cooperate in efforts to resolve them. In such instances, it is the responsibility of the university supervisor(s) to initiate and lead a "best practices" problem-solving intervention. The intern will be provided with a copy of the *Policy for Addressing Concerns about Student Performance or Functioning*, which includes a description of due process procedures.

Procedures for Evaluation of the Internship Experience

The intern must complete two Evaluations of the Internship Experience, as follows:

- a formative evaluation of the internship experience, due on January 31, and
- a summative evaluation of the internship experience, due on June 15

.

Both evaluations should include the intern's narrative description of the breadth and depth of internship experiences and opportunities for learning available on the internship, as well as a description of any special competencies that have been developed. These evaluations should be reviewed with the intern supervisor, and a copy provided to the university supervisor by the dates indicated.

	Evaluation Key			
4 =	Demonstrated: Mastery			
3=	Demonstrated: Satisfactory			
2 =	Demonstrated: Developing			
1 =	Demonstrated: Unsatisfactory			
N/O =	Not Yet Demonstrated; No/Inadequate Opportunity			

1. Data-Based Decision-Making and Accountability

The intern is able to define current problem areas, strengths, and needs (at the individual, group, and system level) through assessment, and measure the effects of the decisions that result from the problem solving process.

	Evaluation		
Competency/Skill/Activity	Entry Midterm Final		
Overall Rating			

Specific Skills:

a'	Select and	vlaga	appropriate	assessment	methods
۰,	,	~PP.	app. opatc	4556556	

Comments:			
-			

- Test administration and interpretation (norm-referenced, criterion-referenced)
- Behavioral assessment: Interviewing; systematic direct observation; functional assessment/analysis
- Curriculum-based assessment:
- Ecological/environmental assessment (home, classroom, school, community):
- Assessment of student characteristics (cognitive, emotional, and motivational factors affecting performance)
- Assessment of components of instructional environment that facilitate/impede learning/ behavior change
- Permanent products inspection (e.g., work products, school records)
- Integrates assessment results in written reports

b) Understanding and using assessment in a problem-solving context:

Comments:	
- Use data to demonstrate student problems/needs	-
- Use data to demonstrate student outcomes	
c) Understanding and using assessment in an accountability co	ontext:
Comments:	
	ontext:

- Use assessment to identify system-level needs (e.g., class-wide intervention; improved parent school communication; more effective problem-solving team functioning; less reliance on testing)
- Use assessment to identify outcomes of system-level practices, activities, and projects

2. Consultation and Collaboration

The intern must be able to listen well, participate in discussions, convey information, and work together with others at an individual, group, and systems level. The intern has knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations.

	Evaluation		
Competency/Skill/Activity	Entry Midterm Final		
Overall Rating			

Cn	ecif	ic C	Lil	ı.
סכ	есіті	IC S	KII	IS:

a١	Displays	appropriate interpersona	I communication	skills
ш,	DISDIGES	appropriate interpersona	i communication	31/11

	Comments:
_	Listens attentively to others
	Displays appropriate empathy
-	Paraphrases, summarizes, and questions appropriately
-	Participates in group discussions
	Displays appropriate communication with educational personnel and parents Conveys information accurately and effectively
	Comments:
	Writes clearly, coherently, and effectively
	Speaks clearly, coherently, and effectively Works collaboratively with others
c,	•
	Comments:
_	Solicits and considers the viewpoints of others
	Establishes trust in relationships; is reliable
-	Promotes collaboration through modeling and facilitative skills
d)	Displays knowledge and skill in consultative problem solving
	Comments:

- Models support for problem solving initiatives at individual, school, and system levels
- Applies a complete and systematic problem solving process that includes:
- Identification and clarification of problem situation
- Analysis of factors related to the problem
- Implementation and monitoring of intervention Evaluation of outcomes and follow-up

3. Effective Instruction and Development of Cognitive/Academic Skills

The intern has knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills

	Evaluation		
Competency/Skill/Activity	Entry	Midterm	Final
Overall Rating			

_		••	-	• •	
(n	eci	tır	V.	/11	ıcı
JU	CUI	,,,	J	.,,	IJ.

	Comments:					
	Is familiar with federal, state, and local accountability standards and procedures (e.g., proficie testing; standardized group testing program; "handicapped count", SIR) Recommends and assists with appropriate procedures for demonstrating attainment of stand					
	Knows when and how to use empirically validated academic intervention strategies Comments:					
-	Knows empirically validated components of effective academic intervention (e.g., immediate feedback, opportunities to respond, contingencies for accuracy)					
_	Knows empirically validated instructional interventions (e.g., peer-assisted learning, listening					
	previewing, practice strategies)					

- Understands intervention acceptability as a factor influencing use of interventions
- Supports intervention integrity through development of appropriate monitoring techniques
- Assists in designing and implementing data collection procedures that are appropriate to the nature of the intervention, its goals, and relevant child- and environmental factors

4. Socialization and Development of Life Competencies

The intern has knowledge of human developmental processes, techniques to assess these processes and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills.

	Evaluation		
Competency/Skill/Activity	Entry	Midterm	Final
Overall Rating			

Specific Skills	•

a)	Knows when and how to use empirically validated behavioral intervention strategies
	Comments:

- Knows empirically validated components of effective behavioral intervention (e.g., cueing, reinforcement, skill-training)
- Knows empirically validated behavioral interventions (e.g., reinforcement plans, self-regulation, problem-solving routines)

	•	•	•
b)	Knows when	and how t	o use one or more short-term counseling approaches

Comments	:
Develops a	nd implements appropriate counseling plans for individual students
- Develops a	nd implements appropriate counseling plans for groups of students
Suggests a	nd is able to apply appropriate intervention monitoring methods
Comments	:

- Understands intervention acceptability as a factor influencing use of interventions
- Supports intervention integrity through development of appropriate monitoring techniques
- Assists in designing and implementing data collection procedures that are appropriate to the nature of the intervention, its goals, and relevant child- and environmental factors

5. Student Diversity in Development and Learning

The intern has knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. The intern evidences sensitivity and the ability to work effectively with a wide variety of people.

	Evaluation		
Competency/Skill/Activity	Entry	Midterm	Final
Overall Rating			

- a) Possesses adequate knowledge base regarding age, race, ethnicity, gender, disability, sexual orientation, and culture-related issues
- b) Demonstrates respect for diversity and awareness of own biases and their impact on one's own behavior
- c) Able to identify needs and appropriate modifications related to student diversity

Comments:			
•			

6. School and Systems Organization, Policy Development, and Climate

The intern has knowledge of general education, special education, and other educational and related services.

	Evaluation		
Competency/Skill/Activity	Entry	Midterm	Final
Overall Rating			

Specifi	c Skills:
a)	Knows components of effective problem-solving team structure and operation
	_

- Is familiar with components and operating procedures characteristic of effective school-based teams (membership, agenda, observing time limits, written record, action plans, frequency/length of meetings)
- Demonstrates effective "process" skills in team activities (inviting, re-directing, conflict management, summarizing, eliciting agreements, role assignments)
- b) Able to conceptualize change-related phenomena (resistance, crisis, etc.) in "systems" terms, and to recommend/implement corresponding and effective strategic responses Comments:
 - Avoids "joining" resistance (blaming, giving up, fault-finding); maintains professional objectivity
 - Describes behavioral phenomena in "system terms" (power relationships, healthy/unhealthy resistance, crisis response, etc.)
 - Suggests/implements strategies to respond to change-related system phenomena (e.g., enhancing ownership, demonstrating need/results, "just do it")
- c) Conducts training activities for professional staff and parents/caregivers

Comments:			

- Assesses potential training needs
- Develops training plan
- Conducts/assists with training, working toward an effective presentational style
- Evaluates training impact/outcomes

d)	Facilitates the development of attitudes and practices that foster a positive school climate
	Comments:

- Demonstrates knowledge of effective disciplinary policies and practices (class-wide; school-wide)
- Demonstrates knowledge of institutional practices that foster positive school climate (shared decision-making, frequent communication, parent involvement, high standards, etc.)
- Participates, when feasible, in activities and programs to foster positive school climate

7. Prevention, Crisis Intervention, and Mental Health

The intern has knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior.

	Evaluation		
Competency/Skill/Activity	Entry	Midterm	Final
Overall Rating			

Specific Skills:

- a) Knows and recognizes behaviors and personal risk factors that are precursors to conduct and other disorders or threats to wellness
- b) Familiar with prevention and risk-reduction programs and activities
- c) Knows and is able to apply principles for responding to crises (suicide, death, natural disaster, murder, violence, sexual harassment)
- d) Facilitates the development of attitudes and practices that foster a positive school climate Comments: ______

8. Home/School/Community Collaboration

The intern has knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery.

	Evaluation		
Competency/Skill/Activity	Entry	Midterm	Final
Overall Rating			

- a) Knows how family characteristics and practices affect patterns of attitudes, feelings, and behavior
- b) Accommodates parent/caregiver needs, preferences, values, and cultural characteristics
- c) Promotes home-school collaboration through effective communication with parents/caregivers
- d) Assesses potential parent/caregiver training needs; develops/implements/evaluates training program

e)	Creates	and streng	thens linka	ges with co	mmunity-bas	sed agencies	s and resou	rces
Com	ments:							

9. Research and Program Evaluation

The intern knows current literature on various aspects of education and child development, is able to translate research into practice, and understands research design and statistics in sufficient depth to conduct investigations relevant to own work

	Evaluation		
Competency/Skill/Activity	Entry	Midterm	Final
Overall Rating			

Specific Skills:

- a) Knows basic principles of research design, including single-subject designs
- b) Accurately distinguishes between good and inadequate research
- c) Understands measurement practices and outcomes to be able to recommend and explain them to others (teachers, parents)

d)	Able to des	ign an evalua	ation or inves	tigation relev	ant to own w	vork	
Com	nments:						

10. School Psychology Practice and Professional Development

The intern takes responsibility for developing as a professional and practicing in ways that meet all appropriate ethical, professional, and legal standards to enhance the quality of services, and to protect the rights of all parties.

	Evaluation		
Competency/Skill/Activity	Entry	Midterm	Final
Overall Rating			

a)	Knows and applies law and regulations governing special education identification and
	placement activities
	Comments:

- Is familiar with special education eligibility criteria under IDEA and Ohio *Operating* Standards for the Education of Children with Disabilities (OS).
- Is familiar with parent and child rights under IDEA and Ohio OS.
- Is familiar with due process and procedural safeguards provisions of IDEA and Ohio OS.
- Is familiar with requirements related to evaluation activities and IEP development per IDEA and Ohio OS

b)	Comments:
-	Familiar with/observes the codes of ethics of state and national professional associations
-	Familiar with/observes laws pertaining to the delivery of professional services (e.g., child abuse reporting, status offenses, confidentiality, informed consent, etc.)
c)	Participates in appropriate professional development activities (e.g., state and local professiona association meetings; conferences)
	Comments:
-	Attends conferences, meetings, etc.
-	Engages in continuous learning (readings, class participation, seminars, etc.)
d)	Displays appropriate attitudes and behavior related to professional and employment status Comments:

- Identifies own strengths/weaknesses
- Shows respect for the expertise/contributions of other professionals
- Accepts responsibility for own behavior (acknowledges errors; works toward improvement)
- Accepts and responds constructively to criticism and suggestions
- Cooperates with directives of intern supervisor
- Persists in completing assigned tasks with minimal oversight (locates and obtains needed information and materials; follows through on tasks/needs without reminders; etc.)
- Employs effective organizational strategies (calendar, caseload tracking and management, prioritizing, time management)
- Flexible in altering routines to meet novel demands
- Returns telephone calls and responds to communication promptly
- Recognizes own limitations; seeks advice and information as circumstances dictate
- Respects authority of Intern supervisor, school administrators, etc.
- Adheres to district policies and procedures (attendance and punctuality; dress and personal hygiene; case-related policies/procedures; employment-related policies/procedures)

11. Information Technology

The intern has knowledge of information sources and technology relevant to the practice of School Psychology. The intern is able to access, evaluate, and utilize information sources and technology in ways that safeguard and enhance the quality of services.

	Evaluation		
Competency/Skill/Activity	Entry	Midterm	Final
Overall Rating			

- a) Is familiar with electronic information resources available via the Internet and World Wide Web.
- b) Knows how to use electronic technology for communication purposes, and to access information relevant to professional practice.
- c) Knows how to locate, evaluate, and make appropriate use of software supporting professional activities (e.g., test scoring, statistical analysis, reporting, computer-assisted instruction).

Comments:			

Documentation of Involvement with Diverse Populations

	Bldg./Site	Timeline	Evaluation
			(Key: 1 = Exposed or Observed; 2 = Served)
By Age/Grade Level:			
Early Childhood (Age 0 – 4)			
Primary (Grade K – 3)			
Intermediate (Grade 4 – 6)			
Junior High (Grade 7 – 9)			
Secondary (Grade 10 – 12)			
By Population:		1	
Regular (General) Education			
Developmentally Delayed			
Emotionally Disturbance			
Specific Learning Disability			
Multiple Disabilities			
Visual Impairment			
Hearing Impairment			
Orthopedic Impairment			
Gifted			
Low Incidence			
(e.g., Autism, TBI, etc.)			
Other:			

Initial Recommendations for the Internship Experience (Due May 31 prior to internship year)						
Results of this evaluation for competencies/skills/activities		suggest that the for a sized during the early months	_			
University Supervisor	Date	Intern Supervisor	Date			
Intern	Date	Intern Supervisor	Date			
Midte		ations for the Internship Expe rry 31 of internship year)	rience			
Results of this evaluation for competencies/skills/activities		suggest that the for a sized during the next phase or				
University Supervisor	Date	Intern Supervisor	Date			
Intern	Date	Intern Supervisor	Date			
	Certification of School	nr-End Evaluation of Satisfactory Completion Psychology Internship conclusion of internship year)				
that	ology Internship,	and that s/he has achieved a sa	e activities and experiences			
University Supervisor	Date	Intern Supervisor	Date			
Intern	 Date	Intern Supervisor	 Date			