It is the policy of the Stephen F. Austin State University (SFA) Charter School not to discriminate on the basis of sex, handicap, race, Color or national origin in its educational and vocational programs, activities or employment as required by Title IX, Section 504, and Title VI. Individuals with diverse backgrounds are invited to apply.

SFA Charter School
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Nacogdoches, TX 75961
Phone: 936.468.5899
Fax: 936.468.7015
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SFA CHARTER SCHOOL PSYCHOLOGY DOCTORAL INTERNSHIP PROGRAM

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## II. SFA CHARTER SCHOOL PSYCHOLOGY DOCTORAL INTERNSHIP PROGRAM

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I. THE STEPHEN F. AUSTIN STATE UNIVERSITY CHARTER SCHOOL:

The Stephen F. Austin State University Charter School Psychology Doctoral Internship Program is a training program based upon collaboration between the Human Services Department of Stephen F. Austin State University (SFASU) and the Stephen F. Austin State University Charter School. The Stephen F. Austin State University Charter School, located in Nacogdoches County, is the sponsoring agency in which the internship training program occurs. The Stephen F. Austin State University Charter School Psychology Doctoral Internship is exclusively affiliated with the School Psychology Doctoral Program at Stephen F. Austin State University, meaning the internship program only accepts interns enrolled in and approved for internship by the School Psychology Doctoral Program at SFASU.

The City of Nacogdoches is the home to many educational and professional resources. These resources include one university, SFASU; one mental health community center (the Burke Center), University Counseling Center and Clinic, which primarily services university students; two large and modern hospitals, Nacogdoches Medical Center and Nacogdoches Memorial Center; and a limited number of mental health practitioners in private practice.

A. DESCRIPTION OF THE SFA CHARTER SCHOOL:

Built upon the collaborative efforts of Stephen F. Austin State University (SFASU) and the Nacogdoches Independent School District (NISD) through the establishment and operation of an exemplary rated campus charter from 1998 to 2008, the Stephen F. Austin State University Charter School continues to provide high-quality instruction, serve as a teacher preparation program, provide resources for new teacher development, and provide a venue for research in which alternative teaching methodologies are applied, evaluated, improved, and disseminated. It was named as the 2nd highest ranking Charter School in Texas for the year of 2016-2017 and the #1 ranking in 2017-2018. SFA Charter School is one of more than 400 campuses in Texas to earn all possible distinctions in the 2018 accountability ratings.

Combined programs of the SFASU Elementary Education Department, the SFASU Early Childhood Lab, and the SFASU Charter School, continue to develop and improve the model for teacher preparation and professional development to ultimately improve student performance using research-based instructional strategies. The Stephen F. Austin State University Charter School continues to serve as a Field Based Center for the James I. Perkins College of Education, providing both hands-on and observational experiences with children for university students in Elementary Education, Kinesiology, Music, Human Services, and other university instructional programs.

The Stephen F. Austin State University Charter School is committed to the goal of attaining excellence in education. It is dedicated to hiring and training highly qualified teachers and requiring that teachers understand and utilize research based educational practices.
B. SFA CHARTER SCHOOL MISSION STATEMENT AND GOALS:

SFA Charter School Mission Statement:

The Stephen F. Austin Charter School is based on the twin goals of improving public education and enhancing the preparation of future educators and school psychologists. The mission of the SFA Charter School is to create a responsive social learning community which inspires autonomy, integrity and deep critical thinking. This mission is enhanced through the School Psychology Internship Program adding a unique perspective to the students and teachers with trainings for teachers, classroom management, assessments of needs and specialized interventions.

SFA Charter School Goals:

1. The School is a premier school by maintaining a culture of high expectations for student achievement for all students.
   a. Students in each student group will meet or exceed the expectation as set by state and federal accountability along with intervention and monitoring systems for each content area (AYP, PBM, AEIS)
   b. Students’ instruction will be based in a constructivist philosophy in order to encourage autonomy and self-regulation throughout the learning process.
   c. The School will provide a variety of appropriate intensive, compensatory, and/or accelerated instructional services for students at risk of dropping out of school in order to increase academic performance, reduce the dropout rate, and increase student attendance
d. The School will ensure high quality staff committed to excellence, and
e. The School will demonstrate an increase in the percentage of students who are preparing for transition to the next grade level education

2. The School will provide supplemental support services to enhance, intervene, and expand opportunities to learn for all students.
   a. The integration of extra-curricular activities will be used as a tool to enhance student education
   b. The School will become a premier school recognized throughout the state for level of services provided to students and Teachers by how technology is applied in instruction
c. The supplemental school services will support other educational campuses in their efforts to provide quality communication, transportation, food services, health and safety to students and staff

3. The School will provide a safe, healthy, orderly environment in addition to well- maintained facilities.
   a. The Campus will provide and uphold an environment where students develop positive character attributes with emphasis on self-discipline, safety, health, nutrition, substance abuse, violence prevention and treating others with courtesy, dignity, and respect
   b. Facilities will be well maintained with an emphasis on clean, safe, appealing learning environments in order to promote student success.

4. The School will maintain a customer service oriented partnership with all stakeholders that promote collaboration, communication, and diversity.
a. The District will communicate positively and effectively both internally and externally so that parents and other stakeholders become partners in the educational process and District decision making
b. The District will provide a warm, inviting, and professional atmosphere to all who enter each District Campus and facility

5. The School will maintain fiscal responsibility in all local, state, and federal allocations.
   a. To improve operating efficiency and effectiveness in the delivery of services
   b. Encourage all teachers and staff to pursue within their specialty area advanced professional development and degrees
   c. Promote health and wellness in the workforce

II. SFA CHARTER SCHOOL PSYCHOLOGY DOCTORAL INTERNSHIP PROGRAM:

   A. INTRODUCTION:

The School Psychology Doctoral Internship Program is a recently developed internship program and was first implemented during the 2014-15 school year. The program continues to be improved through ongoing collaboration of the School Psychology Program Director, Human Services Department Chair, the School Psychology Internship Director and Clinical Supervisors, the Elementary Education Department Chair, SFA Charter School Principal, and the Doctoral Intern Advisory Training Committee. The Internship Training Director and Trainers of Interns are licensed psychologists with years of experience in clinical supervision. The program’s structure, goals, and curriculum are designed to meet APPIC and APA standards and is now accredited by APA since summer 2019. The program adheres to the internship guidelines set by the American Psychological Association, the National Association of School Psychologists, and the Texas State Board of Examiners of Psychologists (TSBEP).

   B. INTERNSHIP PROGRAM MISSION/STATEMENT:

The mission of the SFA Charter School Psychology Internship Program (CSPIP) is to prepare each intern to competently assume the role of a health service psychologist who is able to independently provide exemplary services to schools and the greater community.

   C. INTERNSHIP CORE STANDARDS:

The SFA Charter School Internship Program will meet, minimally, the following criteria:

1. The primary purpose of the internship will be to provide planned, sequential training reflecting breadth and quality, rather than solely supervised on-the-job experience. Interns will participate in regularly scheduled training seminar presentations/discussions that address critical issues in School Psychology.
2. The internship will have a clearly designated staff psychologist who is employed by the internship agency, who will be responsible for the integrity and quality of the training program, and who is actively licensed as a psychologist by the Texas State Board of Examiners of Psychologists (TSBEP), as well as a Licensed Specialist in School Psychology (LSSP).

3. The internship will meet the standards provided by the Texas State Board of Examiners of Psychologists (TSBEP).

4. Internship supervision will be provided by psychologists who are staff members of the internship agency and who will carry clinical responsibility for all psychological services provided by interns under their supervision.

5. Interns will verbally identify themselves as interns and as having supervised status. The supervising psychologist’s clinical responsibility will be indicated for all work completed by the intern through introductions, and on reports, written materials, business cards, signature lines, and all other documents utilized by the school district.

6. The internship will provide training in a full range of psychological services conducted directly with students, including evaluation and intervention activities.

7. Each intern will develop an individualized internship training plan with specific and measurable goals and criteria, and this plan will be utilized to guide training throughout the internship training program.

8. The internship will provide training and experience with multicultural populations and individuals with diverse social and ethnic backgrounds to the extent required to establish a professional level of knowledge, comfort, and competence.

9. The internship program will assure that at least 25% of the intern’s time will be in direct client contact (minimum of 438 hours).

10. The internship will include each week a minimum of two hours of regularly scheduled, formal, face-to-face individual supervision by a licensed psychologist. Each intern will attend at least two additional hours each week of supervision, to include case discussions, group supervision, colloquium training, grand rounds, professional development or other training activities. The interns will also receive two hours weekly of didactics.

11. The internship training will be provided as post-practicum.

12. Trainees will utilize the title ‘Doctoral Intern’.

13. Interns are expected to participate in at least one research project during the internship year. Interns will, with the assistance of the Intern Training Director, identify an area of appropriate research (e.g., evaluation of intervention outcomes), collect data, and submit a paper or poster to a professional regional or state organization and/or for publication in a professional journal.
The interns are expected to conduct at least two literature-based presentations of a current journal article, or one presentation resulting from a broader study of a topic relating to an academic or mental health issue faced in the course of their internship. The purpose is to bridge the gap between research and practice by developing a theoretical conceptualization of an actual problem, implementing an empirically based intervention(s), monitor outcomes, and modify as needed.

Interns are expected to collaborate with parents and teachers, along with providing 12-hours of parent training session over the course of six weeks.

Dissertation/research is supported up to ten percent of the internship total hours at a rate of no more than four hours each week. One day of absence, to be scheduled with at least a two-week advanced notice, is allowed for dissertation defense.

A 12 month/2000 hour internship option may be available to students who foresee the possibility of licensure in a state where this requirement applies. However, this option will be only available with special coordination with the Principal and the Director of Training of the SFA Charter School Psychology Doctoral Internship. Prospective interns are encouraged to explore the licensing requirements of all states in which they may wish to practice. Extension of the internship beyond the contracted time period is performed on a volunteer basis.

**D. INTERNSHIP ADMINISTRATION:**

1. **Director of Training and Clinical Supervisors:**

The Internship Training Director communicates directly with the School Principal and School Psychology Program Director, and is a licensed psychologist as well as a Licensed Specialist in School Psychology who has administrative and clinical responsibility for decisions related to the content, training, and integrity of the internship program. The Training Director will attend all SFA Charter School faculty meetings as scheduled. The Intern Director is housed in the Charter School and will be present on campus when the interns are there. The intern director (Dr. Clark) will provide field supervision for the interns as well as individual supervision. Dr. Clark will be present and involved with the interns on a daily basis. The work in Charter is referral driven. All referrals from teachers, parents and administrative staff are channeled through the CEO of Charter to the Intern Director. Dr. Clark meets with the interns each morning to plan what needs to be done, how to do it and oversees all activities of the interns. A weekly schedule is implemented to further guide the interns in their training. Dr. Clark makes the didactic schedules for the year. She attends all ARD’s, parent meetings, teacher meetings and administrative meetings with the interns. She oversees the original research that is done during the intern year.

Dr. Mc Cleary provides 2 hours per week of group supervision for the 10 months of the internship. He provides 2 hours of didactics per semester to the internship. He meets one hour per month with the Trainer of Interns Committee. He also meets three times for 2 or more hours each time per intern year with the DIATC. He reviews the CEO ratings as well as the teachers’ ratings of the interns which are given at the end of the Fall Semester and the Spring Semester. He helps provide feedback to the interns concerning supervisor assessments as well and devises a plan for improvement as per comments by these entities. He is involved with the Intern by Supervisor evaluations, which are given three times in
the 10 month of internship. Based on these ratings, he reviews the didactics done to that point and
helps implement didactics that will lead to improvement of intern skills for the remainder of the year.
He is involved with the screening of intern applicants and their skill level in reports and assessments to
include FBA/BIP, FIE, and others. He helps collect proximal, well as distal data in order to determine
necessary improvements and/or changes to the internship program.

Dr. Nina Ellis-Hervey in the Fall, has 3 hours per week committed to Charter for a minor rotation in SPAC
(School Psychology Assessment Center) for the interns that includes 1 hour of group supervision with
the interns who are observing, documenting and taking notes of her testers in the School Psychology
Assessment Center. The School Psychology Assessment Center is part of the SFASU School Psychology
Program in Human Services and not part of Charter. She also uses time from the 3 hours to review
notes and observations from the interns. In the Spring, Dr. Ellis-Hervey has a minor rotation in testing
supervision and has 3 hours per week dedicated to Charter and therefore to the internship. She
provides 1 hour of group supervision to the interns who are supervising the students in her assessment
class who are evaluating Charter students. Dr. Ellis-Hervey provides 4 hours of didactics in the 10 month
internship. She meets 1 hour per month on the Trainer of Interns committee with Dr. Mc Cleary and Dr.
Clark. She is also on the DIATC and meets 3 times per year for 2 or more hours each time.

2. Trainers of Interns Committee

The Committee is made up of the Intern Director and two other licensed psychologists/LSSP’s who meet
monthly to review the program and problems and provide possible solutions to problems. They prepare
monthly progress summaries for the DIATC. They also make referrals to the DIATC for more in-depth
problem solving.

3. Doctoral Intern Advisory Training Committee (DIATC):

The Doctoral Intern Advisory Training Committee (DIATC) serves as an advisory oversight board to the
internship program. The DIATC is comprised of various professionals and community members
representing a multitude of backgrounds and training. Current members of the DIATC are listed in
Appendix B. The DIATC meets three times per year, a minimum of 2 hours per meeting.

E. CLINICAL SUPERVISION:

Each intern receives, at a minimum, four total hours of clinical supervision per week with two hours per
week of regularly scheduled, formal face-to-face individual supervision from the primary, doctoral-level,
licensed psychologist supervisor and two additional hours from other appropriately credentialed school
staff (e.g., LSSP, LP). Supervision times are arranged on an individual basis between interns and direct
supervisors. Throughout the training day, supervisors are readily available to all interns and there are
multiple supervisors available for crisis situations. All School Psychology faculty within the SFASU
School Psychology Program have office hours that are open to interns for consultation and additional
supervision as needed. These office hours are posted in the Charter School so interns are aware of when
they may consult with faculty outside of scheduled supervision. Email addresses of all faculty members
and clerical are provided to the interns for further consultation and help.
F. INTERNSHIP STRUCTURE:

The internship program begins each year in August. The internship is a 10 month, 1750 hour, psychology training program. Interns should expect to work at least 40 hours each week, but no more than 45 hours per week. The Texas State Board of Examiners allows internships in academic settings to be completed in no fewer than 10 months for professional licensure as a psychologist in the state of Texas.

The internship consists of 1750 hours of specifically selected training and experience. Once orientation is completed, interns will spend as much as 45% of some weeks in direct client contact, easily meeting the requirements of at least 25% (a minimum of 438 hours) of the intern's time being in direct client contact, as is required by TSBEP standards. Although the SFA Charter School doctoral training program is conducted primarily within a public school district, the doctoral internship training provides an array of training that is general to the professional practice of psychology.

Interns will participate in two mini rotations in clinical supervision during the internship program and both are supervised by Dr. Nina Ellis-Hervey. The first mini rotation in the Fall takes place through the School Psychology Assessment Center. This allows training to begin to develop skills in supervision by providing mentorship to junior students in the School Psychology doctoral program. The second mini rotation is in the Spring and furthers the skill training in supervision as the interns begin to provide layered supervision to junior students in the School Psychology doctoral program who are conducting assessments at the Charter school.

As is required by APA, the SFA Charter School doctoral internship program in psychology provides a sequenced training program, rather than simply supervised experience or on-the-job training. The internship is a post-practicum training experience that is rooted in best practice. Before interns can be accepted to the program, they must provide, from their university, documentation of internship preparedness. The internship requirements must be completed prior to intern graduation.

The training curriculum is developed to meet the training goals of the internship program. Under supervision, a doctoral intern will provide a range of psychological services to children and families, including prevention, evaluation, consultation, classroom intervention, training, counseling, behavior intervention, and crisis intervention services. Interns will provide evaluation and intervention services to students having a variety of needs and diagnoses. Special efforts are made to provide interns with experience in working with low incidence disorders. Throughout the internship, interns are exposed to both special education and regular education programs.

SAMPLE OF INTERNS’ WEEKLY ACTIVITIES

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>HOURS/WEEK</th>
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<tr>
<td>Direct/Indirect Services</td>
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<td>Assessment</td>
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### Table

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Observation</td>
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</tr>
<tr>
<td>Counseling/Intervention</td>
<td>4</td>
</tr>
<tr>
<td>Consultation</td>
<td>4</td>
</tr>
<tr>
<td>ARD/IEP Meetings</td>
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<tr>
<td><strong>Professional Development</strong></td>
<td></td>
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<tr>
<td>Individual Supervision</td>
<td>2</td>
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<tr>
<td>Group Supervision</td>
<td>2</td>
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<tr>
<td>Didactic Training</td>
<td>2</td>
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<tr>
<td>Intern/Peer Interaction</td>
<td>2</td>
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<tr>
<td><strong>Administration</strong></td>
<td></td>
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<tr>
<td>Report Writing</td>
<td>4</td>
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<tr>
<td>Case Management</td>
<td>4</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>40</td>
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These activities may vary. During the school year, more time is given to direct services. The entire internship experience is 1750 hours over a 10 month period.

**G. THEORETIC BASIS OF TRAINING:**

The SFA Charter School Psychology Doctoral Internship Program relies on developmental, ecological, cognitive-behavioral, and behavioral theories and models of psychology. Internship training occurs in numerous formats, including didactic/professional development trainings, and multidisciplinary environments, requiring the intern to function as a team member. Professional skills and competencies developed during formal graduate training serve as the foundation for interns as they experience varying assessment and therapeutic approaches. In addition, interns may pursue individual interests and research throughout the training year. See Appendix C for didactic/professional development calendar provided.

The SFA Charter School emphasizes the value of developing a respectful and productive relationship between the families we serve and our schools. Interns are expected to communicate with families and assist parents in becoming active participants in evaluation, program planning, and design of interventions. Maintaining communication with the family is considered crucial to the evaluation process.
and to the design of interventions that will be applied. Interns are trained to actively obtain information thorough developmental and family histories, and to provide parents with individual evaluation results.

H. TRAINING MODEL:

The doctoral internship training program adheres to a ‘Practitioner-Scholar’ model of training. Interns learn to read, explore and be guided by research. They are taught to think critically, to utilize research based practices, and to collect data that will provide feedback on effectiveness. Psychology practitioners rely on research-based methods of assessment, evaluation, counseling and intervention in the delivery of psychological services in the schools.

I. TRAINING SEQUENCE:

The SFA Charter School intern training program occurs in five sequential phases. The time and duration of each phase is typically dependent on the intern’s background, initial skills, and progress in the training program.

1. Stage One: Information

The first stage, the information phase, involves a 5-day-long intern orientation encompassing detailed presentations that provide an overview of the core training areas, professional roles and expectations, commonly used tests, strategies, techniques, and training for building professional relationships. Discussion of ethics, special education law, and standards of professional practice are included as part of this training. Interns gain information regarding informed consent, the documentation of services, department structure, and the policies and procedures of the SFA Charter School. Special topics are presented relevant to the practice of psychology in schools and the most recent topics in peer-reviewed journals. See Appendix D for a tentative orientation schedule.

Interns will gain information on internship expectations, and the process and evaluation instruments used for evaluating intern performance. Interns will be informed of the full due process procedures specific to the internship program and to the employee process utilized by the SFA Charter School. This process will clearly identify the components of the notice, hearing, and appeal. At the end of Stage One, interns will be asked to evaluate their own baseline skills as they begin the training program (See Appendix E). This information will be shared with their Trainers of Interns Committee and the Internship Training Director.

As interns move out of Stage One, they will begin developing their individualized intern training plan with their clinical supervisors. This process may occur over several days and will culminate in the development of the formal Individualized Intern Training Plan (IITP) (See Appendix F). The IITP will include the minimal expectations of the program, but will emphasize the special interests and the unique training needs of the intern.
2. **Stage Two: Orientation**

Stage Two, the orientation phase, provides opportunities for interns to become familiar with the internship setting, initial internship expectations, practice locations, and assignments. The following topics will be highlighted during this stage:

- The school system and special programs, such as 504, ESL, and special education
- Role of supervised service providers in specific practice settings
- Observations of other clinicians as they work with students, talk with parents, plan evaluations, administer tests, consult with teachers, attend ARD/IEP meetings, plan with multi-disciplinary teams, and observe in classrooms.
- Preparation for counseling assignments
- Review of Individual Education Plans (IEPs)

3. **Stage Three: Skills Development**

During Stage Three, the skills development phase, interns receive their cases and assignments of responsibilities. Interns work closely with their supervisors regarding the fulfillment of these responsibilities. The length of this phase is dependent upon the progress of the intern.

4. **Stage Four: Professional Practice**

Stage Four, the professional practice phase, enables the interns to participate in the full range of training activities. Interns will advance their clinical skills through practice and feedback from colleagues and supervisors, as well as through completing more complex independent work.

5. **Stage Five: Supervised Independence**

Stage Five, the supervised independence phase, occurs in the last few weeks or months of the training program. Interns experience an expanded range of responsibilities with less direct supervision, displaying a greater degree of professional competencies.

**J. TRAINING AIM AND COMPETENCIES:**

The aim of the SFA Charter School Psychology Doctoral Internship Program is to prepare each intern to competently assume the role of a health service psychologist who is able to independently provide exemplary services to schools and the greater community. Profession wide competencies are defined as per APA guidelines for the doctoral internship program. Interns are prepared for the practice of health service psychology by developing and demonstrating competence in the following areas:

(1) Research  
(2) Ethical and Legal Standards  
(3) Individual and Cultural Diversity  
(4) Professional Values and Attitudes
(5) Communication and Interpersonal Skills  
(6) Assessment  
(7) Intervention  
(8) Supervision  
(9) Consultation and Interpersonal/Interdisciplinary Skills

Best practices govern the focus on each of the competencies. The link between research and practice in each area is regularly examined through professional reading, didactic seminars, professional dialog, case conferences, group and individual supervision and other training activities.

**Profession Wide Competencies**

**Competency: (i) Research**

Elements associated with this competency from IR C-8 I:
- Demonstrates the substantially independent ability to critically evaluate and disseminate research or other scholarly activities (e.g., case conference, presentation, publications) at the local (including the host institution), regional, or national level.

Program-defined elements associated with this competency:
- Locate, read and critically evaluate empirically-based research.
- Consider implication of research read and use this information in determining test selection and recommendations to parents and teachers.
- Develop research questions, explore and present their ideas to internship faculty and supervisors.
- Conduct organized research

Required training/experiential activities to meet each element:
- 1 mentored original research project, to be completed and presented as a paper or a poster to a professional organization and/or as a publication in a professional journal during the course of the internship
- 2 literature-based presentations of a current journal article OR 1 presentation resulting from a broader study of a topic relating to academic or mental health issue, intended to bridge a gap between research and practice
- Supervision by internship supervisors, as well as relevant members of the Internship Training Committee, as appropriate, to support intern research goals

How outcomes are measured:
- Measured by successful completion of the research activities, as rated on the intern supervisor’s evaluation at each evaluation period
Minimum levels of achievement (MLAs):
On a scale of 1-5, interns are required to achieve a rating of 3 across all areas of this competency by the final evaluation period. A rating of 3 indicates Intermediate performance and preparedness for entry-level, supervised practice during postdoctoral training.
- At the 1st evaluation period, 30% of the elements should be rated at a 3 or higher
- At the 2nd evaluation period, 60% of the elements should be rated at a 3 or higher
- At the final evaluation period, 100% of the elements should be rated at a 3 or higher

Competency: (ii) Ethical and legal standards

Elements associated with this competency from IR C-8 I:
- Be knowledgeable of and act in accordance with each of the following:
  - the current version of the APA Ethical Principles of Psychologists and Code of Conduct;
  - Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and
  - Relevant professional standards and guidelines.
- Recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas.
- Conduct self in an ethical manner in all professional activities.

Program-defined elements associated with this competency (if applicable):
- Demonstrate understanding of the role and function of a School Psychologist in relation to the legal, ethical, and/or professional practice.
- Apply ethical and professional principles in scholarship and practice.
- Proficient in the knowledge of state and federal laws applicable to special education and the practice of psychology in the school.

Required training/experiential activities to meet elements:
- Didactics in training in special education, state and federal law
- Case consultation with supervisors over best practice and navigating ethical issues that arise during the course of the internship year

How outcomes are measured:
- Measured by the intern supervisor’s evaluation at each evaluation period

Minimum levels of achievement (MLAs):
On a scale of 1-5, interns are required to achieve a rating of 3 across all areas of this competency by the final evaluation period. A rating of 3 indicates Intermediate performance and preparedness for entry-level, supervised practice during postdoctoral training.
- At the 1st evaluation period, 30% of the elements should be rated at a 3 or higher
- At the 2nd evaluation period, 60% of the elements should be rated at a 3 or higher
- At the final evaluation period, 100% of the elements should be rated at a 3 or higher
Competency: (iii) Individual and cultural diversity

Elements associated with this competency from IR C-8 I:

- An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
- Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.
- The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers.
- The ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
- Demonstrate the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship.

Program-defined elements associated with this competency (if applicable):

- Demonstrate knowledge of possible diversity issues, including values, beliefs, traditions, customs, parenting styles, language barriers and effect of disabilities or other life styles.
- Read empirically-based literature examining how diversity affects the delivery of psychological services.
- Demonstrate ability to provide culturally sensitive services
- Consider multicultural and diversity factors when planning assessments and interventions

How outcomes are measured:

- Measured by the intern supervisor’s evaluation at each evaluation period

Required training/experiential activities to meet elements:

- Didactics in training on cultural diversity
- Discussions with supervisors on individual histories and how they might impact their ability to work with certain types of diversity
- Case consultation to discuss, on a case-by-case basis, issues of diversity

How outcomes are measured:

- Measured by the intern supervisor’s evaluation at each evaluation period

Minimum levels of achievement (MLAs):

On a scale of 1-5, interns are required to achieve a rating of 3 across all areas of this competency by the final evaluation period. A rating of 3 indicates Intermediate performance and preparedness for entry-level, supervised practice during postdoctoral training.

- At the 1st evaluation period, 30 % of the elements should be rated at a 3 or higher
- At the 2nd evaluation period, 60 % of the elements should be rated at a 3 or higher
- At the final evaluation period, 100 % of the elements should be rated at a 3 or higher
Competency: (iv) Professional values, attitudes, and behaviors

Elements associated with this competency from IR C-8 I:
- Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
- Engage in self-reflection regarding one’s personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
- Actively seek and demonstrate openness and responsiveness to feedback and supervision.
- Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

Program-defined elements associated with this competency (if applicable):
- Demonstrate ability to maintain good working relationships with colleagues.
- Engage in confident resolutions and collaborative problem solving strategies.
- Work well in a group and contribute to the completion of psychologically related tasks.
- Complete assessments and reports within a timely manner and adherence to schedules of the school and timelines of special education law.
- Maintain up-to-date changes in ethical, legal and best practice in psychology.

Required training/experiential activities to meet elements:
- Didactic training to enhance professional values, attitudes and behaviors.
- Participation in teacher meetings, ARD committee meetings, meetings for 504, parent conferences with supervisor present, etc.
- Attendance at state or local professional conferences.
- Participation in Educational Service Centers’ professional development activities for professional networking and awareness of current issues.

How outcomes are measured:
- Measured by the intern supervisor’s evaluation at each evaluation period

Minimum levels of achievement (MLAs):
On a scale of 1-5, interns are required to achieve a rating of 3 across all areas of this competency by the final evaluation period. A rating of 3 indicates Intermediate performance and preparedness for entry-level, supervised practice during postdoctoral training.
- At the 1st evaluation period, 30 % of the elements should be rated at a 3 or higher
- At the 2nd evaluation period, 60 % of the elements should be rated at a 3 or higher
- At the final evaluation period, 100 % of the elements should be rated at a 3 or higher

Competency: V Communications and Interpersonal skills:

Elements associated with this competency from IR C-8 I:
- Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
- Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
• Demonstrate effective interpersonal skills
• Demonstrate the ability to manage difficult communication well.

Program-defined elements associated with this competency (if applicable):
• Communicate results of evaluations to student, family and school personnel orally.
• Communicate results of evaluations in a formal written report.
• Make appropriate recommendations based on a synthesis of data collected.
• Demonstrate knowledge and skills to respond to school aged children in crisis.

Required training/experiential activities to meet elements:
• Didactics in areas that the intern perceives as weak.
• All referrals for assessment are reviewed with the supervisor, reports are read and corrected as needed by supervisors, and teachers and family conferences are supervised by the supervisor.
• Crisis Prevention Intervention (CPI) training workshop.

How outcomes are measured:
• Measured by the intern supervisor’s evaluation at each evaluation period

Minimum levels of achievement (MLAs):
On a scale of 1-5, interns are required to achieve a rating of 3 across all areas of this competency by the final evaluation period. A rating of 3 indicates Intermediate performance and preparedness for entry-level, supervised practice during postdoctoral training.
• At the 1st evaluation period, 30% of the elements should be rated at a 3 or higher
• At the 2nd evaluation period, 60% of the elements should be rated at a 3 or higher
• At the final evaluation period, 100% of the elements should be rated at a 3 or higher

**Competency: (vi) Assessment**

Elements associated with this competency from IR C-8 I:
• Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
• Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).
• Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.
• Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
• Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
• Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

Program-defined elements associated with this competency (if applicable):
• Conduct interviews and collect data to observe client’s ability to perform academic skills.
• Administer and score appropriate tests, and interpret data.
• Integrate data from multiple sources, formulate diagnosis within a DSM 5 cluster, and determine eligibility for special education services according to state and federal specific education law.
• Conduct appropriate universal screening to identify systems-level needs and individual students in need of additional supports, compile and interpret data, and share with appropriate stakeholders.

Required training/experiential activities to meet elements:
• Didactics in all areas that the intern or supervisor see as a weakness, as determined by previous supervisor evaluations and intern self-evaluations.
• With supervisors, intern explores what would be an appropriate school wide screener.
• Participation in Educational Service Centers’ professional development activities for professional networking and awareness of current issues.

How outcomes are measured:
• Measured by the intern supervisor’s evaluation at each evaluation period

Minimum levels of achievement (MLAs):
On a scale of 1-5, interns are required to achieve a rating of 3 across all areas of this competency by the final evaluation period. A rating of 3 indicates intermediate performance and preparedness for entry-level, supervised practice during postdoctoral training.
• At the 1st evaluation period, 30 % of the elements should be rated at a 3 or higher
• At the 2nd evaluation period, 60 % of the elements should be rated at a 3 or higher
• At the final evaluation period, 100 % of the elements should be rated at a 3 or higher

Competency: (vii) Intervention

Elements associated with this competency from IR C-8 I:
• Establish and maintain effective relationships with the recipients of psychological services.
• Develop evidence-based intervention plans specific to the service delivery goals.
• Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
• Demonstrate the ability to apply the relevant research literature to clinical decision making.
• Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.
• Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

Program-defined elements associated with this competency (if applicable):
• Identify target social, behavioral and/or emotional skill(s) based on referral and assessment data.
• Select research-based interventions to meet needs of students.
• Effectively communicate progress and outcomes to relevant stakeholders.
• Identify contacts and incorporate appropriate community-based resources and recommendations.
• Demonstrate knowledge of empirically based system-level prevention/interventions, conduct a needs assessment, implement empirically-based systems-level prevention/intervention by utilizing a problem-solving approach to program evaluation (i.e. needs assessment, implement programs, and evaluate and modify programs).

Required training/experiential activities to meet elements:
• Didactics on system wide interventions and implementation.
• Review with supervisor results of screener, interns and supervisor’s research, plan, and implement interventions.
• Participation in Educational Service Centers’ professional development activities for professional networking and awareness of current issues.

How outcomes are measured:
• Measured by the intern supervisor’s evaluation at each evaluation period

Minimum levels of achievement (MLAs):
On a scale of 1-5, interns are required to achieve a rating of 3 across all areas of this competency by the final evaluation period. A rating of 3 indicates Intermediate performance and preparedness for entry-level, supervised practice during postdoctoral training.
• At the 1st evaluation period, 30 % of the elements should be rated at a 3 or higher
• At the 2nd evaluation period, 60 % of the elements should be rated at a 3 or higher
• At the final evaluation period, 100 % of the elements should be rated at a 3 or higher

Competency: (viii) Supervision

Elements associated with this competency from IR C-8 I:
• Apply supervision knowledge in direct or simulated practice with psychology trainees, or other health professionals. Examples of direct or simulated practice examples of supervision include, but are not limited to, role-played supervision with others, and peer supervision with other trainees.

Program-defined elements associated with this competency:
• Recognize limits of competence and request supervision, when needed.
• Recognize strengths and weaknesses, demonstrate openness to feedback, and seek opportunities for personal growth.
• Demonstrate knowledge of empirically-based, culturally sensitive models and strategies of supervision.
• Implement appropriate strategies of supervision and evaluate overall effectiveness of the supervision.

Required training/experiential activities to meet elements:
• Didactics to teach different supervision models.
• Interns provide individual and small group supervision for masters-level school psychology supervisees in screening, testing and report writing connected with students at the SFA Charter School.
How outcomes are measured

- Interns provide individual and small group supervision for masters-level school psychology supervisees in screening, testing and report writing connected with students at the SFA Charter School.

Minimum levels of achievement (MLAs):

On a scale of 1-5, interns are required to achieve a rating of 3 across all areas of this competency by the final evaluation period. A rating of 3 indicates Intermediate performance and preparedness for entry-level, supervised practice during postdoctoral training.

- At the 1st evaluation period, 30% of the elements should be rated at a 3 or higher
- At the 2nd evaluation period, 60% of the elements should be rated at a 3 or higher
- At the final evaluation period, 100% of the elements should be rated at a 3 or higher

Competency: (ix) Consultation and Interprofessional/Interdisciplinary skills

Elements associated with this competency from IR C-8 I:

- Demonstrate knowledge and respect for the roles and perspectives of other professions.
- Apply this knowledge in direct or simulated consultation with individuals and their families, other health care professionals, inter-professional groups, or systems related to health and behavior.

Program-defined elements associated with this competency (if applicable):

- Collect data from multiple sources to determine deficit between expected skills and skills displayed and identify target behaviors or skills.
- Demonstrate knowledge of empirically-supported intervention strategies, select appropriate interventions, and train other qualified professionals to implement mutually-selected interventions.
- Collect data to monitor progress and present data in appropriate form to stakeholders.
- Communicate results of consultation both orally and in written form to appropriate stakeholders.
- Determine appropriate referrals to outside sources when necessary.

Required training/experiential activities to meet elements:

- Didactics to teach appropriate skills.
- Supervised teacher meetings, parent conferences, and structured observations to enhance and teach skills.
- Attendance at a local, state, or national conference to improve inter-professional interdisciplinary skills.
- Case consultation with supervisors to review plans and enhance skills.
- Participation in Educational Service Centers’ professional development activities for professional networking and awareness of current issues.
- Crisis Prevention Intervention (CPI) training workshop.

How outcomes are measures:

- Measured by the intern supervisor’s evaluation at each evaluation period

Minimum levels of achievement (MLAs):

On a scale of 1-5, interns are required to achieve a rating of 3 across all areas of this competency by the final evaluation period. A rating of 3 indicates Intermediate performance and preparedness for entry-level, supervised practice during postdoctoral training.

- At the 1st evaluation period, 30% of the elements should be rated at a 3 or higher
• At the 2nd evaluation period, 60% of the elements should be rated at a 3 or higher
• At the final evaluation period, 100% of the elements should be rated at a 3 or higher

K. TRAINING OPPORTUNITIES:

There are many training opportunities available to interns. The SFA Charter School serves children from a wide range of ethnicities, minority backgrounds, and family circumstances. There are opportunities to work with students who display a variety of cognitive skills, psychological and behavioral disorders, developmental disabilities, and needs. Interns will collaborate with their primary and secondary supervisors to develop an individualized internship training plan (IITP) for the year. Many training activities are required by the training program. Interns will participate in two mini rotations in clinical supervision during the internship program and both are supervised by Dr. Nona Ellis-Hervey. The first mini rotation in the Fall takes place through the School Psychology Assessment Center. This allows training to begin to develop skills in supervision so they can provide mentorship to junior students in the School Psychology doctoral program. The second mini rotation is in the Spring and furthers the skill training in supervision as the interns begin to provide layered supervision to junior students in the School Psychology doctoral program who are conducting assessments at the Charter school. There are other activities that may be selected by interns that coincide with areas of interest, skill deficits, or future plans. Intern training activities will involve, and may be selected by interns to involve, the following:

1. DIRECT SERVICES/INTERVENTIONS:

a. Consultation: Interns will consult with teachers, parents, administrators, outside community professionals, and other individuals. Consultation may involve recommending teaching strategies, developing behavior intervention plans, implementing academic or behavioral classroom interventions or facilitating program design.

b. Crisis Intervention: Interns will be actively involved in responding to crisis situations such as intervening with severe and destructive student behaviors, threats of suicide, suicide or deaths of students, parents or faculty. Interns may be trained and serve on the campus crisis intervention team.

c. Class-wide and School-wide Prevention Services – Interns will provide class-wide prevention/intervention services, including bullying prevention, social skills development, staff professional development sessions, and parent training courses.

d. Group Counseling: Interns provide counseling to groups of students with various diagnoses under supervision at the beginning of training. The group modality is used to address a variety of issues, including adjustment to family structure changes resiliency, and social skills. Interns may co-lead group counseling.

e. Individual Counseling: Interns provide campus-based individual counseling to students under supervision at the beginning of training. Individual counseling is directed toward assisting students to be socially effective and academically successful.

f. Interventions targeting behavioral, social, and emotional skills: Interns may be the direct service provider of interventions that aim to increase behavioral, social, and emotional skills in students identified as “at-risk” and in those who have an identified deficit.
2. **DIAGNOSTIC SKILLS:**

   a. **Individual Evaluations:** Interns will conduct psychological evaluations of children with suspected diverse learning disabilities, autism, and ADHD, as well as other IDEA handicapping conditions.

   b. **Screening:** Interns will conduct school-wide screenings of social, emotional, and behavioral skills.

   c. **Needs Assessment:** Interns will conduct system-wide needs assessment in order to determine various needs of the school community.

   b. **Diagnostic Skills:** In addition to adherence to state and federal rules regarding criteria for special education disabilities and services, understanding and knowledge of the DSM-5 is emphasized in the diagnostic process. Following the evaluation and diagnostic process, interns participate with multidisciplinary teams in using this information to design programs that meet the student’s specific needs. Specific DSM disorders that may be encountered in a school setting include:

   - Anxiety Disorders
   - Traumatic Brain Injury
   - Learning Disorders
   - Intellectual Disability
   - Schizophrenia
   - ADHD
   - Communication Disorders
   - Conduct Disorders
   - Tourette’s Syndrome
   - Mood Disorders
   - Pervasive Developmental Disorders

   e. **Functional Behavioral Assessment:** Interns participate in evaluations of student behaviors for the purpose of determining the function of a behavior and methods to affect the frequency of occurrence. Functional Behavioral Assessment (FBA) provides information upon which a student’s Behavior Intervention Plan (BIP) is developed.

   f. **Counseling Evaluation:** In order to determine the need for counseling and identify databased counseling goals, interns will conduct counseling evaluations.

3. **INSTRUCTIONAL ARRANGEMENTS / CLASSROOM SETTINGS:**

   a. **Inclusion:** Inclusion services are provided in the general education classroom through in-class support, as opposed to students receiving services in special education classrooms.

   b. **Resource Instruction:** Some elementary and secondary campuses provide specific classroom instruction primarily focused on remediating learning differences. This service may also be offered through inclusion in general education classes.

   c. **Tier II Academic Intervention:** This focuses on increased time, intensity, and a diversity of approaches for improving a student’s performance on specific academic skills.
d. **Social Emotional Learning curriculum and philosophy:** The SFA Charter School implements Responsive Classroom, a social-emotional-learning curriculum school-wide. Furthermore, the SFA Charter School teachers structure their classroom and learning activities using a constructivist philosophy; therefore, all services are provided within this context.

4. **SPECIALIZED TRAINING OPPORTUNITIES:**

a. **Autism In-home Training:** An in-home training evaluation is completed by district staff prior to initiation of this service and it must be requested by an ARD committee. In-home training is provided to students under the special education eligibility of autism, with the purpose of assisting in the generalization of IEP goals from the school to the home setting.

b. **Multicultural/Minority Issues:** Interns acquire knowledge and gain experience in using varied approaches appropriate for working with minority students. Sensitivity to and respect for diversity is emphasized throughout the training program.

5. **PROFESSIONAL PRACTICE:**

a. **Educational Presentations:** Interns will work with supervisors and other psychology personnel in preparing presentations for professional training. Routine opportunities for case presentations are also provided.

b. **Ethics:** Interns will receive training in ethical and professional standards. They may choose ethics as an area of particular concentration. Standards are modeled, practiced, and discussed across the internship year. Interns are held to the professional and ethical standards set forth by the American Psychological Association (APA), National Association of School Psychologists (NASP), and the Texas State Board of Examiners of Psychologists (TSBEP). Interns are required to utilize in daily practice the ethical standards and guidelines provided by APA and NASP.

c. **Policies and Law:** Interns will receive training enabling them to understand federal and state law, as well as local policies for providing psychological as well as special education services in schools.

d. **Report Writing:** Interns are required to gain competence in psychological report writing. Interns will be trained to report concise and accurate test results as well as to provide recommendations that can be realistically implemented.

e. **Research:** The SFA Charter School doctoral internship training program includes opportunities for ongoing research activities. Interns have the opportunity and are required to conduct group or individual research projects, including dissertation research.
L. EVALUATION:

1. EVALUATION OF INTERN PERFORMANCE:

Intern evaluation and feedback are integral aspects of the SFA Charter School Psychology Intern training program. Evaluations of intern performance are both informal and formal. Informal evaluations may occur at any time and may occur by the request of the intern.

At the beginning of the internship program, interns complete a self-evaluation of professional skills and then provide the evaluation to their supervisors. This self-evaluation is utilized in establishing baseline skills and in developing the Individualized Intern Training Plan (IITP). Intern evaluation by a supervisor will also be conducted three times a year in November, February, or March, and June (See Appendix G).

These evaluations are directed toward the specific goals for internship. Interns are aware of each goal, in that each of these goals is included on the IITP and handbook. At mid-fall semester, the 1st performance evaluation instrument will be completed and a copy will be provided to the intern for review before the evaluation review meeting. Evaluations of each intern’s progress will be completed by the primary supervisor in collaboration with the intern and the Trainers of Interns who have worked closely with the supervisee.

Interns will be evaluated on progress in developing skills for the nine profession-wide competencies based on progress in each. Cumulative goals will include all training goals for the intern’s program. Each goal, including the internship minimum standard, will have been included in the Individualized Intern Training Plan as well as on the Intern Performance Evaluation.

Formal evaluation meetings will be held between the intern and primary supervisor. Other individuals involved in supervision may be present at the request of the intern or supervisor.

2. EVALUATION OF TRAINING PROGRAM BY INTERN:

Interns will also participate in formal and informal evaluation of both the training program and their supervisory experience. Informal evaluation occurs in the form of ‘feedback’ meetings with the Intern Director. These informal meetings occur at a minimum of twice in each semester.

Interns will formally evaluate the training program at the end of the program (Appendix H). The end of the year evaluations are shared directly with the Intern Director. Interns will also evaluate their supervisors and the quality of supervision (Appendix I). The Intern Director will discuss the results of the training program and supervisor evaluations with Trainers of Interns Committee and with the Doctoral Intern Advisory Training Committee (DIATC).
M. **DUE PROCESS:**

**DUE PROCESS**

CSPIP will follow due process guidelines to ensure that decisions about interns are not arbitrary or personally based. These guidelines include appeal procedures that permit any intern to challenge program decisions. The due process guidelines include the following:

1. Present interns with the program expectations regarding professional functioning at the start of the training year. This will occur during the initial orientation days of the training year. The expectations, due process, and grievance procedures will be provided in writing, and reviewed as a group during the orientation.

2. Specify evaluative procedures, including the time frame and the method, in the Intern Training Agreement before the start of the training year.

3. Define “problematic behavior.”

4. Communicate early and often with the Trainers of Interns and the DIATC, about any difficulties and seek input on how to address these problems.

5. Provide a remediation plan for skill deficiencies or problematic behavior, including a time frame for remediation and the consequences of not rectifying the deficiencies or problematic behavior.

6. Provide interns with a written description of procedures they may use to appeal decisions and to file grievances.

7. Ensure that interns have sufficient time to respond to any action taken by the program that affects them.

8. Use input from multiple professional sources, including the primary and secondary supervisor, when making decisions or recommendations regarding the intern’s performance.

9. Document, in writing and to all relevant parties, the action(s) taken and its (their) rationale.

**DEFINING AREAS OF CONCERN**

In CSPIP’s psychology training program, areas of concern typically fall into one of two areas:

1. **Skill deficiency.** Skill deficiencies may include lack of doctoral-level
   a. Psychological assessments;
   b. Diagnostics;
   c. Test administration or interpretation;
   d. Forming therapeutic alliances with students;
   e. Therapy/counseling; or
   f. Knowledge of pertinent research or additional weaknesses such as:
      i. Conducting professional activities beyond the intern’s abilities or scope;
      ii. Disregard for a supervisor’s guidance; or
      iii. Resistance to appropriate opportunities for learning.

2. **Problematic Intern Behavior.** Behaviors are identified as problematic behaviors if they include one or more of the following characteristics:
   a. The intern does not acknowledge, understand, or address the problem when it is identified.
b. The problem is not merely a reflection of a skill deficit that can be rectified by academic or didactic training.
c. The quality of services delivered by the interns is sufficiently negatively affected.
d. The problem is not restricted to one area of professional functioning.
e. A disproportionate amount of attention by training personnel is required.
f. The intern's behavior does not change as a function of feedback, remediation efforts, and/or time.

PROCEDURES FOR RESPONDING TO A SKILL DEFICIENCY OR PROBLEMATIC BEHAVIOR

Initial Response

If the CSPIP Intern Director or one of the Trainers of Interns judges an intern's performance as reflecting a skill deficiency or problematic behavior and the matter is not being adequately addressed through routine supervision, the following procedure will be initiated, unless the CSPIP Doctoral Intern Advisory Training Committee determines that immediate disciplinary action is appropriate.

1. The CSPIP Intern Director notes there is a concern about the intern’s skills or professional functioning.
2. The Intern Director initially consults with the Charter principal/CEO and Trainers of Interns within 2 working days of receiving notice.
3. The CSPIP Intern Director will work with the interns and other relevant individuals to develop a problem resolution plan within 2 working days of consulting with supervisors. The plan will be written, and it will include a timeline of 30 days for the individuals involved to achieve a satisfactory resolution.
4. If the initial attempt at informal problem resolution is unsuccessful, during the next 5 working days the Intern Director will seek input from the Trainers of Interns.
5. After that the DIATC will be consulted for input.
6. If the above procedures do not bring resolution, then the CSPIP Intern Director may proceed to any appropriate disciplinary action as described below in consultation and collaboration with the training committee and the intern’s academic institution.

Possible Disciplinary Actions

If the initial response to the skill deficiency or problematic behavior is not effective the Intern Director will consult with CSPIP Doctoral Intern Advisory Training Committee to determine which of the following disciplinary actions to initiate. These are not necessarily sequential. Intern Director and Trainers of Interns in consultation with the Doctoral Intern Advisory Training Committee will select the course and extent of the action based on the needs of the interns, and Charter students.

1. **Written Notice.** A Written Notice directs the interns to discontinue unsatisfactory action(s) or behavior(s). The interns will be given a letter specifying the following:
   a. Notification to the interns that there is unsatisfactory behavior.
   b. Description of the unsatisfactory behavior.
   c. Actions required to correct the unsatisfactory behavior.
   d. Timeline for correction with a maximum of 30 days.
   e. Consequences if the problem is not corrected.
f. The ITD (Intern Training Director) will review progress with the interns and relevant individuals at the end of the timeline. If the progress is not sufficient then the ITD will consult with the Doctoral Intern Advisory Training Committee to determine the next appropriate action.

2. **Probation.** If the area of problematic behavior is deemed serious enough, the interns may be placed on probation. The interns will be given a letter specifying the following:
   a. Description of the unsatisfactory behavior.
   b. Actions required to correct the unsatisfactory behavior.
   c. Timeline for correction with a maximum of 30 days.
   d. Explanation of the procedure that will be used to determine whether satisfactory progress has been made.
   e. Consequences if the problem is not corrected.
   f. The ITD will review progress with the interns and relevant individuals at the end of the timeline. If the progress is not sufficient then the ITD will consult with the Doctoral Intern Advisory Training Committee to determine the next appropriate action.

3. **Administrative Leave.** The interns may be placed on leave, accompanied by suspension of all duties and responsibilities in the agency. The interns will be informed in writing about potential consequences resulting from suspension, which might include inability to complete training hours or other requirements.
   a. The Doctoral Intern Advisory Training Committee will be convened to review the behavior in question within 5 working days of the interns being placed on Administrative Leave.
   b. The Doctoral Intern Advisory Training Committee will determine what actions the interns may take to correct the behavior, or if more significant steps should be undertaken.
   c. If it is determined there are corrective actions needed then the interns will be provided with a written plan with a minimum of 10 days to make the corrective actions.
   d. The plan will include consequences if the problem is not corrected.
   e. The IDT will review progress with the interns and relevant individuals at the end of the timeline. If the progress is not sufficient then the IDT will consult with the Doctoral Intern Advisory Training Committee to determine the next appropriate action.

4. **Dismissal.** When appropriate, an intern may be dismissed from CSP IP training program. The intern must receive written notice of dismissal. Dismissal might occur under the following circumstances:
   a. It is determined that remediation cannot be successfully accomplished;
   b. Serious violation of ethical standards;
   c. Serious violation of CSPIP policy and procedures;
   d. Serious legal violation(s); or
   e. Any other condition that jeopardizes student, staff, or interns’ welfare.

Within 5 working days of the delivery of the written document outlining the disciplinary action to be taken to correct problematic behaviors or skill deficiencies, the Intern Training Director and the Trainers of Interns will meet with the intern to discuss the action. The intern may accept the disciplinary action, or may challenge the disciplinary action through the grievance procedure described below.

**Intern Grievances**
As a program, we believe that the majority of problems can be resolved through direct negotiation between the conflicting parties. Interns and staff members (supervisors and other staff) are encouraged to discuss problems and concerns with each other as a part of a working relationship. Supervisors and other staff are expected to be receptive to intern concerns and attempt to resolve and find a solution to conflicts in a timely manner. In situations where a satisfactory solution cannot be reached, or the grievance is too severe for informal methods, the intern or staff member may seek out one of the following options for a more formal resolution. These options are intended to help the interns resolve conflicts in an efficient and timely manner and are not intended to discourage interns from pursuing a grievance through other means.

1. **Mediation**

The intern and staff members have the option to request a mediator to help facilitate the conflict resolution process. The mediator can be the Intern Training Director or the Trainers of Interns or a mutually agreed upon member of the DIATC. The role of the mediator is to provide an outside perspective and make recommendations to the conflicting parties to help come to a satisfactory resolution. Recommendations made by the mediator that involve changes in the intern experiences or learning environment must be approved by the IDT.

2. **Formal Grievance**

For conflicts and grievances that are not resolved through discussion and mediation, or are considered serious and severe, the intern may submit a written request to the IDT to initiate the formal grievance process. In the case of a formal grievance, the following steps will be taken.

   a. The IDT will call a meeting of the Trainers of Interns to review the complaint. If the individual who is named in the complaint is the IDT or on one of the Trainers of Interns the person will not be permitted to attend the meeting. Both parties will be given notice of the meeting and will be able to provide any information they feel is necessary to evaluate the complaint. The Program Director from the intern’s graduate school will also be notified of the meeting and, if possible, is welcome to attend in person or by phone conference.

   b. The committee will evaluate all the information provided by both parties and make a decision. The committee will base the decision on what is believed to be the best option regarding the intern’s training experience. This may include a change in supervisor or teacher or student with whom the intern is working.

   c. The intern will be notified in writing of the decision made by the committee and will have the option to accept or appeal the decision. Acceptance of the decision will enact the recommended changes immediately. Appeals must be made in writing, outlining the reason(s) for the appeal and suggested recommendations by the intern. The IDT will review the appeal and make a final decision, which will be provided in writing. In situations in which the IDT is the subject of the grievance, the DIATC will review the appeal and render a decision.

**Illegal or Unethical Behavior**
It is the responsibility of all staff, including interns to report illegal or unethical behavior in the workplace. The IDT should be notified, immediately, in writing, of all infractions. The following may be possible outcomes of reported infractions.

a. The IDT will address the reported behavior with the intern and a record of the complaint will be recorded in the intern’s file.

b. In cases where the infraction is deemed to be major (e.g., grossly unethical behavior), a meeting of The Trainers of Interns will be called and the infraction reviewed. If serious enough the Doctoral Intern Advisory Training Committee will be called and the infraction will be reviewed. Following careful review, the committee will determine the appropriate course of action which may include probation or termination. In either case, the intern as well as his/her graduate program will be notified immediately. In addition, illegal behavior in the workplace will be reported to the local police department.

N. APPLYING FOR ACCEPTANCE INTO THE SFA CHARTER SCHOOL PSYCHOLOGY DOCTORAL INTERNSHIP PROGRAM

Stephen F. Austin Charter School in Nacogdoches, Texas offers a doctoral school psychology internship program for eligible doctoral candidates from the School Psychology doctoral program at Stephen F. Austin State University. The internship runs from August through June with a stipend of $18,000. Applicants are required to submit an application for consideration in April of the year they wish to enter the internship. The following courses must be completed prior to internship placement.

Course Work

SPSY 6348: Ethics
SPSY 6347: Advanced School Psychology
SPSY 6362: Instructional Strategies for Exceptional Learners
SPSY 6301: Learning and Cognitive Development
SPSY 6311: Psychoeducational/Assessment
SPSY 6331: Quantitative Research Methods
SPSY 6344: Advanced Human Growth and Development
SPSY 6312: Individual Intelligence Testing
SPSY 6304: Verbal Behavior
SPSY 6334: Advanced Research Method
SPSY 6314: Human Neuroscience
SPSY 6316: Advanced Neuropsychological Assessment
SPSY 6323: Multicultural Considerations in Therapy
SPSY 6332: Advanced Family Therapy
SPSY 6315: Child/Family Assessment
SPSY 6336: Single Case Research Design
SPSY 6306: Applied Behavior Analysis
SPSY 6335: Multivariate Analysis
SPSY 6321: Child/Adolescent and Family Therapy
SPSY 6349: History, Systems and Interventions
SPSY 6305: Severe Developmental Disabilities/Autism
**Practicums and Internship**  
SPSY 6351: Practicum (3)  
SPSY 6353: Practicum (9)  

**Comprehensive Exams & Dissertation**  
Completion of Doctoral level Comprehensive Exam  
Praxis  
Dissertation Proposal  
Deadline for applications: April 7th by 5 PM.

Criteria for eligibility for doctoral internship placement at the Charter School Psychology Internship Program include:

- Academic good standing in the SFASU School Psychology doctoral program  
- Completion of all coursework, with the exception of doctoral internship and dissertation  
- A minimum of 600 hours of practicum experience in the schools.  
- A research-based conference presentation to demonstrate knowledge and ability in the area of school psychology research (first author and primary presenter) at an advisor-approved state, regional or national conference

The submission of the following will be required:

- a brief cover letter indicating your strengths and fit for the SFA Charter School Psychology Doctoral Internship training program,  
- a curriculum vita,  
- a work sample (e.g., FIE, FBA, BIP),  
- memo of verification for enrollment, status of comprehensive exam outcome, and status of dissertation from assigned academic advisor,  
- 3 letters of reference, rating excellence of match to the Charter School Psychology Internship Program  
- a completed background check information worksheet,  
- Practicum and Internship Experience Summary

Application materials must be submitted in a packet to the Charter School Intern Training Director, by April 7th at 5PM. The selection committee reviews all applications and selects applicants for interview. The selection committee consists of the Charter School CEO, the Intern Training Director, the Trainers of Interns and chosen members of the Doctoral Intern Advisory Training Committee. All applicants will be emailed about their interview status by the end of April. Selected applicants will be invited for a required on-site interview in May.

An applicant rating form is completed to rank performance on all the required materials for application. A semi-structured set of interview questions are used to guide the interview committee selection process. Also in the interview each applicant is asked to respond to sample real life situations that they might encounter in the Charter School setting. An interview rating rubric is used to rank each applicant in verbal articulation, professional development, cognitive flexibility, realistic self-appraisal,
commitment, and overall estimate of cognitive, clinical interpersonal skills. A psychoeducational report rating form is used to critique the sample work the applicant has submitted. Once a decision has been, acceptance or rejection letters will be sent to each applicant who applied for an internship position. For those applicants who are accepted, they will go through a criminal background check and fingerprinting must be done.

**P. Maintenance of Records**

The program documents and permanently maintains accurate records of the interns’ training experiences, evaluations, and certificates of internship completion for evidence of the intern progress through the program as well as for future reference and credentialing purposes. The program keeps information and records of all formal complaints and grievances. When the record keeping system for grievances was implemented, no grievances have been made since that time. Interns are informed of the record retention process.

All records are kept in the Intern Training Director office at the Charter School Psychology Internship Program in a locked cabinet. The IDT along with the Charter school Principal/CEO have keys. The interns have their own copy of performance records, formal complaints, and the grievance process. They have access to the records kept by the director upon request.

**Q. Diversity**

It is the policy of the Stephen F. Austin State University (SFA) Charter School not to discriminate on the basis of sex, handicap, race, Color or national origin in its educational and vocational programs, activities or employment as required by Title IX, Section 504, and Title VI. Individuals with diverse backgrounds are invited to apply.

Specific approaches by which the internship fosters an understanding of diversity and conducts self-assessment related to climate starts with the ‘Self-Assessment Checklist for Personnel Providing Services and Supports to Children and their Families’ from the National Association of School Psychologists. Items on the assessment form specifically address key components of diversity i.e.,

3. When using videos, films or other media resources for health education, treatment or other interventions, I insure that they reflect the cultures of children and families served by my program or agency.

5. I insure that toys and other play accessories in reception areas and those, which are used during assessment, are representative of the various cultural and ethnic groups within the local community and the society in general.

6. For children who speak languages or dialects other than English, I attempt to learn and use key words in their language so that I am better able to communicate with them during assessment, treatment or other interventions.

9. I use bilingual staff or trained/certified interpreters for assessment, treatment and other interventions with children who have limited English Proficiency.

14. I avoid imposing values that may conflict or be inconsistent with those of cultures or ethnic groups other than my own.

16. I screen books, movies, and other media resources for negative cultural, ethnic, or racial stereotypes before sharing them with children and their parents served by my program or agency.
25. I understand that beliefs about mental illness and emotional disability are culturally-based. I accept that responses to these conditions and related treatment/interventions are heavily influenced by culture.

27. I recognize and accept that folk and religious beliefs may influence a family's reaction and approach to a child born with a disability or later diagnosed with a physical/emotional disability or special health care needs.

32. I seek information from family members or other key community informants that will assist in service adaptation to respond to the needs and preferences of culturally and ethnically diverse children and families served by my program or agency.

As noted on this assessment, specific items on the checklist directly assess interns' awareness, knowledge, and skills associated with cultural diversity and cultural competence in human service settings. It further provides concrete examples of the kinds of values and practices that foster such an environment. The Likert-scale items (i.e., A-Things I do frequently; B-Things I do occasionally; C-Things I do rarely or never) provide a structure to assess interns' cultural competence. The IDT uses the results to guide the development of goals and points for intervention in individual and small group supervision. For example, responses of “A” and “B” are interpreted as demonstrating values and engagement in practices that promote a culturally diverse and culturally competent service delivery system for children with disabilities or special health care needs and their families.

The results of this self-assessment are also used as the basis for a required self-reflection paper on what they learned about themselves and what they would do for the purpose of continuous improvement. The interns and supervisors review the paper together and devise a written plan of improvement.

Beginning Fall 2018, the interns will develop a diversity-related, supervisor-approved, program together and present to the Charter School faculty and staff. The program presentation to the Intern Training Director and the administration of the Charter School will incorporate the results of an organizational self-study that identifies the strengths and weaknesses within the organization with recommendations for improvement. Compilation of observations used in the presentation will include physical environment, materials and resources, communication styles, and values and attitudes in the following areas: classroom settings, administrative offices, text book selections, curriculum, conversations, activities, and videos. This presentation will occur at the end of the academic year of placement.

During individual and small group supervision sessions and in didactics, review and discussion of the literature regarding race, ethnicity, gender, socio-economic status occurs in the selection of assessments, interpretation of data, and identification of an appropriate listing of interventions. Further didactics have been added to enhance knowledge in this very important area. These are Improving Cultural Competence and knowing the core competencies for mental health professionals. This also includes a Self-Assessment for Individual Cultural Competence.

If rating from the initial self-evaluation indicate a deficiency then a remediation plan will be created.

The Charter School Psychology Internship Program is committed to maintaining an atmosphere that values and exhibits appreciation of unique perspectives that students bring to the training arena. Training will encourage cognitive and behavioral flexibility, which will enhance cross-cultural interactions among peers and with clients. In most programs, we have historically included at least one course that acknowledged cultural differences as part of the required core curriculum. However, we have recognized one critical training limitation, which has resulted from this tradition. Trainees currently leave training
with general content knowledge and competency as a general practitioner, which can at times mimic multicultural competency; however, they maintain an inability to sensitively (tone), respectfully (verbal response), and effectively (follow-up) address points of contention that commonly occur among peers or with clients with different backgrounds and points of origin. Consequently, trainees' skill development in maintaining effective working alliances with those who are "different" is often left to chance. The probability of the development of factions and student alienation increase with individuals' unwillingness and/or inability to resolve 'cultural collisions' (Steward, Gimenez, & Jackson, 1995). Students are then less prepared to thrive and survive in work environments wherein these skills will be required. Though individual faculty members are often called to intervene in the negative aftermath of an interpersonal problem, there is currently no full-faculty, programmatic model for prevention of long-term problems among trainees. Though faculty members' silence regarding interpersonal tensions may be perceived as an easy response to differences among students, the clear identification of the 'problems' as opportunities for introspection and learning will result in a more effective future colleague. The cost of continuing to ignore these learning opportunities will reinforce cross-cultural incompetence, a state that I, as the Department Chair, would like to avoid.

Our Department offers a wide range of training opportunities and experiences. Inherent in training and curriculum is the infusion of issues related to diversity and development across the lifespan. We as faculty acknowledge that students arrive with attributes that contribute to the uniqueness of their adjustment to training (i.e., interest, age, race, gender, SES, socio-political perspective, disability, etc.) and will influence their interactions with faculty, peers, and clientele. Students will be encouraged and sometimes required to engage in discourse that provides multiple perspectives of person variables and societal issues and the influence of each in interpersonal interactions. When cross-cultural collisions do occur, this Department's Model for an appropriate strategy to respond is described below. Students are expected to become familiar with and use this model as needed. All faculty members will demonstrate a commitment to diversity by providing sensitive feedback to students as they attempt to implement the model as a strategy in interpersonal problem-solving and by attending to diversity in course content and classroom discussion. The principles of RESPECT, CARING, RESPONSIBILITY, UNITY, and INTEGRITY, indicators of the SFA Way, serve as the underpinnings for this adopted local practice (http://www.sfasu.edu/policies/student-conduct-code.pdf). Please review the Student Code of Conduct at this link to have a comprehensive overview of students' rights and responsibilities in engaging others.

Recognizing the challenge involved in addressing interpersonal tensions resulting from cross-cultural collisions, this department has done what few other departments have: developed a programmatic model that provides procedural guidelines for addressing and responding to interpersonal glitches that are certain to occur among training cohorts with a critical representation of diversity, which is highly valued here at SFA. The purpose of this policy is to provide a brief description of the model for prevention/intervention of 'cultural collisions' among students and between students and faculty.

**Prevention/Intervention Model for Cultural Collisions**

First, students must be aware of the normalcy of cultural collisions. Some students arrive with the idea that "appreciation of diversity" is and should be easy, and are frightened or angered at any point of contention that arises among peers and/or with faculty. Some students arrive expecting that their unique area of diversity should be valued more so than others, particularly when values are in direct opposition or in competition for attention in the mainstream media. Factions develop. Majority representation often rules; minority representation often loses; when the minority wins with an outcome of angry silence, the victory may not be victorious for the minority or majority voice. This dynamic is typically exacerbated by enforced perspectives of student factions with faculty allies. All such outcomes originate from the expectation that one perspective or interpersonal style must reign and others must not. These outcomes occur when the development of cognitive and behavioral flexibility is not the primary goal of training. Below, I provide some clear guidelines for understanding and mediating differences among colleagues and with those in authority.
First, students must be aware that there are patterns of responding to 'difference' that increase the probability of a negative outcome as well as those that do not. This increased awareness would compose the prevention component of the model. The following are basic steps for addressing cultural collisions that distinguish responses that are reactive from those that are responsive:

<table>
<thead>
<tr>
<th>Spirit of Self-Preservation</th>
<th>Spirit of Self and Other Preservation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Negative Reflections to Perceived Offense</strong></td>
<td><strong>Positive Reflections to Perceived Offense</strong></td>
</tr>
<tr>
<td>1. What is wrong with him/her (the other) that they make me feel this way?</td>
<td>1. What is going on with me that I am responding in this way to this individual? comment? behavior?</td>
</tr>
<tr>
<td>2. Demand validation and collective acceptance of my viewpoint, telling the other how wrong they are or talking over them.</td>
<td>2. Listen and carefully reflect on what the person has said and investigate rights, rules, regulations regarding the matter(s) in questions to self-assess the ‘rightness’ or reasonableness of my reaction.</td>
</tr>
<tr>
<td>3. Immediately share the cultural collision with personally biased social support network persons for self-validation and/or publicly embarrassing the other person in front of my support members and others. Reinforce group conflict and divisiveness.</td>
<td>3. Go directly to the person to seek understanding of their reaction and to share mine: use my support network to seek mediation, resolution and understanding of the other, working with a mindset of enhancing cohesiveness, self- and other-understanding.</td>
</tr>
<tr>
<td>4. Reinforce outcome-based attitudes with winning or out-doing as a goal behavior in future contacts.</td>
<td>4. Engage in non-outcome based behavior to change the tone of all interactions so that a win-win situation results.</td>
</tr>
</tbody>
</table>

First, the positive outcome activities allow opportunities for assessing personal responsibility in maintaining the negative outcomes of cultural collisions. Students also have some guidelines for assessing when there is a need for faculty intervention. Student orientations, culture-related coursework, professional seminars, and the ethics courses might include an overview of guidelines and discuss potential barriers to compliance.

Second, it is important that students are aware that they are not alone in developing skills in attending to diversity among themselves. Students are not expected to be experts in 'fixing' interpersonal problems, given the status differences which can exist within student cohorts (i.e., alliances with faculty, interpersonal style differences, popularity with other students, etc.) and between them and faculty members. Full program faculty assistance and that from the Department Chair will be available and no perspective that promotes divisiveness and alienation will be reinforced verbally or in silence. When guidelines have been followed and negative outcomes prevail, students will report immediately to his/her advisor. The advisor(s) will then present the case to the entire program faculty for discussion, including consultation with the Department Chair as needed. The generation of alternative strategies toward resolution of the negative outcome of the tension will ensue. Not all points of difference are resolvable. However, for the purpose of our training environment, it is assumed that all points of differences can be mediated in such a way to result in effective working alliances. The following provides a set of guidelines for the second part of this model, the intervention component.
1. After effort to directly resolve or address the tension due to a point of difference with another (i.e., student-peer, faculty, administrative staff) results in a negative outcome (i.e., verbal abuse, avoidance, ignoring, public shaming, unfair/punitive treatment), the next step is to report the 'collision' to an academic advisor(s) in a typewritten detailed description of the event or set of events, the attempt to resolve, and the outcome of the attempt. When the unresolved tension has occurred between a student and faculty member, who is also an advisor, the student shall report to the program director. When the unresolved tension has occurred between a student and a program director/coordinator, the student shall report to the Department Chair.

2. The contacted person reports to the program coordinator and/or Chair to place the discussion of the case on the program faculty meeting agenda. Expediency is key; and a special program meeting shall be called. Students must assume responsibility for reporting their collision with another.

3. During the program faculty meeting, faculty will review the written report, hear the views of each of the parties involved, consider the match between the reports, and work together with the individuals to offer recommendations toward resolution or mediation, in the process considering university policy and legal/ethical standards (i.e., faculty mediation, counseling).

4. Follow-up reports after faculty recommendations shall occur. The intent is to support the notion that working toward the maintenance of effective working alliances is a normal part of professional development and day-to-day professional life. Reports with notes regarding the process and outcome shall be maintained in files at the program level and included in program objectives and assessment reports. When negative outcomes persist after intervention at the academic unit level (department), other parties, including the College Dean, General Counsel, Office of Disability Affairs, Office of Multicultural Affairs, or Office of Student Services, shall be consulted.

The faculty members associated with the SFASU Department of Human Services and the staff of the Charter School Psychology Internship Program desire to resolve conflicts according to university and internship guidelines and in a manner agreeable to all parties whenever possible. In addition to these guidelines for conflict resolution, university policy provides guidelines for academic appeals at the following website: http://www.sfasu.edu/policies/academic-appeals-by-students.pdf.

Robbie J. Steward, Ph.D.
A. APPENDIX A

Current Clinical Supervisors-2019-2020

Dr. Franke Jo Clark, LP, LSSP, Intern Training Director, (member of the Trainers of Intern Committee, and the DIATC).

Educational History
B.S. Psychology—Stephen F. Austin State University
M.Ed. Counseling and Psychology—Stephen F. Austin State University
Ph.D. School Psychology—Texas Women’s State University
Post-Doctoral Master of Science in Psychopharmacology—California School of Professional Psychology

Licensure/Certification
Licensed Psychologist
Licensed Specialist in School Psychology (LSSP)

Dr. Daniel F. McCleary, LP, LSSP, NCSP (Member of the Trainers of Intern Committee and the DIATC)

Educational History
B.A Psychology—Drury University
M.S. Applied Educational Psychology—The University of Tennessee
Ph.D. School Psychology—The University of Tennessee

Licensure/Certification
Licensed Psychologist
Licensed Specialist in School Psychology (LSSP)
Nationally Certified School Psychologist (NCSP)

Dr. Nina Ellis-Hervey, LP, LSSP (member of Doctoral Intern Advisory Training Committee and member of the Trainers of Interns Committee)

Educational History
B.A. English—Truman State University
M.S. Educational Psychology—Oklahoma State University
Ph.D. Educational Psychology: School Psychology—Oklahoma State University

Licensure/Certification
Licensed Specialist in School Psychology (LSSP)
Licensed Psychologist in Texas

Trainers of Interns Committee

- Frankie Clark, Ph.D., LP, LSSP, Intern Training Director, member DIATC
- Daniel McCleary, Ph.D., LSSP, NCSP, Associate Professor SFASU School Psychology, member DIATC
- Nina Ellis-Hervey, LP, LSSP, Member DIATC, Associate Professor SFASU School Psychology

Duties and activities of Trainer of Interns

- Review Progress
- Review Problems with possible solutions
- Refer to DIATC problems considered beyond scope of Trainers of Interns
- Summaries of all monthly activities to DIATC
B. APPENDIX B

Doctoral Intern Advisory Training Committee

- Michael Walker, Ph.D., Licensed Psychologist, Associate Professor in Psychology, SFASU
- Joseph Kartye, Ph.D., Licensed Psychologist, Licensed Specialist in School Psychology, Private Practice
- Mitchalina Kenney, MA, Licensed Specialist in School Psychology, Instructor in Education, SFASU
- Brandon Fox, Ph.D., Chair of Elementary Education, SFASU
- Luis Aguerrevere, Ph.D., Licensed Psychological Associate, Chair of Human Services, SFASU
- Nina Ellis-Hervey, Ph.D., Licensed Psychologist in Texas and Louisiana, Licensed Specialist in School Psychology, SFASU Associate Professor in School Psychology, member of Trainer of Intern Committee
- Daniel McCleary, Ph.D., Licensed Psychologist, Licensed Specialist in School Psychology, member of Trainer of Intern Committee, SFASU Associate Professor in School Psychology
- Frankie Clark, Ph.D., Licensed Psychologist, Licensed Specialist in School Psychology, Intern Training Director Charter School Psychology Internship Program
- Lysa Hagan, M.Ed., CEO/Principal of SFASU Charter School
- Elaine Turner, Ph.D., Licensed Specialist in School Psychology, LSSP, previous SFASU Charter School Psychology Internship Program graduate, Licensed Psychologist, Assistant Professor, SFASU
- Veronica Beaver, M.Ed., Director of Multicultural Affairs for SFASU
- Sylvia Middlebrook, Ph.D., Board Certified Behavioral Analyst, Licensed Psychologist, Professor in Psychology, SFASU

The duties and activities of the DIATC include:

- Review of applicant records and involvement in interview process
- Part of grievance/due process with interns
- Process of diversity issues
- Problem-Solving with the Charter School Psychology Intern Program
### C. APPENDIX C

Tentative Didactic Calendar 2020-2021

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Topic</th>
<th>Presenters</th>
<th>Objectives/Readings:</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 7-8, 2020</td>
<td>Approx. 12-14 hours</td>
<td>ADOS-2 Videos The Autism Diagnostic Observation Schedule – Second Edition (ADOS-2) is a semistructured, standardized assessment of communication, social interaction, play and restricted and repetitive behaviors. By observing and coding these behaviors, clinicians can obtain information that informs diagnosis, intervention treatment planning and educational planning.</td>
<td>Carmen Delgado, M.Ed.; Bilingual/ESL-Spanish, Region 7 ESC Federal</td>
<td>The ADOS-2 requires formal and specific training. Administrators either need to attend formal ADOS-2 training, or purchase the Training Package, which contains training videos on DVD and a Training Guidebook. The ADOS-2 includes five modules, each requiring between 40-60 minutes to administer. The individual being evaluated is given only one module, selected on the basis of his or her expressive language level and chronological age. The ADOS-2 DVD Training Package covers all 5 modules, featuring case examples for all modules. Explanation of ADOS – <a href="https://youtu.be/IRMmSoMW71g">https://youtu.be/IRMmSoMW71g</a> - stops at 28 minutes Watch and code David on Training Video Part 1 Scoring/Coding Video – Now continue video at 44 minutes Culture is the customary beliefs, social forms, and material traits of a group. Become more aware of the cultural differences amongst your students and how</td>
</tr>
<tr>
<td>August 16, 2020</td>
<td>12:30-3:30 Palestine</td>
<td>Cultural Awareness</td>
<td></td>
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<tr>
<td>Programs Title III/Migrant Coordinator</td>
<td>your own culture impacts the classroom. Reading: Cultural Competence in America’s Schools: Leadership, Engagement and Understanding Bruce A. Jones, Edwin Nichols</td>
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<td>September 6, 2020 9-3:30 Kilgore New Evaluation Staff Helen Crissey, M.Ed., Ed. Diag., ESC 7 Special Education Specialist</td>
<td>New special education evaluation staff will gain invaluable information in this session. Topics will include assessment, ARD practices, ideas for organization, and strategies for working collaboratively as a case manager. Come network with ESC 7 staff and other new special education evaluation staff.</td>
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</tbody>
</table>
| September 20, 2020 9-1 SFASU 101 Human Services Building Healthy Relationships in a Community Family Crisis Center | Participants will be able to:  
- Understand the process of using a community discussion circle  
- Identify some commonalities between group members  
- Identify key components of safe and healthy communities  
- Describe types of relationships with different people and different approaches for healthy communication  
- Understand hyper masculinity, male entitlement, objectification of women, hostility towards women and unhealthy attitudes about sex and sexuality  
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event</th>
<th>Speaker/Details</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 27, 2020</td>
<td>9-1</td>
<td>Building Healthy Relationships in a Community</td>
<td>Family Crisis Center</td>
<td>Participants will be able to: • Demonstrate identifying and respecting boundaries • Identify locations in community where healthy interactions and relationships are supported and locations where they can find relief • Practice healthy relationship skills • Development of media-based strategies for challenging hyper masculinity, male entitlement, objectification of women, hostility towards women and unhealthy attitudes about sex and sexuality</td>
</tr>
<tr>
<td>October 10, 2020</td>
<td>2-4</td>
<td>Psychopharmacology</td>
<td>Dr. William McBride, Ph.D., psychologist/East Texas Psychological</td>
<td>Medications used for ADHD, dosages, and side effects. More information to be added</td>
</tr>
<tr>
<td>October 17, 2020</td>
<td>1-3</td>
<td>Cultural Competencies</td>
<td>Frankie Clark, Ph.D.</td>
<td>What is cultural competence; Why is cultural competence important; What is culture; What is race; What is ethnicity; What is cultural identity; What are the cross-cutting factors in race, ethnicity and culture</td>
</tr>
<tr>
<td>October 22, 2020</td>
<td>9-3:30</td>
<td>Legal Framework (bring laptop)</td>
<td>Helen Crissey, M.Ed., Ed. Diag., ESC 7 Special Education Specialist</td>
<td>The Legal Framework houses state and federal requirements for special education. This workshop is an interactive, hands-on tour of the Legal Framework. Participants will learn where to find the answers to questions related to special education evaluations, IEP goal development, ARD meetings, least restrictive environment, discipline, and much more.</td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Session Title</td>
<td>Presenter</td>
<td>Description</td>
</tr>
<tr>
<td>--------------------</td>
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</tr>
<tr>
<td>November 8, 2020</td>
<td>1-3</td>
<td>Psychological Research for Interns</td>
<td>Dr. Luis Aguerrevere, Ph.D.</td>
<td>The purpose of the didactic is to help the intern apply the major psychological research concepts to their own projects. At the end of the didactic the intern should be familiar with how to: • examine previous literature pertaining to their topic of research • formulate research hypotheses based on their understanding of previous research • understand and apply basic research methods in psychology, including research design, data analysis, and interpretation. • formulate testable research hypotheses, based on operational definitions of variables; • recognize that theoretical and sociocultural contexts as well as personal biases may shape their research questions, design, data collection, analysis, and interpretation; and • follow the APA Style and Ethics Code as it applies to the design of their research.</td>
</tr>
<tr>
<td>November 15, 2020</td>
<td>9-3:30</td>
<td>Severe Disabilities</td>
<td>Jenny Montalvo, M.Ed., ESC 7 Special Education Specialist</td>
<td>Students with multiple disabilities, including severe cognitive delays, visual impairments, and deaf/blindness, require unique considerations when lesson planning. Participants will work through a process to capture information about the student’s preferences and responses for use in planning engaging instructional activities. Meaningful, active learning lesson ideas that are aligned to standards will be explored.</td>
</tr>
<tr>
<td>November 22, 2020</td>
<td>1-3</td>
<td>Ethics</td>
<td>Dr. Daniel McCleary, Ph.D.</td>
<td>Learning Objectives: 1. Participants will review and discuss the ethical codes of NASP and APA. 2. Participants will review</td>
</tr>
</tbody>
</table>
3. Participants will demonstrate knowledge of pertinent ethical and legal principles by responding to several ethical dilemma vignettes.

The presentation is based on the following:

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event Title</th>
<th>Presenter</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 26, 2020</td>
<td>9-4:30</td>
<td>CPI Training</td>
<td>Quentin Woods, Ed. D., ESC 7 Special Education Specialist</td>
<td>This 8 hour workshop teaches participants how to safely manage disruptive and assaultive behavior. Completion of the training will certify participants to use verbal, nonverbal, and non-violent physical intervention, disengagement, and holding skills. This program meets the requirements in the Commissioner’s Rules for training in prevention and de-escalation techniques and alternatives to the use of restraint as mandated by SB 1196.</td>
</tr>
<tr>
<td>December 5, 2020</td>
<td>1-3</td>
<td>Improving Cultural Competence – Core Competencies</td>
<td>Dr. Frankie Clark, Ph.D.</td>
<td>Core Counselor/Psychologist Competencies; Self-Assessment for individual cultural competence</td>
</tr>
<tr>
<td>December 11, 2020</td>
<td>9-3:30</td>
<td>Autism in Early Childhood</td>
<td>Donna Holt, B.A., B.S., ESC 7 Special Education Specialist Jenny Montalvo, M.Ed., ESC 7 Special</td>
<td>Children of all abilities are welcome in your classroom, and you work hard to facilitate learning in a way that meets the needs of every child. However, teachers are frequently challenged when it comes to engaging children who have been</td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Topic</td>
<td>Presenter</td>
<td>Description</td>
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</tr>
<tr>
<td>January 7, 2021</td>
<td>9-3:30</td>
<td>Parent-Teacher Relationships</td>
<td>Cheryl Schulik, M.Ed., ESC 7 Special Education Associate Director Henryett Lovely-Watson, Ed. D., ESC 7 Special Education Director</td>
<td>Do you want to have positive and successful relationships with your parents? If so, this is the workshop for you! Join us to receive sample forms, letters, scenarios, and vignettes for communicating with all parents to ensure student success. We will share techniques to facilitate collaboration and generate involvement for parents and families from diverse backgrounds.</td>
</tr>
</tbody>
</table>
| January 16, 2021   | 1-3       | Models of Supervision and the Importance of Their Use: It is important that growing early career professionals are not only supervised, but learn the essentials of supervision to further develop their own professional identities. This presentation will use the DEP (Developmental, Ecological, Problem-solving Model) model of supervision at various developmental levels in both clinic and school environments | Dr. Nina Ellis-Hervey, Ph.D. | 1) Interns will be able to discuss the supervisory relationship and the role of feedback  
2) Interns will be able to show (through modeling) and discuss modes of supervision they will infuse and why.  
Reading: *Supervision in School Psychology: The Developmental, Ecological, Problem-Solving Model* By Dennis J. Simon, Mark E. Swerdlik |
<p>| January 23, 2021   | 2-4       | Math Fluency                               | Dr. Daniel McCleary, Ph.D.                                                | 1. Participants will learn the etiology and prevalence rates of diagnosed with Autism Spectrum Disorder (ASD). This session will offer participants strategies they can use to meet the individual needs of, and engage and facilitate learning for children with ASD. |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Topic</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 3, 2021</td>
<td>9-3:30</td>
<td>Kilgore</td>
<td>ARD Decision Making</td>
<td>Helen Crissey, M.Ed., Ed. Diag., ESC 7 Special Education Specialist</td>
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<tr>
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<td></td>
<td>This workshop will explore how Admission, Review, and Dismissal (ARD) Committee members make decisions regarding the placement of a student receiving special education services in a classroom, what accommodations the student may need in order to be successful in that classroom, and decisions about participation in the State of Texas Assessments of Academic Readiness (STAAR) program. Participants are encouraged to bring their laptops or iPad devices to bookmark resources.</td>
</tr>
<tr>
<td>February 12, 2021</td>
<td>9-3:30</td>
<td>Kilgore</td>
<td>Disability Awareness/SPE, ADA</td>
<td>Cheryl Schulik, M.Ed., ESC 7 Special Education Associate Director</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ALL students are unique! As an educator, it is important to identify and nurture within students the pride of strengths, understanding the frustration of limitations, and respecting and celebrating individuality. Participants will understand the value of using &quot;person first&quot; language while engaging in mutually respectful conversations with students and parents; and while working to create a collaborative learning environment.</td>
</tr>
<tr>
<td>February 19, 2021</td>
<td>1-3</td>
<td></td>
<td>Time Management</td>
<td>TBA</td>
</tr>
<tr>
<td>February 26, 2021</td>
<td>2-4</td>
<td></td>
<td>Divorced Children</td>
<td>Dr. Clark</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Review of Literature with Video</td>
</tr>
<tr>
<td>March 6, 2021</td>
<td>2-4</td>
<td></td>
<td>Differential Diagnosing</td>
<td>Dr. William McBride, Ph.D.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Delineating differential diagnoses between ADHD, anxiety and</td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Event Title</td>
<td>Speaker(s)</td>
<td>Description</td>
</tr>
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<tr>
<td>March 13, 2021</td>
<td>1-3</td>
<td>The Year We Thought About Love</td>
<td>Ellen Bradsky</td>
<td>The youth in the film challenge gender norms, religious traditions, and family expectations. This highlights the transitions between genders, childhood and adulthood. It comes with a workbook and discussion topics to further insight.</td>
</tr>
<tr>
<td>March 27, 2021</td>
<td>TBA</td>
<td>ED vs CD</td>
<td>Mitchie Kenney, LSSP</td>
<td>TBA</td>
</tr>
<tr>
<td>April 8, 2021</td>
<td>9-4</td>
<td>PREPaRE</td>
<td>Dr. Daniel McCleary, Ph.D.</td>
<td>PREPaRE provides school-based mental health professionals and other educational professionals training on how to best fill the roles and responsibilities generated by their participation on school safety and crisis teams</td>
</tr>
<tr>
<td>April 15, 2021</td>
<td>TBA</td>
<td>Evaluation of Small Children</td>
<td>Mitchie Kenney, LSSP</td>
<td>TBA</td>
</tr>
<tr>
<td>April 22, 2021</td>
<td>TBA</td>
<td>2nd Training Supervision</td>
<td>Dr. Nina Ellis-Hervey</td>
<td>Models of Supervision</td>
</tr>
<tr>
<td>April 29, 2021</td>
<td>2-4</td>
<td>ABA</td>
<td>Dr. Dawes</td>
<td>To Be Added</td>
</tr>
<tr>
<td>May 8, 2021</td>
<td>2-4</td>
<td>System Level Consultation</td>
<td>Dr. Dawes</td>
<td>To Be Added</td>
</tr>
<tr>
<td>May 13, 2021</td>
<td>1-3</td>
<td>Counseling &amp; Home Services</td>
<td>Mitchie Kenney</td>
<td>To Be Added</td>
</tr>
<tr>
<td>May 20, 2021</td>
<td>1-3</td>
<td>ED vs Social Maladjustment</td>
<td>Dr. Karty</td>
<td>To Be Added</td>
</tr>
<tr>
<td>May 27, 2021</td>
<td>8-4</td>
<td>Dyslexia Training</td>
<td>Region VII</td>
<td>To Be Added</td>
</tr>
<tr>
<td>June 3, 2021</td>
<td>8-4</td>
<td>ARD Decision Making</td>
<td>Region VII</td>
<td>To Be Added</td>
</tr>
</tbody>
</table>
**D. APPENDIX D**

**Orientation Schedule 2020-2021**

Stage 1 – July 27 – August 6

- Overview of case training areas
  - Counseling Eval (form)
  - FIE (form)
  - Consultation Report (form)
  - Behavior Plan (form)
- Professional role and expectations
- Commonly used tests, strategies, techniques and training for building professional relationships
- Discuss
  - Ethics
  - Special Education Law
  - Standards of Professional Practice
  - Informed Consent
  - Documentation of Services
  - Department Structure
  - Policies and Procedures at Charter School
- Special Topics
- Review of handbook
  - Internship Expectations and Process
  - Evaluation of Instruments for Evaluation Intern Performance
  - Due Process of Internship
  - Employee Process of Charter School

End Stage 1 – Begin Developing IITP with Supervisors
July 27, 2020

- Set up office
- Discuss role at Charter School and expectations
- Overview of case training areas
  - Counseling Eval (form)
  - FIE (form)
  - Consultation Report (form)
  - Behavior Plan (form)
- Commonly used tests

Afternoon

- Review files of students based on those for referrals this year
- Notes and questions

July 28, 2020

- Handbook
  - Expectations and Process (2 forms)
  - Informed Consent
    - Permission forms (at Charter)
  - Documentation of Services
  - Department Structure
  - Employee Process of Charter
  - Grievance

Afternoon

- Power point – Constructivist Classroom

July 29, 2020

- Law
  - Special Education
  - General Education
  - IDEA
  - 504
  - Special Education rules – Charter

Afternoon

- Pick one of law areas weak in and do power point of main ideas

July 30, 2020
• Testing/what tests usually give
  o Strengths
  o Weaknesses
• Each pick a test not comfortable with
  o Give to intern (other)
  o I observe, we share insight

Afternoon
• Continue testing process

July 31, 2020
• Off

August 3, 2020
• Review of ADOS-2 modules (approximately 12-14 hours)

August 4, 2020
• Completion of ADOS-2 modules

August 5, 2020
• Work in office
• Start IITP

August 6, 2020
• Charter school internship paperwork
• Schedule first 2 weeks of school in classrooms

August 7, 10,11, 2020
• Professional Development with Charter teachers

August 12, 2020
• First Day of School

August 13, 2020
• New teacher Q&A
• Review expectations
  o 1 departmental research project during internship
    ▪ Identify area (evaluation of intervention outcomes)
    ▪ IRB
    ▪ Collect data
Submit paper or poster to professional presentation and/or publication in professional journal
- Conduct 2 literature-based presentations of current journal article or 1 presentation resulting from a broader study of topics relating to an academic or mental health issue faced in course of internship
- Collaborate with parents and teachers, plus a 6 hour parent training over the course of 3 weeks
- Dissertation up to 10% of total hours but no more than 4 hours per week
- Self-Assessment Checklist
  - Reflection Paper

August 14, 2020
- Complete IITP
- Discuss with supervisor
- Campus Communicator
- Back to school update

Campus Communicator
Back to School Edition 2020-21

“The SFA Charter School mission is to create a responsive social learning community which inspires autonomy, integrity, and deep critical thinking.”

This is a tentative overview for our professional development.
August 7, Friday - ALL Faculty Professional Development report to room TBD
  - Back to School Breakfast snacks provided
  - Morning Meeting with our Recent RC Experts 8:30
  - SFACS Reopening Plan, Classroom Review 9:00
  - New Virtual Classroom Technology Introduction
    K-2 10:00-11:00
    Let’s Do Lunch 11:00-12:00
    Learning Power Approach, Planning Now and Later 12:00 – 2:00
    New Virtual Classroom Technology Introduction
    3-5 2:00-3:00
  - Closing Circle -
    Ideas gleaned
    Name a First Try, then switch with your partner
    2 week check-ins to see how it is going

August 8-9 - Rest and Reflect - enjoy time with your family, pets, or Netflix

August 10, Monday - All Faculty – SFACS Grand Reopening
  Work in your rooms to prepare
New Teacher Q&A—new teachers, Natalie & Lysa  12:00 – 1:30
SFACS Grand Reopening – All faculty- paraprofessional’s attendance is optional
Welcome Families at  9:00, 11:00, 2:00, 4:00

August 11- Tuesday- ALL EMPLOYEES report to room 8:30-3:00 BYOC (Bring Your Own Coffee)
Morning Meeting with our Recent RC Experts  8:30
Introductions
Get School Started – Lysa
Present School Reopening Plan, arrival, and dismissal procedures –Lysa
Attendance Requirements – Susan
Food Service Program - Teresa
School Psychology Doctoral Interns – Preview of Possibilities – SPDI
Virtual Learning Lab Technology Introduction (All Support Staff and Clinical Teachers)
Curriculum Direction (All Classroom Teachers)
Closing Circle –

August 12- Wednesday FIRST DAY OF SCHOOL 7:30-3:40
Make every child feel special and successful.
E. APPENDIX E

SFA Charter School Psychology Doctoral Internship Program
INTERN SELF EVALUATION

Intern: _______________________________ Primary Supervisor: _____________________________

Date: ________________________________

Select the number on the scale that best describes the intern’s current competence. A description of the ratings is provided below:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Needs remedial work</td>
</tr>
<tr>
<td></td>
<td>Requires remedial work during internship</td>
</tr>
<tr>
<td>2</td>
<td>Entry level</td>
</tr>
<tr>
<td></td>
<td>Routine, but intensive, supervision is needed</td>
</tr>
<tr>
<td>3</td>
<td>Intermediate</td>
</tr>
<tr>
<td></td>
<td>Routine supervision of each activity; ratings at this level indicate intern</td>
</tr>
<tr>
<td></td>
<td>preparedness for independent practice, however as an unlicensed trainee,</td>
</tr>
<tr>
<td></td>
<td>supervision is required while in training status</td>
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<tr>
<td>4</td>
<td>High intermediate</td>
</tr>
<tr>
<td></td>
<td>Competency attained in all but non-routine cases; supervisor provides overall</td>
</tr>
<tr>
<td></td>
<td>management of trainee’s activities; depth of supervision varies as clinical needs</td>
</tr>
<tr>
<td></td>
<td>warrant</td>
</tr>
<tr>
<td>5</td>
<td>Advanced</td>
</tr>
<tr>
<td></td>
<td>Competency attained at full psychology staff privilege level, however as an unlicensed</td>
</tr>
<tr>
<td></td>
<td>trainee, supervision is required while in training status</td>
</tr>
<tr>
<td>NA</td>
<td>Not applicable/assessed during training experience</td>
</tr>
</tbody>
</table>

Note: This form is designed to allow interns to rate themselves according to comprehensive, formal feedback on strengths and areas for growth that will be used by the intern supervisors. A score less than 3 on an individual learning element or broad competency will initiate the program’s Due Process procedures. At the 1st evaluation, 30% of an individual learning element or broad competency should be 3 or higher. At the 2nd evaluation, 60% should be 3 or higher. At the 3rd evaluation, 100% should be 3 or higher. Interns must receive a rating of 3 or higher on all learning elements and broad competencies to demonstrate that they are prepared for entry level independent practice and licensure, and to successfully complete internship.

APA PROFESSION-WIDE COMPETENCIES

RESEARCH
Intern will achieve competence in the area of: RESEARCH

<table>
<thead>
<tr>
<th>Demonstrates the substantially independent ability to critically evaluate research</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Locate, read and critically evaluate empirically-based research.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>• Consider implications of published research and use this information in determining service delivery methods and recommendations.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Demonstrates the substantially independent ability to conduct original research</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Develop research questions, explore, and present ideas for original research to internship faculty and supervisors.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>• Conduct organized research.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
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</tbody>
</table>

| Demonstrates the substantially independent ability to disseminate research or other scholarly activities via professional publication or presentation at the local, regional or national level | 1 | 2 | 3 | 4 | 5 | NA |

Comments: ____________________________________________________________________________
____________________________________________________________________________________

ETHICAL AND LEGAL STANDARDS

Intern will achieve competencies in the areas of: ETHICAL AND LEGAL STANDARDS

<table>
<thead>
<tr>
<th>Demonstrates knowledge of and acts in accordance with the APA Ethical Principles and Code of Conduct</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Demonstrates knowledge of and acts in accordance with all organizational, local, state, and federal laws, regulations, rules, and policies relevant to health service psychologists</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates understanding of the role and function of a school psychologist in relation to legal, ethical, and/or professional practice</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>• Demonstrates knowledge of state and federal laws applicable to special education and the practice of psychology in the school</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Demonstrates knowledge of and acts in accordance with all professional standards and guidelines</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Applies ethical and professional principles in scholarship and practice</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
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<thead>
<tr>
<th>Recognizes ethical dilemmas as they arise and applies ethical decision-making processes in order to resolve them</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
</table>

| Conducts self in an ethical manner in all professional activities | 1 | 2 | 3 | 4 | 5 | NA |

Comments: ____________________________________________________________________________
INDIVIDUAL AND CULTURAL DIVERSITY

Intern will achieve competencies in the areas of: INDIVIDUAL AND CULTURAL DIVERSITY

<table>
<thead>
<tr>
<th>Demonstrates an understanding of how one's own personal/cultural history, attitudes, and biases may affect how one understands and interacts with people different from oneself</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates knowledge of possible diversity issues, including values, beliefs, traditions, customs, parenting styles, language barriers, and effect of disabilities or other lifestyles</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to diversity</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Reads empirically-based literature examining how diversity affects the delivery of psychological services</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Integrates knowledge of individual and cultural differences in the conduct of professional roles</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Demonstrates the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates ability to provide culturally-sensitive services</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
</tbody>
</table>

| • Considers multicultural and diversity factors when planning assessments and interventions | 1 | 2 | 3 | 4 | 5 | NA |

| Demonstrates the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews may differ from their own | 1 | 2 | 3 | 4 | 5 | NA |

Comments: __________________________________________________________________________________________

____________________________________________________________________________________

PROFESSIONAL VALUES, ATTITUDES AND BEHAVIORS

Intern will achieve competencies in the areas of: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIORS

<table>
<thead>
<tr>
<th>Behaves in ways that reflect the values and attitudes of psychology</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates ability to maintain good working relationships with</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
</tbody>
</table>
- Works well in a group and contributes to the completion of psychologically-related tasks
- Completes assessments and reports within a timely manner and adheres to schedules of the school and timelines of special education law

<table>
<thead>
<tr>
<th>Engages in self-reflection regarding personal and professional functioning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Demonstrates openness and responsiveness to feedback and supervision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 NA</td>
</tr>
</tbody>
</table>

- Engages in confident resolutions and collaborative problem-solving strategies
- Maintains up-to-date changes in ethical, legal, and best practice in psychology

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**COMMUNICATIONS AND INTERPERSONAL SKILLS**

Intern will achieve competencies in the areas of: COMMUNICATION AND INTERPERSONAL SKILLS

- Develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services
- Produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated, and demonstrate a thorough grasp of professional language and concepts
  - Communicates results of evaluations to student, family, and school personnel orally
  - Communicates results of evaluations in a formal written report
  - Makes appropriate recommendations based on synthesis of data collected
- Demonstrates effective interpersonal skills
- Demonstrates the ability to manage difficult communication well
  - Demonstrates knowledge and skills to respond to school-aged children in crisis
Intern will achieve competencies in the areas of: **ASSESSMENT**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>• Administers and scores appropriate tests and interprets data</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>• Conducts interviews and collects data to observe client’s ability to perform academic skills</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>• Integrates data from multiple sources, formulates diagnosis within a DSM 5 cluster, and determines eligibility for special education services according to state and federal specific education law</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>• Conducts appropriate universal screening to identify systems-level needs and individual students in need of additional supports, compiles and interprets data, and shares with appropriate stakeholders.</td>
<td>1 2 3 4 5 NA</td>
</tr>
</tbody>
</table>

Comments: _________________________________________________________________________

____________________________________________________________________________________
**INTERVENTION**

Intern will achieve competencies in the areas of: INTERVENTION

<table>
<thead>
<tr>
<th>Establishes and maintains effective relationships with recipients of psychological services.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Effectively communicates progress and outcomes to relevant stakeholders.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Develops evidence-based intervention plans specific to service delivery goals</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identifies target social, behavioral and/or emotional skill(s) based on referral and assessment data.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>• Selects research-based interventions to meet needs of students.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identifies contacts and incorporates appropriate community-based resources and recommendations.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
</tbody>
</table>

| Demonstrates the ability to apply the relevant research literature to clinical decision making | 1 | 2 | 3 | 4 | 5 | NA |

| Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking | 1 | 2 | 3 | 4 | 5 | NA |

<table>
<thead>
<tr>
<th>Evaluates intervention effectiveness and adapts goals and methods consistent with ongoing evaluation</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates knowledge of empirically based system-level prevention/interventions, conducts a needs assessment, implements empirically-based systems-level prevention/intervention by utilizing a problem-solving approach to program evaluation (i.e. needs assessment, implement programs, and evaluate and modify programs).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
</tbody>
</table>

Comments:__________________________________________________________________________________________

SUPERVISION

Intern will achieve competencies in the areas of: SUPERVISION

<table>
<thead>
<tr>
<th>Applies knowledge of supervision in direct or simulated practice with psychology trainees or other health professionals</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Recognizes limits of competence and requests supervision, when needed</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
</tbody>
</table>
- Recognizes strengths and weaknesses, demonstrates openness to feedback, and seeks opportunities for personal growth  

- Demonstrates knowledge of empirically-based culturally sensitive models and strategies of supervision  

- Implements appropriate strategies of supervision and evaluates overall effectiveness of the supervision

Comments:  ____________________________________________________________________________  
____________________________________________________________________________________

### CONSULTATION AND INTERPROFESSIONAL/INTERDISCIPLINARY SKILLS

Intern will achieve competencies in the areas of: CONSULTATION AND INTERPROFESSIONAL/INTERDISCIPLINARY SKILLS

<table>
<thead>
<tr>
<th>Demonstrates knowledge and respect for the roles and perspectives of other professions</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

- Communicates results of consultation both orally and in written form to appropriate stakeholders

- Determines appropriate referrals to outside sources when necessary

<table>
<thead>
<tr>
<th>Applies knowledge about consultation in direct or simulated (e.g. role played) consultation</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
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</tr>
</tbody>
</table>

- Collects data from multiple sources to determine deficit between expected skills and skills displayed and identifies target behaviors or skills

- Demonstrates knowledge of empirically-supported intervention strategies, selects appropriate interventions, and trains other qualified professionals to implement mutually-selected interventions

- Collects data to monitor progress and presents data in appropriate form to stakeholders

Comments:  ____________________________________________________________________________  
____________________________________________________________________________________

1. Please describe what you see to be your strengths:

____________________________________________________________________________________  
____________________________________________________________________________________
2. Please describe what you see to be areas of refinement (give at least one area):

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

3. Please describe areas that you would like the internship program to consider in supporting your professional development:

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Intern Signature:_________________________________________ Date:__________________

Primary Supervisor Signature:______________________________ Date:__________________

Secondary Supervisor Signature:____________________________ Date:______________
### Individualized Intern Training Program (IITP)

**SFA Charter School Psychology Doctoral Internship Program**

**INDIVIDUALIZED INTERNSHIP TRAINING PLAN (IITP)**

**School Year: _____________**

**School Psychology Intern:** ____________________________

**Supervising Psychologist:** ____________________________

<table>
<thead>
<tr>
<th>Prescribed Activities</th>
<th>INTERN SELF-RATING</th>
<th>INTERN NOVEMBER EVALUATION</th>
<th>SUPERVISING PSYCHOLOGIST</th>
<th>INTERN MARCH EVALUATION</th>
<th>SUPERVISING PSYCHOLOGIST</th>
<th>INTERN JUNE EVALUATION</th>
<th>SUPERVISING PSYCHOLOGIST</th>
<th>OBSERVED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Date:</td>
<td>Date:</td>
<td>Date:</td>
<td>Date:</td>
<td>Date:</td>
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</tr>
</tbody>
</table>

### RESEARCH

Intern will achieve competence in the area of: RESEARCH

- Demonstrates the substantially independent ability to critically evaluate research
- Demonstrates the substantially independent ability to disseminate research or other scholarly activities via professional publication or presentation at the local, regional or national level

### INTERVENTION

Intern will achieve competencies in the areas of: INTERVENTION

- Establishes and maintains effective relationships with recipients of psychological services.
<table>
<thead>
<tr>
<th>Prescribed Activities</th>
<th>INTERN SELF-RATING</th>
<th>INTERN NOVEMBER EVALUATION</th>
<th>SUPERVISING PSYCHOLOGIST</th>
<th>INTERN MARCH EVALUATION</th>
<th>SUPERVISING PSYCHOLOGIST</th>
<th>INTERN JUNE EVALUATION</th>
<th>SUPERVISING PSYCHOLOGIST</th>
<th>OBSERVED</th>
<th>OBSERVED</th>
<th>OBSERVED</th>
<th>OBSERVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
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<td>Date:</td>
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<td>Date:</td>
</tr>
</tbody>
</table>

Develops evidence-based intervention plans

Demonstrates the ability to apply the relevant research literature to clinical decision making

Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking

Evaluates intervention effectiveness and adapts goals and methods consistent with ongoing evaluation

**ASSESSMENT**

Intern will achieve competencies in the areas of: **ASSESSMENT**

Demonstrates current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology

Demonstrates understanding of human behavior within its context (e.g., family, social, societal, and cultural)

Demonstrates the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process

Selects and applies assessment methods that draw from the best
available empirical literature

<table>
<thead>
<tr>
<th>Prescribed Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the client</td>
</tr>
<tr>
<td>Interprets assessment results to inform case conceptualization, classification, and recommendations</td>
</tr>
<tr>
<td>Communicates findings in an accurate and effective manner sensitive to a range of audiences</td>
</tr>
</tbody>
</table>

**ETHICAL AND LEGAL STANDARDS**

Intern will achieve competencies in the areas of: ETHICAL AND LEGAL STANDARDS

- Demonstrates knowledge of and acts in accordance with the APA Ethical Principles and Code of Conduct
- Demonstrates knowledge of and acts in accordance with all organizational, local, state, and federal laws, regulations, rules, and policies relevant to health service psychologists
Demonstrates knowledge of and acts in accordance with all professional standards and guidelines

<table>
<thead>
<tr>
<th>Prescribed Activities</th>
<th>INTERN SELF-RATING</th>
<th>INTERN NOVEMBER EVALUATION</th>
<th>INTERN MARCH EVALUATION</th>
<th>INTERN JUNE EVALUATION</th>
<th>OBSERVED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>INTERNSHIP</td>
<td>SUPERVISING PSYCHOLOGIST</td>
<td>SUPERVISING PSYCHOLOGIST</td>
<td>SUPERVISING PSYCHOLOGIST</td>
<td>OBSERVED</td>
</tr>
</tbody>
</table>

Recognizes ethical dilemmas as they arise and applies ethical decision-making processes in order to resolve them

Conducts self in an ethical manner in all professional activities

CULTURAL AND INDIVIDUAL DIVERSITY

Intern will achieve competencies in the areas of: CULTURAL AND INDIVIDUAL DIVERSITY

Demonstrates an understanding of how one's own personal/cultural history, attitudes, and biases may affect how one understands and interacts with people different from oneself

Demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to diversity

Integrates knowledge of individual and cultural differences in the conduct of professional roles

Demonstrates the ability to independently apply their knowledge and approach in working effectively
with the range of diverse individuals and groups encountered during internship

<table>
<thead>
<tr>
<th>Prescribed Activities</th>
<th>INTERN SELF-RATING</th>
<th>INTERN NOVEMBER EVALUATION</th>
<th>SUPERVISING PSYCHOLOGIST</th>
<th>INTERN MARCH EVALUATION</th>
<th>SUPERVISING PSYCHOLOGIST</th>
<th>INTERN JUNE EVALUATION</th>
<th>SUPERVISING PSYCHOLOGIST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Date:</td>
<td>Date:</td>
<td>Date:</td>
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<td></td>
<td>Date:</td>
<td></td>
</tr>
</tbody>
</table>

Demonstrates the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews may differ from their own

**PROFESSIONAL VALUES, ATTITUDES AND BEHAVIORS**

Intern will achieve competencies in the areas of: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIORS

Behaves in ways that reflect the values and attitudes of psychology

Engages in self-reflection regarding personal and professional functioning

Demonstrates openness and responsiveness to feedback and supervision

Responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training
<table>
<thead>
<tr>
<th>Prescribed Activities</th>
<th>INTERPERSONAL AND INTERDISCIPLINARY CONSULTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>INTERPERSONAL AND INTERDISCIPLINARY CONSULTATION</td>
</tr>
<tr>
<td>Date: Date: Date: Date:</td>
<td>Date:</td>
</tr>
<tr>
<td></td>
<td>Intern will achieve competencies in the areas of: INTERPERSONAL AND INTERDISCIPLINARY CONSULTATION</td>
</tr>
<tr>
<td></td>
<td>Demonstrates knowledge and respect for the roles and perspectives of other professions</td>
</tr>
<tr>
<td></td>
<td>Applies knowledge about consultation in direct or simulated (e.g. role played) consultation</td>
</tr>
<tr>
<td></td>
<td>SUPERVISION</td>
</tr>
<tr>
<td>Date: Date: Date: Date:</td>
<td>Date:</td>
</tr>
<tr>
<td></td>
<td>Intern will achieve competencies in the areas of: SUPERVISION</td>
</tr>
<tr>
<td></td>
<td>Demonstrates knowledge of supervision models and practices</td>
</tr>
<tr>
<td></td>
<td>Applies knowledge of supervision in direct or simulated practice with psychology trainees or other health professionals</td>
</tr>
<tr>
<td></td>
<td>COMMUNICATION AND INTERPERSONAL SKILLS</td>
</tr>
<tr>
<td>Date: Date: Date: Date:</td>
<td>Date:</td>
</tr>
<tr>
<td></td>
<td>Intern will achieve competencies in the areas of: COMMUNICATION AND INTERPERSONAL SKILLS</td>
</tr>
</tbody>
</table>
Develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services

<table>
<thead>
<tr>
<th>Prescribed Activities</th>
<th>INTERN SELF-RATING</th>
<th>INTERN NOVEMBER EVALUATION</th>
<th>OBSERVED</th>
<th>INTERN MARCH EVALUATION</th>
<th>OBSERVED</th>
<th>INTERN JUNE EVALUATION</th>
<th>OBSERVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Date:</td>
<td>Date:</td>
<td>Date:</td>
<td>Date:</td>
<td>Date:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Produces and comprehends oral, nonverbal, and written communications that are informative and well integrated

Demonstrates effective interpersonal skills

Demonstrates the ability to manage difficult communication well

Please provide any general comments below:

____________________________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________

Final Signature of Licensed Supervisor ____________________________ Date ____________________________
G. APPENDIX G

SFA Charter School Psychology Doctoral Internship Program
INTERN EVALUATION BY SUPERVISOR

Intern: _______________________________ Primary Supervisor: _____________________________

Circle one:  1st  2nd  3rd  Date: __________________________

Methods used in evaluating competency:
_____ Direct Observation _____Review of Audio/Video _____Case Presentation
_____ Documentation Review _____ Supervision _____ Comments from other staff/faculty

Select the number on the scale that best describes the intern’s current competence. A description of the
ratings is provided below:

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
</table>
| 1      | Needs remedial work
Needs remedial work during internship                                       |
| 2      | Entry level
Routine, but intensive, supervision is needed                               |
| 3      | Intermediate
Routine supervision of each activity; ratings at this level indicate intern
preparation for independent practice, however as an unlicensed trainee,
supervision is required while in training status                       |
| 4      | High intermediate
Competency attained in all but non-routine cases; supervisor provides overall
management of trainee’s activities; depth of supervision varies as clinical needs
warrant                                                                 |
| 5      | Advanced
Competency attained at full psychology staff privilege level, however as an
unlicensed trainee, supervision is required while in training status      |
| NA     | Not applicable/assessed during training experience                           |

Note: This form is designed to provide interns with comprehensive, formal feedback on strengths and
areas for growth. A score less than 3 on an individual learning element or broad competency will initiate
the program’s Due Process procedures. At the 1st evaluation, 30% of an individual learning element or
broad competency should be 3 or higher. At the 2nd evaluation, 60% should be 3 or higher. At the 3rd
evaluation, 100% should be 3 or higher. Interns must receive a rating of 3 or higher on all learning
elements and broad competencies to demonstrate that they are prepared for entry level independent
practice and licensure, and to successfully complete internship.

APA PROFESSION-WIDE COMPETENCIES
## RESEARCH

Intern will achieve competence in the area of: RESEARCH

<table>
<thead>
<tr>
<th>Demonstrates the substantially independent ability to critically evaluate research</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Locate, read and critically evaluate empirically-based research.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>• Consider implications of published research and use this information in determining service delivery methods and recommendations.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Demonstrates the substantially independent ability to conduct original research</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Develop research questions, explore, and present ideas for original research to internship faculty and supervisors.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>• Conduct organized research.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
</tbody>
</table>

| Demonstrates the substantially independent ability to disseminate research or other scholarly activities via professional publication or presentation at the local, regional or national level | 1 | 2 | 3 | 4 | 5 | NA |

Comments:
____________________________________________________________

____________________________________________________________________________________

## ETHICAL AND LEGAL STANDARDS

Intern will achieve competencies in the areas of: ETHICAL AND LEGAL STANDARDS

| Demonstrates knowledge of and acts in accordance with the APA Ethical Principles and Code of Conduct | 1 | 2 | 3 | 4 | 5 | NA |
| Demonstrates knowledge of and acts in accordance with all organizational, local, state, and federal laws, regulations, rules, and policies relevant to health service psychologists | 1 | 2 | 3 | 4 | 5 | NA |
| • Demonstrates understanding of the role and function of a school psychologist in relation to legal, ethical, and/or professional practice | 1 | 2 | 3 | 4 | 5 | NA |
| • Demonstrates knowledge of state and federal laws applicable to special education and the practice of psychology in the school | 1 | 2 | 3 | 4 | 5 | NA |

| Demonstrates knowledge of and acts in accordance with all professional standards and guidelines | 1 | 2 | 3 | 4 | 5 | NA |
| • Applies ethical and professional principles in scholarship and practice | 1 | 2 | 3 | 4 | 5 | NA |

| Recognizes ethical dilemmas as they arise and applies ethical decision-making processes in order to resolve them | 1 | 2 | 3 | 4 | 5 | NA |

| Conducts self in an ethical manner in all professional activities | 1 | 2 | 3 | 4 | 5 | NA |

Comments: ________________________________

____________________________________________________________________________________

____________________________________________________________________________________
### INDIVIDUAL AND CULTURAL DIVERSITY

Intern will achieve competencies in the areas of: **INDIVIDUAL AND CULTURAL DIVERSITY**

<table>
<thead>
<tr>
<th>Description</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates an understanding of how one's own personal/cultural history, attitudes, and biases may affect how one understands and interacts with people different from oneself</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>• Demonstrates knowledge of possible diversity issues, including values, beliefs, traditions, customs, parenting styles, language barriers, and effect of disabilities or other lifestyles</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>Demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to diversity</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>• Reads empirically-based literature examining how diversity affects the delivery of psychological services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>Integrates knowledge of individual and cultural differences in the conduct of professional roles</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Demonstrates the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>• Demonstrates ability to provide culturally-sensitive services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>• Considers multicultural and diversity factors when planning assessments and interventions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Demonstrates the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews may differ from their own</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
</tbody>
</table>

Comments: _____________________________________________________________________________________________

### PROFESSIONAL VALUES, ATTITUDES AND BEHAVIORS

Intern will achieve competencies in the areas of: **PROFESSIONAL VALUES, ATTITUDES AND BEHAVIORS**

<table>
<thead>
<tr>
<th>Description</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaves in ways that reflect the values and attitudes of psychology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>• Demonstrates ability to maintain good working relationships with colleagues</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>• Works well in a group and contributes to the completion of</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
</tbody>
</table>
psychologically-related tasks

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Completes assessments and reports within a timely manner and adheres to schedules of the school and timelines of special education law</td>
<td>1</td>
<td>2</td>
<td>3</td>
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</table>

Engages in self-reflection regarding personal and professional functioning

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<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
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</table>

Demonstrates openness and responsiveness to feedback and supervision

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</tbody>
</table>

Responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training

<p>| | | | | | |</p>
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</thead>
<tbody>
<tr>
<td>Engages in confident resolutions and collaborative problem-solving strategies</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

| Maintains up-to-date changes in ethical, legal, and best practice in psychology | 1 | 2 | 3 | 4 | 5 |

Comments: _________________________________________________________________________
____________________________________________________________________________________

COMMUNICATIONS AND INTERPERSONAL SKILLS

Intern will achieve competencies in the areas of: COMMUNICATION AND INTERPERSONAL SKILLS

<table>
<thead>
<tr>
<th>Develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services</th>
<th></th>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>2</td>
<td>3</td>
<td>4</td>
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</table>

Produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated, and demonstrate a thorough grasp of professional language and concepts

<p>| | | | | | |</p>
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</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

| Communicates results of evaluations to student, family, and school personnel orally | 1 | 2 | 3 | 4 | 5 |

| Communicates results of evaluations in a formal written report | 1 | 2 | 3 | 4 | 5 |

| Makes appropriate recommendations based on synthesis of data collected | 1 | 2 | 3 | 4 | 5 |

Demonstrates effective interpersonal skills

<p>| | | | | | |</p>
<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Demonstrates the ability to manage difficult communication well

| Demonstrates knowledge and skills to respond to school-aged children in crisis | 1 | 2 | 3 | 4 | 5 |

Comments: _________________________________________________________________________
____________________________________________________________________________________
ASSESSMENT

Intern will achieve competencies in the areas of: ASSESSMENT

| Demonstrates current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology | 1 2 3 4 5 NA |
|—————————————————————————————————————————————————|
| Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural). | 1 2 3 4 5 NA |
| Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process. | 1 2 3 4 5 NA |
| Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient. | 1 2 3 4 5 NA |
| 1. Administers and scores appropriate tests and interprets data | 1 2 3 4 5 NA |
| 2. Conducts interviews and collects data to observe client’s ability to perform academic skills | 1 2 3 4 5 NA |
| Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective. | 1 2 3 4 5 NA |
| 1. Integrates data from multiple sources, formulates diagnosis within a DSM 5 cluster, and determines eligibility for special education services according to state and federal specific education law | 1 2 3 4 5 NA |
| Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences. | 1 2 3 4 5 NA |
| 1. Conducts appropriate universal screening to identify systems-level needs and individual students in need of additional supports, compiles and interprets data, and shares with appropriate stakeholders. | 1 2 3 4 5 NA |

Comments: _______________________________________________________________________
_________________________________________________________________________________

INTERVENTION

Intern will achieve competencies in the areas of: INTERVENTION

<p>| Establishes and maintains effective relationships with recipients of psychological services. | 1 2 3 4 5 NA |
|--------------------------------------------------------------------------------------------|
| 1. Effectively communicates progress and outcomes to relevant stakeholders. | 1 2 3 4 5 NA |</p>
<table>
<thead>
<tr>
<th>Develops evidence-based intervention plans specific to service delivery goals</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identifies target social, behavioral and/or emotional skill(s) based on referral and assessment data.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>• Selects research-based interventions to meet needs of students.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>• Identifies contacts and incorporates appropriate community-based resources and recommendations.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Demonstrates the ability to apply the relevant research literature to clinical decision making</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Evaluates intervention effectiveness and adapts goals and methods consistent with ongoing evaluation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>• Demonstrates knowledge of empirically based system-level prevention/interventions, conducts a needs assessment, implements empirically-based systems-level prevention/intervention by utilizing a problem-solving approach to program evaluation (i.e. needs assessment, implement programs, and evaluate and modify programs).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
</tbody>
</table>

Comments: 
________________________________________________________________________
____________________________________________________________________________________

SUPERVISION

Intern will achieve competencies in the areas of: SUPERVISION

<table>
<thead>
<tr>
<th>Applies knowledge of supervision in direct or simulated practice with psychology trainees or other health professionals</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Recognizes limits of competence and requests supervision, when needed</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>• Recognizes strengths and weaknesses, demonstrates openness to feedback, and seeks opportunities for personal growth</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>• Demonstrates knowledge of empirically-based culturally sensitive models and strategies of supervision</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>• Implements appropriate strategies of supervision and evaluates overall effectiveness of the supervision</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
</tbody>
</table>

Comments: 
________________________________________________________________________
____________________________________________________________________________________
CONSULTATION AND INTERPROFESSIONAL/INTERDISCIPLINARY SKILLS

Intern will achieve competencies in the areas of: CONSULTATION AND INTERPROFESSIONAL/INTERDISCIPLINARY SKILLS

<table>
<thead>
<tr>
<th>Demonstrates knowledge and respect for the roles and perspectives of other professions</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Communicates results of consultation both orally and in written form to appropriate stakeholders</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Determines appropriate referrals to outside sources when necessary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Applies knowledge about consultation in direct or simulated (e.g. role played) consultation</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Collects data from multiple sources to determine deficit between expected skills and skills displayed and identifies target behaviors or skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Demonstrates knowledge of empirically-supported intervention strategies, selects appropriate interventions, and trains other qualified professionals to implement mutually-selected interventions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Collects data to monitor progress and presents data in appropriate form to stakeholders</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Comments: ____________________________________________________________________________
____________________________________________________________________________________

3. Please describe the intern’s strengths:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

4. Please describe the intern’s areas of refinement (provide at least one area):
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Intern Signature: __________________________ Date: ________________

Primary Supervisor Signature: __________________________ Date: ________________

Secondary Supervisor Signature: __________________________ Date: ________________
### H. APPENDIX H

#### SFA Charter School Internship Doctoral Program Intern Evaluation of Internship

<table>
<thead>
<tr>
<th>Name:______________________________________________</th>
<th>Date:__________________________</th>
</tr>
</thead>
</table>

Please evaluate the training you have received during the SFA Charter internship year. Utilizing the following scales, please rate each internship domain in the amount and quality of training.

<table>
<thead>
<tr>
<th>Amount of Training</th>
<th>Quality of Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 = None</td>
<td>0 = Extremely Poor</td>
</tr>
<tr>
<td>5 = Adequate</td>
<td>5 = Good</td>
</tr>
<tr>
<td>10 = Abundant</td>
<td>10 = Excellent</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency: Research</th>
<th>Amount</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intern will achieve competence in the area of: RESEARCH</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comment:___________________________________________________________________________
____________________________________________________________________________________

<table>
<thead>
<tr>
<th>Competency: Intervention</th>
<th>Amount</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intern will achieve competencies in the areas of: INTERVENTION</td>
<td></td>
<td></td>
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</tbody>
</table>

Comment:___________________________________________________________________________
____________________________________________________________________________________

<table>
<thead>
<tr>
<th>Competency: Assessment</th>
<th>Amount</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intern will achieve competencies in the areas of: ASSESSMENT</td>
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<td></td>
</tr>
</tbody>
</table>

Comment:___________________________________________________________________________
____________________________________________________________________________________

<table>
<thead>
<tr>
<th>Competency: Ethical and Legal Standards</th>
<th>Amount</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intern will achieve competencies in the areas of: ETHICAL AND LEGAL STANDARDS</td>
<td></td>
<td></td>
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</tbody>
</table>

Comment:___________________________________________________________________________
____________________________________________________________________________________

<table>
<thead>
<tr>
<th>Competency: CULTURAL AND INDIVIDUAL DIVERSITY</th>
<th>Amount</th>
<th>Quality</th>
</tr>
</thead>
</table>
Intern will achieve competencies in the areas of: CULTURAL AND INDIVIDUAL DIVERSITY

Comment: ____________________________________________


Competency: Professional Values, Attitudes and Behaviors

Intern will achieve competencies in the areas of: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIORS

Comment: ____________________________________________


Competency: Interpersonal and Interdisciplinary Consultation

Intern will achieve competencies in the areas of: INTERPERSONAL AND INTERDISCIPLINARY CONSULTATION

Comment: ____________________________________________


Competency: Supervision

Intern will achieve competencies in the areas of: Supervision

Comment: ____________________________________________


Competency: Communication and Interpersonal Skills

Intern will achieve competencies in the areas of: COMMUNICATION AND INTERPERSONAL SKILLS

Comment: ____________________________________________

What do you see as the strengths of the SFA Charter School Internship program?

What do you see as the weaknesses of the program?

What changes would make the program better for future interns?
What is your overall rating (1-10) of the Internship program?

1  2  3  4  5  6  7  8  9  10
  Extremely Poor  Good  Excellent

**Intern Evaluation of Internship Climate:**

Do you have any concerns about the way you were treated during your internship in the SFA Charter School? This question attempts to address interactions with all SFA Charter School personnel, including other interns, LSSPs, Supervisors, Special education administrators, building administrators, teachers, and others with whom you worked. If yes, please identify person by category or name.

What is the nature of your concern and please make suggestions for the internship that will help correct the difficulty for others?

Please rate the following on a scale of 1 – 10 with 1 being Extremely Poor and 10 being excellent:

<table>
<thead>
<tr>
<th>Professional atmosphere</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Adherence to APA ethical guidelines</td>
<td></td>
</tr>
<tr>
<td>Commitment to serving the psychological needs of clients</td>
<td></td>
</tr>
<tr>
<td>Active collaboration between staff members</td>
<td></td>
</tr>
<tr>
<td>Respect for, and use of professionals from other disciplines</td>
<td></td>
</tr>
<tr>
<td>Commitment to science and profession of psychology</td>
<td></td>
</tr>
<tr>
<td>Awareness of, and respect for individual differences among clients and professionals</td>
<td></td>
</tr>
<tr>
<td>Respect for clients</td>
<td></td>
</tr>
<tr>
<td>Opportunities for professional development</td>
<td></td>
</tr>
<tr>
<td>Commitment to training</td>
<td></td>
</tr>
<tr>
<td>Responsiveness of program to personal and individual training needs</td>
<td></td>
</tr>
<tr>
<td>Accessibility of staff for supervision, consultation, and other training needs</td>
<td></td>
</tr>
<tr>
<td>Training not subordinate to service</td>
<td></td>
</tr>
<tr>
<td>Adequate role models</td>
<td></td>
</tr>
<tr>
<td>Breadth of experience</td>
<td></td>
</tr>
<tr>
<td>Depth of experience</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX I

<table>
<thead>
<tr>
<th>SFA Charter School Internship Doctoral Program Intern</th>
<th>Evaluation of Supervision</th>
</tr>
</thead>
</table>

Name:______________________________________________     Date:__________________________

Please provide information about the individual supervision received using the following rating scale:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>Never</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rarely</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sometimes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Usually</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Always</td>
<td></td>
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</tr>
</tbody>
</table>

Adequate time is available to participate in supervision activities. 1 2 3 4 5
The supervisor was available to discuss problems or concerns. 1 2 3 4 5
The supervisor was knowledgeable in the areas in which supervision was provided. 1 2 3 4 5
The supervisor treated me with courtesy and respect. 1 2 3 4 5
The supervisor communicated effectively with key stakeholders 1 2 3 4 5
The supervisor supported me. 1 2 3 4 5
Individual supervision assisted with my development as a professional 1 2 3 4 5
The supervisor had experience in the areas in which supervision was provided. 1 2 3 4 5

What is your general rating of your supervisory experience?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely Poor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Good</td>
<td></td>
<td></td>
<td>Excellent</td>
</tr>
</tbody>
</table>

What are the strengths of supervision?

Name at least one area of refinement or suggestion for improvement to the supervision process.
APPENDIX J

SFA Charter School Psychology Doctoral Internship Program Intern Notice and Problem Resolution Form (INPRF)

Intern:____________________________________________ Date:____________________________
Primary Supervisor:____________________________________________________________________

I: Please Provide Details Regarding the Concern:_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

II. If this concern involves another individual, has this concern been addressed directly with that individual? Yes / No. If it has not been addressed directly, please provide the reason.
_____________________________________________________________________________________

III. Has the concern been addressed with a SFA Charter School Intern Director?
Yes/ No (Date) ________________________________
Result:_____________________________________________________________________________

IV. Has the concern been addressed with SFA Charter School Trainers of Intern Committee?
Yes/ No (Date) ________________________________
Result:_____________________________________________________________________________

V. Intern’s Proposed Correction of the Problem_______________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
Intern signature: _______________________________________________ Date: ___________________

VI. Received by Supervisor: Signature:______________________________
Date:________________
Supervisor’s Proposed Correction of Problem_______________________________________________
Date for next action:_____________________

VII. Proposal/ Agreement for completion/correction__________________________________________
Supervisor (date and sign)______________________  Intern (date and sign)_______________________
Appendix K

Expectations of Interns

This form is to be reviewed and signed with each new individual Interns.

Intern: ________________________________  Semester: ______ Fall

Primary Supervisor: ________________________________

- Adhere to the APA Ethical Principles of Psychologists and Code of Conduct (www.apa.org/ethics/) and TSBEP Rules and Regulations (www.tsbep.state.tx.us/) for Psychologists in Texas
- Operate within the bounds of the laws and regulations of the State of Texas.
- Adhere to the policies and procedures of the Charter School Psychology Internship Program (CSPIP).
- Practice in a manner that conforms to the professional standards of CSPIP.
- Inform all clients of intern status.
- Participate in supervision regularly, punctually, and without interruption.
- Inform supervisor in advance when sending a letter or report out of the agency. Do not send letters or reports out of the agency without supervisor’s signature.
- Inform supervisor in advance when sending an email to a parent or teacher and follow CSPIP email policies.
- Maintain an accurate and up to date weekly schedule.
- Follow leave policies. Inform supervisor of circumstances that impact performance.
- Maintain, print and bring an updated weekly Summary of Supervision to supervision.
- Inform supervisor if having difficulties maintaining caseload or completing paperwork.
- Prepare for supervision by reviewing cases and formulating questions for supervision.
- Uphold ethical standards and raise ethical issues routinely in supervision.
- Be open to receiving feedback from supervisor regarding strengths and areas for growth.
- Inform supervisor of progress or difficulties in other training activities.
- Beginning year, mid-year and end year conduct an informal self-assessment and exchange written feedback with supervisor.
- End of semester: exchange formal written feedback with supervisor (keep copies, provide original to the Training Director).
- Notify Training Director at the beginning of the semester of any additional paperwork (hour logs, evaluation forms) required by the home academic department.
- Participate in at least one research project during the intern year. Identify an area of appropriate research, collect data and submit a paper or poster to a professional presentation in a regional, state or national conference and/or for publication in a professional journal.
- Conduct at least two literature-based presentations of a current journal article or one presentation resulting from a broader study of a topic related to an academic or mental health issue found in the course of the internship.
- Collaborate with parents and teachers along with providing at least a 6 hour parent training session over the course of 3-6 weeks.

Intern Signature ________________________________ Date _________________

Intern Director ________________________________ Date _________________
Appendix L

Self-Assessment Checklist for Personnel Providing Services and Supports to Children and their Families

This checklist is intended to heighten the awareness and sensitivity of personnel to the importance of cultural diversity and cultural competence in human service settings. It provides concrete examples of the kinds of values and practices that foster such an environment.

Directions: Select A, B, or C for each numbered item listed.

A = Things I do frequently
B = Things I do occasionally
C = Things I do rarely or never

**Physical Environment, Materials, and Resources**

1. I display pictures, posters and other materials that reflect the cultures and ethnic backgrounds of children and families served by my program or agency.

2. I insure that magazines, brochures, and other printed materials in reception areas are of interest to and reflect the different cultures of children and families served by my program or agency.

3. When using videos, films or other media resources for health education, treatment or other interventions, I insure that they reflect the cultures of children and families served by my program or agency.

4. When using food during an assessment, I insure that meals provided include foods that are unique to the cultural and ethnic backgrounds of children and families served by my program or agency.

5. I insure that toys and other play accessories in reception areas and those, which are used during assessment, are representative of the various cultural and ethnic groups within the local community and the society in general.

**Communication Styles**

6. For children who speak languages or dialects other than English, I attempt to learn and use key words in their language so that I am better able to communicate with them during assessment, treatment or other interventions.

7. I attempt to determine any familial colloquialisms used by children and families that may impact on assessment, treatment or other interventions.

8. I use visual aids, gestures, and physical prompts in my interactions with children who have limited English proficiency.

9. I use bilingual staff or trained/certified interpreters for assessment, treatment and other interventions with children who have limited English proficiency.

10. I use bilingual staff or trained/certified interpreters during assessments, treatment sessions, meetings, and for or other events for families who would require this level of assistance.

11. When interacting with parents who have limited English proficiency I always keep in mind that:
limitations in English proficiency are in no way a reflection of level of intellectual functioning.

limited ability to speak the language of the dominant culture has no bearing on ability to communicate effectively in their language of origin.

a person may or may not be literate in their language of origin or English.

12. When possible, I insure that all notices to parents are written in their language of origin.

13. I understand that it may be necessary to use alternatives to written communications for some families, as word of mouth may be a preferred method of receiving information.

Values and Attitudes

14. I avoid imposing values that may conflict or be inconsistent with those of cultures or ethnic groups other than my own.

15. In group therapy or treatment situations, I discourage children from using racial and ethnic slurs by helping them understand that certain words can hurt others.

16. I screen books, movies, and other media resources for negative cultural, ethnic, or racial stereotypes before sharing them with children and their parents served by my program or agency.

17. I intervene in an appropriate manner when I observe other staff or parents within my program or agency engaging in behaviors that show cultural insensitivity, bias or prejudice.

18. I understand and accept that family is defined differently by different cultures (e.g. extended family members, fictive kin, godparents).

19. I recognize and accept that individuals from culturally diverse backgrounds may desire varying degrees of acculturation into the dominant culture.

20. I accept and respect that male-female roles in families may vary significantly among different cultures (e.g. who makes major decisions for the family, play and social interactions expected of male and female children).

21. I understand that age and life cycle factors must be considered in interactions with individuals and families (e.g. high value placed on the decisions of elders or the role of the eldest male in families).

22. Even though my professional or moral viewpoints may differ, I accept the family/parents as the ultimate decision makers for services and supports for their children.

23. I recognize that the meaning or value of medical treatment and health education may vary greatly among cultures.

24. I recognize and understand that beliefs and concepts of emotional well-being vary significantly from culture to culture.

25. I understand that beliefs about mental illness and emotional disability are culturally-based. I accept that responses to these conditions and related treatment/interventions are heavily influenced by culture.
26. I accept that religion and other beliefs may influence how families respond to illnesses, disease, disability and death.

27. I recognize and accept that folk and religious beliefs may influence a family's reaction and approach to a child born with a disability or later diagnosed with a physical/emotional disability or special health care needs.

28. I understand that traditional approaches to disciplining children are influenced by culture.

29. I understand that families from different cultures will have different expectations of their children for acquiring toileting, dressing, feeding, and other self-help skills.

30. I accept and respect that customs and beliefs about food, its value, preparation, and use are different from culture to culture.

31. Before visiting or providing services in the home setting, I seek information on acceptable behaviors, courtesies, customs and expectations that are unique to families of specific cultures and ethnic groups served by my program or agency.

32. I seek information from family members or other key community informants that will assist in service adaptation to respond to the needs and preferences of culturally and ethnically diverse children and families served by my program or agency.

33. I advocate for the review of my program's or agency's mission statement, goals, policies, and procedures to insure that they incorporate principles and practices that promote cultural diversity and cultural competence.

There is no answer key with correct responses. However, if you frequently responded "C", you may not necessarily demonstrate values and engage in practices that promote a culturally diverse and culturally competent service delivery system for children with disabilities or special health care needs and their families.

Tawara D. Goode, - Georgetown University Center for Child and Human Development-University Center for Excellence in Developmental Disabilities Education, Research & Service
Appendix M

Professional Dispositions

Name:___________________________  Rater: _________________________________

Please rate your Student on the questionnaire provided. Use the following scale:

1 = Poor. Fails to meet expectations. Consistently performs poorly and needs improvement. A specific plan and period of time should be established to improve performance. If improvement is not made, then the student’s suitability for this field of work should be evaluated.

2 = Below Standard. Performance is below average. A student whose performance consistently falls in this range requires improvement to function effectively in a professional environment.

3 = Standard. Most students will possess skills and judgment sufficient to meet professional demands in this area, and a large proportion will remain in this range. The performance of students in this range meets normal expectations.

4 = Above Standard. Performance and judgment of students in this category is decidedly better than average. Shows sensitivity, judgment, and skill beyond what is normally expected or displayed by peers.

5 = Outstanding. Performance is recognizably and decidedly better than that of a large proportion of other students.

N = Not Observed. This rating should be used when the activity in question is not part of class or placement expectations or the rater has not had the opportunity to observe or rate the student on the item.

Acceptable performance on these professional work characteristics is an important component of our students’ evaluation. Please review each item carefully.

1. Respect for Human Diversity

   a. Student is sensitive to racial issues.  1 2 3 4 5 N
   b. Student is sensitive to cultural issues.  1 2 3 4 5 N
   c. Student is sensitive to the needs of all learners.  1 2 3 4 5 N
   d. Student is sensitive to people of all sexual orientations.  1 2 3 4 5 N
   e. Student professionally encourages inclusion in school settings.  1 2 3 4 5 N
   f. Student is aware of the challenges that diversity issues may pose in the schools  1 2 3 4 5 N

2. Effective Communication Skills

   a. Student’s written work is free of spelling errors.  1 2 3 4 5 N
   b. Student’s written work is free of grammatical errors.  1 2 3 4 5 N
   c. Student’s spoken language is free of grammatical errors.  1 2 3 4 5 N
   d. Student can clearly express ideas in writing.  1 2 3 4 5 N
   e. Student can clearly express ideas verbally.  1 2 3 4 5 N
   f. Student can explain complex ideas in simple language.  1 2 3 4 5 N
   g. Student expresses him/herself using professional language.  1 2 3 4 5 N
3. Effective Interpersonal Relations

a. Student demonstrates understanding of others’ points of view. 1 2 3 4 5 N
b. Student is empathetic of others. 1 2 3 4 5 N
c. Student is supportive of others. 1 2 3 4 5 N
d. Student resolves conflict situations in a professional manner. 1 2 3 4 5 N
e. Student approaches others for assistance when needed. 1 2 3 4 5 N

4. Ethical Responsibility

a. Student demonstrated knowledge of ethical guidelines of the profession. 1 2 3 4 5 N
b. Student can apply ethical guidelines to situations within practice. 1 2 3 4 5 N
c. Student does not exceed areas of competence in professional practice. 1 2 3 4 5 N

5. Self-Awareness, Self-Evaluation, and Self-Reflection

a. Student adapted to the academic demands of the program. 1 2 3 4 5 N
b. Student is aware of the potential impact of personal values and beliefs on clients, peers, and faculty. 1 2 3 4 5 N
c. Student independently identifies problem situations. 1 2 3 4 5 N
d. Student engages in problem solving to address problem situations. 1 2 3 4 5 N
e. Student has adapted to the emotional demands of the program. 1 2 3 4 5 N

6. Initiative and Dependability

a. Student is organized. 1 2 3 4 5 N
b. Student meets important deadlines. 1 2 3 4 5 N
c. Student anticipates the needs of students/clients. 1 2 3 4 5 N

7. Openness to Processes of Training and Instruction

a. Student welcomes performance feedback. 1 2 3 4 5 N
b. Student receives feedback in a thoughtful and reflective manner. 1 2 3 4 5 N
c. Student actively seeks to resolve issues raised by trainers. 1 2 3 4 5 N

The questions below should be completed only if applicable.

8. Resolution of Issues or Problems that Interfere with Professional Development

a. Student responded professionally to negative feedback or reprimand. 1 2 3 4 5 N
b. Student successfully completed a remediation plan. 1 2 3 4 5 N
c. Student sought out assistance in dealing with a critical professional issue. 1 2 3 4 5 N
d. Student entered and completed therapy to resolve issues or problems. 1 2 3 4 5 N

Do you have any comments about this student that you would like to add?
Area(s) of Strengths:

Area(s) of Refinement:
STEFHEN F. AUSTIN
STATE UNIVERSITY

This is to certify that

has successfully completed a
Doctoral Internship in School Psychology
August 2015 - August 2016
In recognition of the satisfactory fulfillment of training requirements
during this period, this certificate is awarded.

Program Director

Department Chair

Director of Training