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.

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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 (e.g., 2 psychologists, 1 psychotherapist, 2 general psychiatrists, 1 child psychiatrist and a number of counselors).

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 ranked Charter School in Texas for the year of 2016-2017.

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 educator preparation. The mission of the SFA Charter School is to create a learning environment that provides a researched based model curriculum and supports student development of autonomy, openness, problem solving, and integrity through constructivist inquiry based curriculum. The school also serves as a Field Based Center for the James I. Perkins College of Education and provides “hands-on” and observational experiences with children for university students in teacher preparation instructional programs.

**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 for 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 newly 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 Educational Department Chair, SFA Charter School Principal, and the Doctoral Training Committee. The Internship Training Director and Clinical Supervisors are licensed psychologists with years of experience in clinical supervision. While not yet accredited by APA, the program’s structure, goals, and curriculum are designed to meet APPIC and APA standards. 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 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.

C. INTERNSHIP CORE STANDARDS:

The SFA Charter School Doctoral 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).

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, such as case discussions, group supervision, colloquia training, grand rounds, professional development or other training activities.

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

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

13. Interns are expected to participate in at least one departmental research project during the internship year. Interns will, with the assistance of the Director of Internship Training, identify an area of appropriate research (e.g., evaluation of intervention outcomes), collect data, and submit a paper or poster to a professional presentation and/or for publication in a professional journal.

14. 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.

15. Interns are expected to collaborate with parents and teachers, along with providing a 6-hour parent training session over the course of three weeks.

16. 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.

17. 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 Director of Training communicates directly with the School Principal and School Psychology Program Director, and is a licensed psychologist 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. Currently, there are two individuals who are licensed psychologists and licensed specialists in school psychology (LSSP), who are full time employees and serve as clinical training supervisors (See Appendix A).

2. Doctoral Training Committee (DTC):

The Doctoral Training Committee (DTC) serves as an advisory board to the internship program. The DTC is comprised of various professionals and community members representing a multitude of backgrounds and training. Current members of the DTC are listed in Appendix B. The DTC meets annually and as needed.

E. CLINICAL SUPERVISION:

Each intern receives, at a minimum, 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). Individual 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.

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 APA and TSBEP standards. Although the SFA Charter School doctoral training program is conducted within a public school district, the doctoral internship training provides an array of training that is general to the professional practice of psychology.

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.

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 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 role 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 clinical supervisors and the Internship Director of Training.

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 AIMS AND COMPETENCIES:**

Nine major aims of training are defined for the doctoral internship program. Interns are prepared for the practice of health service psychology by developing and demonstrating competence in the following aims:

- (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 aims. The link between research and practice in each training aim is regularly examined through professional reading, didactic seminars, professional dialog, case conferences, group and individual supervision and other training activities.

**Profession Wide Competencies**

1. **Research**

Aim: The intern will demonstrate competence in scholarly activities, including involvement in school based research.

Competency 1: The intern will demonstrate competence in collecting and analyzing empirical research in order to develop knowledge and skills for the practice of psychology, as well as a disposition for scholarly inquiry.

- Proficiently locates empirically-based research articles.
- Proficiently reads and critically evaluates empirically-based research articles.
- Proficiently considers the implications of research read and uses research when appropriate.
- Proficiently develops research questions and research designs that have the capacity to contribute to the current research base.
Competency 2: The intern will demonstrate the ability to conduct and present scholarly research.

- Proficiently communicates scholarly research.
- Proficiently conducts original research.
- Proficiently presents and discusses research that can be applied to school-based practice.

2. **Ethical and Legal Standards**

Aim: The intern will demonstrate competence in presenting himself/herself as a knowledgeable health service psychologist and behave in a manner consistent with ethical guidelines, state laws, and federal regulations.

Competency 1: The intern has knowledge of and incorporates ethical and professional standards in the delivery of psychological services.

- Proficiency in the knowledge of ethical principles in the practice of psychology.
- Proficiently applies ethical and professional principles in scholarship and practice.
- Proficiency in the knowledge of state and federal laws applicable to special education and the practice of psychology in schools.

3. **Individual and Cultural Diversity**

Aim: The individual will demonstrate knowledge, sensitivity, awareness, and skills needed to deliver high quality services to diverse populations.

Competency 1: The intern will be competent in their multicultural knowledge and awareness in regards to ethnicity, race, religion, socio-economic status, gender, and sexual orientation.

- Proficiently demonstrates knowledge of possible diversity issues related to values, beliefs, traditions, customs, parenting styles, language barriers, and the effects of disabilities on others/lifestyles.
- Proficiently gains knowledge of issues related to multicultural diversity by reading empirically-based literature related to the multicultural/diversity factors that may affect aspects related to psychological services.
- Proficiency in the knowledge and awareness of biases within one’s self.

Competency 2: The intern will demonstrate multicultural competence in delivery of psychological services.

- Proficiently interacts with culturally different individuals in a sensitive and culturally responsive manner.
• Proficiently demonstrates considerations for multicultural and diversity factors during assessments and planning of psychological interventions.

• Proficiently demonstrates sensitivity and respect for cultural and ethnic differences when providing psychological services.

• Proficiently uses strategies to minimize and/or eliminate harmful effects of personal biases when engaging in psychological services.

4. **Professional Values and Attitudes**

Aim: The intern will present as a well trained professional showing an identity as a psychologist and as a school psychologist, as evidenced by a strong commitment to ethical behavior and competent service delivery with an understanding and appreciation for working with individuals from diverse populations and backgrounds.

Competency 1: The intern will develop professional interpersonal skills and a professional disposition that is necessary to effectively deliver psychological services.

• Proficiently demonstrates the ability to maintain a good working relationship with colleagues.

• Proficiently engages in conflict resolution and collaborative problem-solving strategies.
  
  • Proficiently obtains group consensus on common goals and implementation strategies.
  
  • Proficiently uses interpersonal skills in a positive and constructive manner that contributes to the completion of psychological services related tasks.

• Proficiently attends to schedules, required times, and preparation for the delivery of psychological services.

• Proficiently follows work assignments and professional tasks to completion in a timely manner.

• Proficiently organizes professional time and manages the stress and competing demands associated with providing psychological services in schools.

• Proficiently seeks updates regarding ethical and legal changes, as well as changes in best-practices in providing psychological services in the schools.

5. **Communication and Interpersonal Skills**

Aim: AIM: The intern will possess the ability to relate effectively and professionally with others to form collaborative working relationships and communicate complex information clearly.
Competency 1: The intern will demonstrate competence in written and oral communication of the results and recommendations of evaluations to the student, the students’ parents, and a multi-disciplinary team.

- Proficiently communicates results of evaluations to students, families, and school personnel orally.
- Proficiently communicates results of evaluations to students, families, and school personnel in a formal written report.
- Proficiently makes appropriate recommendations that are based on a synthesis of the data collected and addresses the referral concern/problem, as well as integrating community resources when appropriate.
- Proficiently determines when a referral to a community agency is needed when conducting formal and informal evaluations.

Competency 2: Knowledge and skills to respond to school-aged children who are in a state of crisis.

- Proficiency in knowledge of evaluating suicide risk assessments, knowledge of actions to take.
- Proficiency in knowledge of the identification of a student who is in a crisis.
- Proficiency in the knowledge of conducting a suicide-risk assessment.
- Proficiency in knowledge of empirically-supported responsive services based on data conducted in a suicide-risk assessment.
- Proficiency in knowledge of empirically-supported responsive services to school-aged children in a state of crisis.

6. **Assessment**

Aim: The intern will be able to select and apply assessment methods that draw from empirical literature and that reflect the science of measurement and psychometrics, and can collect relevant data using multiple sources and methods to define problem areas, strengths, and needs.

Competency 1: When conducting evaluations (i.e. psychoeducational evaluations, functional behavior assessments, counseling evaluations, etc.) of school-aged children with a variety of presenting problems and educationally related issues, the intern will demonstrate competence in accurately selecting, administering, and interpreting empirically-validated assessments and informal data collection tools.

- Proficiently conducts formal interviews of children, teachers, and families and gains information to assist the student, with an awareness of client cultural differences.
• Proficiently collects data to measure a client’s ability to perform specific academic skills.

• Proficiently collects data during the observation of clients.

• Proficiently selects appropriate empirically-validated tests and measures when conducting an evaluation to address an array of presenting problems within a school setting.

• Proficiently administers and scores tests and measures when conducting an evaluation for an array of presenting problems within a school setting.

• Proficiently interprets the results of measures of empirically-validated tests and measures.

Competency 2: The intern will demonstrate competence in determining the diagnoses of common disabilities in children and adolescents.

• Proficiently integrates data from multiple sources.

• Proficiently and effectively conceptualizes key clinical issues.

• Proficiently formulates diagnoses in line with DSM-5 criteria.

• Proficiently determines eligibility for special education services according to state and federal special education laws.

Competency 3: The intern demonstrates competence in conducting a system-wide screening for a variety of presenting problems and educationally related issues.

• Proficiently determines the appropriate empirically based screening instruments for a variety of presenting problems and educationally related issues for the purposes of identifying individual clients who would benefit from more extensive evaluations/interventions.

• Proficiently administers and scores appropriate empirically-based screening instruments for a variety of presenting problems and educationally related issues.

• Proficiently interprets the results of the screening assessment and identifying individuals that would benefit from more individualized interventions/treatments.

• Proficiently communicates the results of a screening to relevant stake-holders.

7. Intervention

Aim: The intern will be able to apply empirical and problem solving based approaches to interventions for individuals, groups, and systems; select and apply intervention techniques and
methods that are evidence based; and can apply multiple methods to address the diverse needs of individuals, families, and systems.

Competency: The intern will demonstrate competence in effectively developing and directly implementing evidence-based interventions to increase the social, behavioral, and emotional functioning of students.

- Proficiently identifies the target social, behavioral, and/or emotional skill(s) based on data collected.
- Proficiently selects research-based interventions to target social, behavioral, and/or emotional functioning of students based on data collected and the unique characteristics and contexts of the client.
- Proficiently implements research-based interventions to target social, behavioral, and/or emotional functioning of groups of clients.
- Proficiently measures the progress of the client(s) regarding target social, behavioral, and/or emotional functioning throughout the intervention.
- Proficiently evaluates the outcome of the intervention targeting social/emotional/behavioral skills.
- Proficiently communicates progress and outcomes of interventions targeting social/emotional/behavioral skills to all relevant stake-holders.
- Proficiency in identifying, contacting, and incorporating community-based resources in intervention activities.

Competency 2: The intern demonstrates competence in effectively implementing system-wide prevention/intervention services.

- Proficiency in the knowledge and familiarity of empirically-based systems-level intervention services.
- Proficiently conducts a needs assessment of systems-level prevention/intervention services.
- Proficiently directly implements empirically-based systems-level prevention/intervention services.
- Proficiently evaluates the effectiveness of prevention programs.
- Proficiently identifies, contacts, and incorporates community-based resources or members in prevention activities.
8. **Supervision**

Aim: Intern will have an understanding of their professional growth through their experiences as supervisees and will have gained the necessary knowledge and skills needed to provide clinical supervision of the mental health providers they will be given responsibility to manage throughout their careers.

Competency 1: The intern effectively identifies when supervision is needed and incorporates supervision into service delivery.

- Proficiently recognizes limits of competence, and requests supervision when necessary.
- Proficiently identifies professional strengths and limitations within his/herself.
- Proficiently demonstrates openness to feedback.
- Proficiently demonstrates willingness and capacity for personal, as well as professional growth.

Competency 2: The intern will be competent and knowledgeable in models of clinical supervision and deliver adequate and effective supervision of others practicing school psychology.

- Proficiency in the knowledge of empirically-based, culturally sensitive models and strategies of supervision.
- Proficiently implements empirically-based, culturally sensitive strategies of supervision.
- Proficiently evaluate the overall effectiveness of supervision provided to others.

9. **Consultation and Interpersonal/Interdisciplinary Skills**

Aim: Interns will demonstrate knowledge and skills related to collaboration and consultation with families and professionals, within and across settings, and are able to work with individuals.

Competency 1: The intern will demonstrate competence in identifying the problem during the consultation process.

- Proficiently collects data from a variety of sources in order to determine a deficit between expected skills and current skills displayed.
- Proficiently identifies target behaviors or skills to intervene based on data collected.

Competency 2: The intern will demonstrate competence in developing a plan with other professionals and parents on behalf of their clients.
- Proficiency in the knowledge and familiarity of empirically supported intervention strategies targeting academic skills.

- Proficiency in the knowledge and familiarity of empirically-supported intervention strategies targeting behavior, social, and emotional skills.

- Proficiently selects the appropriate intervention in collaboration with relevant stakeholders.

- Proficiently trains other qualified professionals to implement the mutually selected intervention.

Competency 3: The intern will demonstrate competence in collaborating during the implementation of the intervention during the consultation process.

- Proficiently collects data in order to monitor the progress of the client throughout the intervention implementation of the consultation process.

- Proficiently graphs and presents progress-monitoring data to relevant stakeholders during the consultation process.

Competency 4: The intern will competently report the results of consultation to relevant stakeholders.

- Proficiently communicates results of consultation to students, families, and school personnel orally.

- Proficiently communicates results of consultation to students, families, and school personnel in a formal written report.

- Proficiently makes appropriate recommendations regarding future directions of the consultation process.

- Proficiently determines when a referral for additional services or more extensive evaluation is needed during the consultation process.

**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, secondary, and university supervisors to develop an individualized internship training plan (IITP) for the year. Many training activities are required by the training program. 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:** Under supervision, interns provide counseling to groups of students with various diagnoses. 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:** Under supervision, interns provide campus-based individual counseling to students. 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 often encountered in a school setting include:
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 Behavior Intervention Plan (BIP) is developed.

f. Counseling Evaluation: In order to determine the need for counseling and identify data-based 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 classroom focuses on increased time, intensity, and a diversity of approaches 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. Rating scales.

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 the APA and the 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 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 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 the developing the Individualized Intern Training Plan (IITP). Intern evaluation by a supervisor will also be conducted mid-year and at the end of the training program (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 midyear, the 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 other professionals who have worked closely with the supervisee.

Interns will be evaluated on progress in developing competencies toward the broad goals for the nine program aims based on progress in each of the cumulative program goals in each aim. 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 Internship 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 Internship Director. Interns will also evaluate their supervisors and the quality of supervision (Appendix I). The Internship Director will discuss the results of the training program and supervisor evaluations with primary and secondary supervisors and with the Doctoral Training Committee (DTC).

**M. INTERN DUE PROCESS:**

There is a specific set of complaint and due process procedures to be used by SFA Charter School doctoral interns. During the initial internship orientation, interns are provided with specific instruction regarding these procedures.

1. **INTERN PROCESS TO ADDRESS PROGRAM SUGGESTIONS OR CONCERNS:**

   a. Supervisors are very receptive to intern suggestions regarding program training activities or program development. Interns should feel free to speak openly with their supervisors without fear of reprisal. Interns should also feel free to share internship program training suggestions or concerns with the internship program director.

   b. Interns can expect to be able to speak freely without negative repercussions. They may speak directly to any of the doctoral psychologists/LSSPs who serve as supervisors and trainers. Interns may e-mail suggestions or comments to supervisors or the director. In addition, interns may use weekly group supervision, a time shared with supervisors and other interns, as an avenue for presentation of suggestions or concerns.

   c. Even if suggestions are provided verbally, all suggestions or concerns should also be provided in writing. This will document the discussion, record the concern, and direct a correction or outcome. All suggestions, no matter how they are received, will be reviewed by the Internship Director and the Doctoral Training Committee (DTC). Each suggestion will be concretely addressed via written communication from the internship director.

   d. If the intern is not satisfied with the response, he or she may appeal the response via written communication with additional supporting evidence.

2. **INTERN PROCESS TO ADDRESS MORE SERIOUS GENERAL CONCERNS:**

   a. If an intern has a serious training concern related to the general program, he or she should make an appointment with the internship director to directly discuss this concern. All suggestions or concerns
should be provided in writing in order to document the discussion, record the concern, and direct a correction or outcome.

b. The internship director will review the intern’s concern and will provide a written resolution to the intern. The resolution may be a suggestion for alternatives to be tried by the intern, may be a directed intervention with other program personnel, or may be a statement indicating the director’s view that no action is necessary.

c. If the intern believes the concern to be important, but unsatisfactorily addressed or resolved by the internship director, the intern should ask to present the concern directly to the Doctoral Training Committee (DTC). All suggestions or concerns should be provided in writing in order to document the discussion, record the concern and direct a correction or outcome.

d. The intern should complete a formal Internship Notice and Problem Resolution Form (INPRF). The form is available through the internship handbook (See Appendix J). Use of the INPRF form will be discussed during the Intern Due Process presentation in the initial intern orientation.

e. After the intern has presented the concern to the DTC, the committee will discuss the concern with the intern and then discuss the concern without the intern’s presence.

f. A representative of the DTC will meet with the intern and provide to the intern a written response or solution from the DTC.

3. INTERN PROCESS TO ADDRESS CONCERNS RELATED TO THE INTERN’S INDIVIDUAL TRAINING:

a. If interns have concerns about their individual training plan or program this concern should be directly discussed with their primary clinical supervisor. If the intern is uncomfortable regarding this discussion, a third person may be present. This third person can be another supervisor or can be another intern. In addition to the discussion, all suggestions or concerns should be provided in writing (INPRF) in order to document the discussion, record the concern, and direct a correction or outcome.

The clinical supervisor will review the concern, may discuss the concern with a supervisory colleague, and will provide a written response and resolution to the intern’s concern (INPRF).

b. If the concern is not effectively addressed as a result of the discussion with the clinical supervisor, the intern should attempt to address the concern a second time with the primary supervisor. Again, the intern may have a third party present for the discussion. Again, all suggestions or concerns should be provided in writing (INPRF) in order to document the discussion, record the concern, and direct a correction or outcome. The intern should indicate why the first solution was unsatisfactory.

The clinical supervisor should review the concern. At this point the supervisor is required to enlist a second supervisor in considering the concern and the resolution. The supervisor will review the concern and provide a written response (INPRF).

c. If after the second discussion with the primary clinical supervisor, the concerns are not satisfactorily addressed, the intern should address this concern with the Advisory Council. In addition to meeting to discuss the concern, intern suggestions or concerns should be provided to the Advisory Council in writing (INPRF) in order to document the discussion, record the concern, and direct a correction or outcome.
The Advisory Council must thoughtfully review the concern, discuss, and provide a written response. If some action is indicated in the Advisory Council’s response a time line for that action must be provided.

d. If, after providing the concern to the Advisory Council and receiving a written response, the concern is still not satisfactorily addressed, the intern should contact their university program department chair, inform the university program department chair in writing of the concerns, and document the steps that have been taken to address these concerns. The intern should provide their internship primary clinical supervisor with a copy of the letter written to the university program department chair. The supervisor may directly contact the university program department chair. The intern will need to follow up with the university program department chair and utilize their guidance in resolving the concern.

4. INTERN PROCESS TO ADDRESS CONCERNS REGARDING SUPERVISION/CLINICAL SUPERVISOR:

1. An intern may have a concern/complaint regarding the supervision provided or other actions of the intern’s primary or secondary clinical supervisor.

2. It is recommended that an intern address a supervisor concern as quickly as possible rather than waiting or avoiding addressing the concern.

3. Interns have a right to have concerns or complaints about supervision or supervisors addressed in a timely and professionally appropriate manner.

4. The following addresses two possible sequences: (1) the intern feels comfortable in addressing the problem with their supervisor and (2) the intern does not feel comfortable addressing the problem with their supervisor.

The process to address a concern about a clinical supervisor is as follows:

I. Sequence A: The Intern Will Meet with Supervisor

A. STEP 1 (A):

1. If the intern believes that it is possible, the intern is encouraged to address supervision issues or other supervisor issues directly with the supervisor. If this can be done, it is the recommended first step.

2. If the intern chooses to address a supervisor concern directly, he/she must have another supervisor present for the discussion.

3. The third party (a supervisor) must be invited by the intern and should be invited well in advance of the meeting with the intern’s supervisor.

4. The supervisor invited to be a third party for the discussion must be a member of the SFA Charter School Psychological Services Department or the internship’s doctoral training committee.

Preferred selection of third party:
   a. The intern’s primary/secondary supervisor
   b. The internship director
5. If an intern chooses to discuss a concern with a direct supervisor, the supervisor is expected to listen and respond to these concerns in an objective manner.

6. The third party supervisor must take notes and record information about the discussion and outcome.

7. The intern will document these concerns on the INPRF.

8. The primary supervisor will review the information and will respond using the INPRF.

B. STEP 2 (A):

1. Using the Intern Notice of Problem and Resolution Form (INPRF), the supervisor must address, in writing, the actions that will be taken to address the intern’s concerns.
   
   a. The actions to address concerns must be specific.
   b. There must be a time line provided for resolution.
   c. If the supervisor denies the need for correction, that must be recorded on the INPRF.
   d. Both intern and supervisor must sign the INPRF.
   e. The intern must be provided with a signed and dated copy of the INPRF.

C. STEP 3 (A):

1. The concern and details about the meeting must be documented by the intern. This must occur, even if the intern believes the issues have been resolved.

2. The intern must record if he/she is satisfied with the corrective action suggested by the supervisor, using the INPRF.

D. STEP 4 (A):

1. A copy of the INPRF and the notes from the observing supervisor must be provided to the internship director.

E. STEP 5 (A):

1. Within two weeks, a second meeting, including all three individuals in the first meeting, must be held to discuss the resolution of issues. All present must document the results.

F. STEP 6 (A)

1. If the supervisor has denied the charges and has not proposed an acceptable resolution, the intern and supervisor are required to meet with the Internship Director. The internship director will take the information and results from this meeting to the (DTC).

2. The DTC will review the situation and propose a resolution. This will be provided in writing to the intern.
II. DOES NOT MEET WITH SUPERVISOR (B)

A. STEP 1 (B):

1. In the situation where an intern does not feel that he or she can discuss the concern directly with the supervisor, even with another supervisor present, the intern should instead address the concern with a representative of the Doctoral Training Committee, if the supervisor in question is the same person as the internship director.

2. In specific situations, the intern may choose, instead, to discuss the concern with an internship supervisor; however, in this case the internship director or the representative of the Doctoral Training Committee must be informed of the process. (Review)

3. The meeting must be documented. The intern must record the concern on the INPRF and the form must be completed by the supervisor who met with the intern or by the internship director, if the director met with the intern.

4. The internship director is provided with a copy of the INPRF and it is shared with the Doctoral Training Committee.

B. STEP 2 (B):

1. The internship director/DTC representative will discuss the concern with the clinical supervisor who spoke with the intern. The internship director/DTC representative and the clinical supervisor will develop a plan to address the concern.

2. The internship director/DTC representative and the clinical supervisor will meet with the intern to discuss the methods for resolving the concerns. The plan must be specific and there must be a time line for resolution. This process must be documented. If this plan leads to a resolution of the problem, the process is ended.

3. It may be acceptable, but not desirable, to choose not to immediately discuss the concern with the supervisor with whom the intern has expressed an issue. It is acceptable only if the intern is insistent, the problem is situational and may be resolved by some change in the intern’s behavior, and if a true solution can be reached without the discussion. Most situations will require that the internship director/DTC representative speak very quickly to the supervisor who is the subject of the concern.

C. STEP 3(B):

1. The Internship Director/DTC representative will meet with the clinical supervisor, explain the intern’s concern, and the two will produce in writing and resolution to the concern. This resolution will be shared with the intern.

2. The supervisor will document his or her prospective on the situation creating the concern. The supervisor will be required to continue to be professional and positive with the intern. A supervisor may not take any action against an intern because the intern has expressed a concern.

3. If the internship director/DTC representative, after having met with the intern, the clinical supervisor who heard the concern, or the clinical supervisor who is the subject of the concern, determines that no action will be taken, the internship director/DTC representative must document this on the INPRF and must meet with the intern in person to discuss this decision.
D. STEP 4 (B):

1. If the problems leading to the intern concerns have not, in the interns’ opinion, been satisfactorily resolved, the intern may choose to initiate a more formal Level Two complaint (above internship director). The intern must utilize the formal Intern Notice and Problem Resolution Form (INPRF). The concern will be recorded as a Level Two complaint.

E. STEP 5 (B):

1. Depending on the situation and issues involved, the intern complaint and methods to address resolution will be brought to the doctoral internship training committee (DTC). If the issues are personnel issues that are inappropriate for the DTC, the Level Two complaint will be handled by the SFA Office of Human Resources.

2. The DTC members, minus the internship director/DTC representative and direct clinical supervisor, must review the intern’s concerns, develop a plan to resolve the problem, and provide the intern with the plan in writing (INPRF).

3. At the internship director’s discretion, a level two complaint, or a level one complaint that does not appear to have a good possibility of resolution, may be addressed by assigning the intern to a new supervisor. This method of resolution may not be used with the same intern more than one time within an internship year.

F. STEP 6 (B):

1. Any complaint that reaches the district standard for complaint or due process must be addressed by the regulations utilized for all employees and approved by the Board of Trustees. This includes issues of harassment, sexual impropriety, and unprofessional conduct. It might also include issues related to performance evaluations and employment. Based on the concern, this may be the first level of complaint for the intern. This level of complaint is considered to be a third level complaint procedure in the doctoral internship due process.

2. A level three complaint will involve a District Human Resources officer and the Principle of the agency.

3. The process will follow that approved by the SFA Charter School Board of Trustees for school personnel.

5. INTERN PROCESS TO ADDRESS CONCERNS ASSOCIATED WITH PERFORMANCE EVALUATIONS:

If an intern disagrees with the result of a performance evaluation, the intern should take the following steps:

A. STEP 1

1. At the time of the evaluation, voice concerns. If the intern continues to be unhappy with the evaluation, the intern should ask the supervisor for an Intern Notice and Problems Resolution Form
(INPRF). The intern should return the completed form to the supervisor who completed the evaluation, and to the primary clinical supervisor (generally the same person).

2. The intern should provide specific options in the rating of performance, decline to sign the evaluation, and should make an appointment to meet again with the supervisor.

3. An intern may sign an evaluation and realize they do not agree after leaving the meeting. In this case, the intern must immediately contact the supervisor who completed the evaluation and provide a written statement (can be an e-mail) indicating that they would like to retract their signature on the evaluation. The intern will immediately complete an INPRF specifying their areas of disagreement and what they believe to be the proper ratings for those areas.

B. STEP 2

1. The intern should take time to study the areas where the evaluation did not reflect satisfactory progress and give careful consideration to the possibility of the evaluation being a correct reflection of performance.

2. The supervisor will review the areas where the intern’s performance evaluation did not reflect satisfactory progress. They should talk with other supervisors involved in providing information for the evaluation and give careful consideration to making changes in the evaluation.

C. STEP 3

1. The supervisor will meet again with the intern. They will discuss any possible changes in the evaluation. If the supervisor determines that the performance evaluation will remain the same, they should provide a written statement to the intern. The intern will document his or her response on the INPRF.

D. STEP 4

1. If the intern does not agree with this decision, the intern may appeal the decision regarding the performance evaluation to the Doctoral Training Committee (DTC). The intern will contact a DTC member and request to speak directly with the committee to appeal the decision. This appeal must be in writing and should document specifically the intern’s disagreement.

2. The Doctoral Training Committee (DTC) will appoint someone to speak directly with the intern regarding the appeal at the internship level. The decision of the Doctoral Training Committee is the final decision.

E. STEP 5

1. The intern does have the right, as does any other SFA Charter School employee, of discussing their concerns and filing an appeal with an officer from the SFA Office of Human Resources.

2. The intern will contact Human Resources and follow the instruction provided by that office.

N. CONCERNS REGARDING INTERN BEHAVIOR OR PROGRESS:
1. Intern progress is monitored throughout the program. Supervisors will provide weekly feedback to interns regarding their progress. If a supervisor has serious concerns about the progress of an intern, the supervisor will meet with the internship director to discuss these concerns.

2. The internship director and the clinical supervisor will meet with the intern. An improvement plan will be developed and signed by the intern, clinical supervisors, and the internship director. This plan will have specific requirements with improvement goals that can be documented. The improvement plan will be reviewed and progress recorded before completing the formal performance evaluation.

3. The university supervisor and/or university program faculty will be contacted regarding intern progress. The supervisor is expected to be an active member in seeking the best training solutions.

4. The internship coordinators/supervisors will make every effort to assist an intern in developing skills that would allow retention in the internship program. The DTC will provide, direct guidelines and review the results.

5. If at the time of the mid-year evaluation, there are serious concerns about an intern’s progress, this should be reflected in the performance evaluation. Remediation strategies will be developed at this time and may include, in addition to clinical study, reassessing the intern’s assignment or considering a change in supervision.

6. If for any reason, it becomes apparent that the intern does not have the skills, and cannot reasonably gain the skills required to successfully complete the internship, the clinical supervisor and internship director will meet with DTC. If the DTC determines that the intern may not remain in the program, the clinical supervisor and internship director will meet with the intern and provide this official opinion.

7. After consultation with the university program, the intern will be asked to leave the internship program.

O. 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 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

EPS 560: Learn/ Cognitive Development
EPS 544: Psychoeducational Assessment
EPS 550: Research Methods
PSY 501: Advanced Psychology Statistics
EPS 545: Individual Intelligence Testing
EPS 502: Applied Behavior Analysis
EPS 565: School Psychology
EPS 580: Human Neuroscience
SPE 562: Instructional Strat/Except Learners
SPE 567: Educating Exceptional Children
COU 535: Multicultural Counseling
EPS 501: Ethics in School Psychology
COU 522: Family Counseling
EPS 561: Social Basis of Behavior
EPS 589: Thesis Research
EPS 585: Advanced Human Growth & Development
EPS 590: Thesis Writing

EPS 666: Verbal Behavior
EPS 665: Advanced School Psychology
EPS 563: Consultation and Supervision
EPS 530: Systems and Interventions
EPS 668: Child/Family Assessment
EPS 685: Child/Adolescent Psychopathology
EPS 652: Single Case Research Methods
EPS 650: Advanced Research Methods
EPS 653: Advanced Single Subject Research Methods
EPS 623: Ethics
EPS 672: Advanced Neurological Assessment
EPS 661: History & Systems
EPS 671: Severe Developmental Disability/Autism
EPS 651: Multivariate Analysis
EPS 629: Child and Adolescent Therapy
EPS 602: Applied Behavior Analysis
Practicums and Internship
EPS 555: Practicum
EPS 595: School Psychology Internship (6)
EPS 655: Practicum (9)

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

The submission of the following will be required:
• a brief cover letter indicating your strengths and fit for the SFA Charter School doctoral Internship in School Psychology training program,
• a curriculum vita,
• a work sample (e.g., counseling transcript, assessment report),
• memo of verification for enrollment, status of comprehensive exam outcome, and status of dissertation from assigned academic advisor,
• 3 letters of reference, since APA accreditation is now focusing on the assessment of competency, please include any of the following competencies with which you are familiar: Research, Ethical and legal standards, Individual and cultural diversity, Professional values and attitudes, Communication and interpersonal skills, Assessment, Intervention, Supervision, Consultation and Interprofessional/interdisciplinary skills.
• a completed background check information worksheet,
• Practicum and Internship Experience Summary

Application materials must be submitted in a packet to the SFASU School Psychology Program Administrative Assistant, by April 7th at 5PM. Limited stipends may be available; however, enrollees in EPS 695 will be first considered in the allocation of any funds available. The selection committee reviews all applications and selects applicants for interview. The selection committee consists of the Charter School principal and the School Psychology Internship Training/Program Director. 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 final records are kept in the School Psychology's Program Secretary Office in a locked cabinet. The secretary and intern director each have a key. Ongoing records are kept at the Charter School Intern Director's office in a locked filing cabinet where the director is the only person with a key. 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. The Stephen F. Austin State University Charter School does not have access to these records. At the end of the internship year these records are transferred to the student's personal file in the School Psychology Program Secretary's office.

Q. Diversity

The Stephen F. Austin State University Charter School Interns come exclusively from the SFASU School Psychology Doctoral program under the Department of Human Services. Therefore, our diversity statement SFASU’s effort in recruiting diverse staff and interns. Our diversity statement comes from the Human Services Website.

**SFASU Department of Human Services**

**Diversity Statement**

(adapted from Diversity Statement developed by R. J. Steward for the Michigan State University Counseling Psychology and Counseling programs)

The Department of Human Services 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:
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

<table>
<thead>
<tr>
<th>Negative Reflections to Perceived Offense</th>
<th>Positive Reflections to Perceived Offense</th>
</tr>
</thead>
<tbody>
<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>
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 desire to resolve conflicts according to university 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.

III. APPENDICES

A. APPENDIX A

Current Clinical Supervisors-2017-2018

Dr. Franke Jo Clark, LP, LSSP

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

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)

Additional Available Supervisors 2017-2018

Dr. Nina Ellis-Hervey, LP, LSSP

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

Dr. Michael Walker, LP

Educational History
B.S. Psychology—Georgia State University
M.A. Clinical Psychology—University of Mississippi
Ph.D. Clinical Psychological—University of Mississippi

Licensure/Certification
Licensed Psychologist

Dr. Silvia Middlebrook, LP, BCBA-D

Educational History
B.A. Psychology—Midwestern State University
M.A. Psychology—Texas Christian University
Ph.D. Psychology—Texas Woman’s University

Licensure/Certification
Licensed Psychologist
Board Certified Behavior Analyst—Doctoral

Ms. Mitchelina Kenney, LSSP

Educational History
B.S. Multidisciplinary Studies: Special Education—Stephen F. Austin State University
M.A. School Psychology—Stephen F. Austin State University
Licencure/Certification
Teaching Certification in Psychology, Speech Communications, Special Education
License Specialist in School Psychology
Crisis Prevention Intervention (CPI) Trainer

Dr. Robbie J. Steward, LPC

Educational History
B.A. Psychology—University of Oklahoma-Norman
M.A. Counseling Psychology—Central State University—Edmond
Ph.D. Counseling Psychology—University of Oklahoma-Norman

Licencure/Certification
Licensed Professional Counselor
APPENDIX B

Membership of Doctoral Training Committee

Luis Aguerrevere, School Psychology Assistant Professor

Nina Ellis-Hervey, School Psychology Assistant Professor, Licensed Specialist in School Psychology (LSSP), Licensed Psychologist, NCSP

Michelina Kenney, Nacogdoches ISD, LSSP

Lysa Mize Hagan, SFA Charter School Principal

Daniel McCleary, School Psychology Assistant Professor, Clinical Supervisor, LSSP, Licensed Psychologist, NCSP

Silvia Middlebrook, Psychology Assistant Professor, Licensed Psychologist

Robbie Steward, Human Services Department Chair/Professor

Michael Walker, Assistant Dean Student Services/Psychology Associate Professor Psychology, Licensed Psychologist

Elizabeth Vaughn, Elementary Education Department Chair/Professor
## Didactic/Professional Development Training Schedule 2017-2018 (Tentative)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Presenters</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>New Teacher Orientation</td>
<td>Lysa Hagan</td>
<td>SFA Charter School – Large Conference Room</td>
</tr>
<tr>
<td>Week 2</td>
<td>Internship Procedures Manual Review</td>
<td>Dr. Lisa McCleary</td>
<td>School Psychology Suite</td>
</tr>
<tr>
<td></td>
<td>Review of TX Special Education Law</td>
<td>Interns</td>
<td>School Psychology Suite</td>
</tr>
<tr>
<td>Week 3</td>
<td>Basic Counseling Skills Refresher</td>
<td>LeAnn Solmonson</td>
<td>Kitchen Conference Room (JPECRC)</td>
</tr>
<tr>
<td>Week 4</td>
<td>School Psychologists as Counselor</td>
<td>Nina Ellis Hervey</td>
<td>Kitchen Conference Room (JPECRC)</td>
</tr>
<tr>
<td>Week 5</td>
<td>Special Education Update</td>
<td>Multiple Speakers</td>
<td>Region 7 Service Center</td>
</tr>
<tr>
<td>Week 6</td>
<td>Protecting Confidentiality in a Digital Age</td>
<td>Dr. Lisa McCleary</td>
<td>Kitchen Conference Room (JPECRC)</td>
</tr>
<tr>
<td>Week 7</td>
<td>NASP Ethical Guidelines</td>
<td>Dr. Lisa McCleary</td>
<td>Kitchen Conference Room (JPECRC)</td>
</tr>
<tr>
<td>Week 8</td>
<td>Review of Constructivist Classrooms</td>
<td>Lysa Hagan</td>
<td>Kitchen Conference Room (JPECRC)</td>
</tr>
<tr>
<td>Week 9</td>
<td>Ethics for LSSPs</td>
<td>Dr. Richard Hughes</td>
<td>Region 7 Service Center</td>
</tr>
<tr>
<td>Week 10</td>
<td>TASP conference</td>
<td>Multiple Speakers</td>
<td>Irving, TX</td>
</tr>
<tr>
<td>Week 11</td>
<td>Supporting Students who are LBGQTI</td>
<td>Charlotte Jackson</td>
<td>Kitchen Conference Room (JPECRC)</td>
</tr>
<tr>
<td>Week 12</td>
<td>Cross Battery, Third Edition</td>
<td>Stacey Aiken</td>
<td>JPECRC 212</td>
</tr>
<tr>
<td>Week 13</td>
<td>Responsive Classroom</td>
<td>Caltha Crowe</td>
<td>JPECRC 212</td>
</tr>
<tr>
<td>Week 14</td>
<td>Resolving Issues related to Countertransference</td>
<td>Robbie Steward</td>
<td>Kitchen Conference Room (JPECRC)</td>
</tr>
<tr>
<td>Week 15</td>
<td>Crisis and Grief Counseling</td>
<td>Le’Ann Solmonson</td>
<td>Kitchen Conference Room (JPECRC)</td>
</tr>
<tr>
<td>Week 16</td>
<td>Self Care</td>
<td>Lisa McCleary</td>
<td>TBA</td>
</tr>
<tr>
<td>Week 17</td>
<td>Supervision</td>
<td>Lisa McCleary</td>
<td>TBA</td>
</tr>
<tr>
<td>Week 18</td>
<td>Research Based Academic Interventions in Math Fluency</td>
<td>Daniel McCleary</td>
<td>Kitchen Conference Room (JPECRC)</td>
</tr>
<tr>
<td>Week 19</td>
<td>Identification and Interventions: Special Populations - ID</td>
<td>Kathy Sheriff</td>
<td>Kitchen Conference Room (JPECRC)</td>
</tr>
<tr>
<td>Week 20</td>
<td>Identification and Interventions: Special Populations – Autism and Asperger’s</td>
<td>Mitchie Kenney</td>
<td>Kitchen Conference Room (JPECRC)</td>
</tr>
<tr>
<td>Week 21</td>
<td>ARD process</td>
<td>Mitchie Kenney</td>
<td>Kitchen Conference Room (JPECRC)</td>
</tr>
<tr>
<td>Week 22</td>
<td>Esped Management</td>
<td>Esped</td>
<td>Kitchen Conference Room (JPECRC)</td>
</tr>
<tr>
<td>Week 23</td>
<td>Writing IEP goals</td>
<td>Kathy Sheriff</td>
<td>Kitchen Conference Room (JPECRC)</td>
</tr>
<tr>
<td>Week 24</td>
<td>ED Evaluations</td>
<td>Joe Kartye</td>
<td>Kitchen Conference Room (JPECRC)</td>
</tr>
<tr>
<td>Week 25</td>
<td>Countertransference II</td>
<td>Robbie Steward</td>
<td>Kitchen Conference Room</td>
</tr>
<tr>
<td>Week 26</td>
<td>Supervision II</td>
<td>Sylvia Middlebrook</td>
<td>Kitchen Conference Room (JPECRC)</td>
</tr>
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</tr>
<tr>
<td>Week 27</td>
<td>Social Skills Groups</td>
<td>Mitchie Kenney</td>
<td>Kitchen Conference Room (JPECRC)</td>
</tr>
<tr>
<td>Week 28</td>
<td>Applications for School Psychologists</td>
<td>Lisa McCleary</td>
<td>Kitchen Conference Room (JPECRC)</td>
</tr>
<tr>
<td>Week 29</td>
<td>Overcoming common barriers in consultation</td>
<td>Lisa McCleary</td>
<td>Kitchen Conference Room (JPECRC)</td>
</tr>
<tr>
<td>Week 30</td>
<td>Self-Contained Classrooms</td>
<td>Mitchie Kenney</td>
<td>NISD</td>
</tr>
<tr>
<td>Week 31</td>
<td>Data-Based Counseling</td>
<td>Lisa McCleary</td>
<td>Kitchen Conference Room (JPECRC)</td>
</tr>
<tr>
<td>Week 32</td>
<td>Program Evaluation</td>
<td>Daniel McCleary</td>
<td>Kitchen Conference Room (JPECRC)</td>
</tr>
<tr>
<td>Week 33</td>
<td>Diversity, Diagnosis, and Intervention – Race, Ethnicity, and Gender</td>
<td>Nina Ellis-Hervey</td>
<td>Kitchen Conference Room (JPECRC)</td>
</tr>
<tr>
<td>Week 34</td>
<td>Presentation for dissertation defense or conference presentation</td>
<td>Interns</td>
<td>Kitchen Conference Room (JPECRC)</td>
</tr>
<tr>
<td>Week 35</td>
<td>Review of State Laws</td>
<td>Interns/Lisa McCleary</td>
<td>Kitchen Conference Room (JPECRC)</td>
</tr>
<tr>
<td>Week 36</td>
<td>The ideal role of the School Psychologists</td>
<td>Lisa McCleary</td>
<td>Kitchen Conference Room (JPECRC)</td>
</tr>
</tbody>
</table>
D. APPENDIX D

Orientation Schedule 2017-2018

STAGE ONE—5 DAYS

- Overview of case training areas
- Professional role and expectations
- Commonly used tests, strategies, techniques and training for building professional relationships
- Discuss
  1. Ethics
  2. Special Education law
  3. Standards of professional practice
  4. Informed consent
  5. Documentation of services
  6. Department structure
  7. Policies and procedures at Charter
- Special Topics
- Review of handbook
  1. Internship expectations and Process
  2. Evaluation of instruments for evaluation intern performance
  3. Due Process to internship
  4. Employee process of Charter

END STAGE ONE –BEGIN DEVELOPING IITP WITH SUPERVISORS

Wednesday August 9, 2017 (Tentative)

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:00 – 5:00</td>
<td>Delving into what makes a great interactive read aloud with Lisa Meredith</td>
</tr>
<tr>
<td></td>
<td>Exploring questioning and think aloud</td>
</tr>
<tr>
<td></td>
<td>(in a relaxed setting, possibly a private room in a local restaurant, with</td>
</tr>
<tr>
<td></td>
<td>appetizers or using another space with catered appetizers, Dinner</td>
</tr>
<tr>
<td></td>
<td>following the session to allow time for professional and personal</td>
</tr>
<tr>
<td></td>
<td>conversation)</td>
</tr>
<tr>
<td></td>
<td>*Approximately 15 -20 in attendance</td>
</tr>
</tbody>
</table>

Thursday August 10, 2017

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 – 11:30</td>
<td>Components of Constructive Learning- what it is and what it isn’t</td>
</tr>
<tr>
<td></td>
<td>presented by Lisa Meredith</td>
</tr>
<tr>
<td>11:30 – 12:00</td>
<td>Lunch provided on campus</td>
</tr>
<tr>
<td>12:00 – 3:00</td>
<td>Continue morning session</td>
</tr>
<tr>
<td></td>
<td>a twenty minute cookie break provided sometime in the afternoon</td>
</tr>
</tbody>
</table>
Faculty members may join her for dinner  
*Approximately 20-25 in attendance

### Friday, August 11, 2017

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 11:30</td>
<td>Mathematics in a Constructivist Classroom presented by Lisa Meredith</td>
</tr>
<tr>
<td></td>
<td>Focusing on mental math for grades K-5</td>
</tr>
<tr>
<td>11:30 – 12:00</td>
<td>Lunch provided on campus</td>
</tr>
<tr>
<td>12:00 – 3:00</td>
<td>Continue with components of the math workshop and questioning</td>
</tr>
<tr>
<td></td>
<td>techniques</td>
</tr>
<tr>
<td></td>
<td>a twenty minute snack break provided sometime in the afternoon</td>
</tr>
<tr>
<td></td>
<td>*Approximately the same 20-25 that were in attendance the previous day</td>
</tr>
</tbody>
</table>

### Monday August 14, 2017

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30</td>
<td>CPR and CPR training for everyone on campus</td>
</tr>
<tr>
<td></td>
<td>Lunch will be provided</td>
</tr>
<tr>
<td></td>
<td>Review campus handbook, school policies, and code of conduct</td>
</tr>
<tr>
<td>5:30</td>
<td>MEET THE TEACHER</td>
</tr>
</tbody>
</table>

### Tuesday August 15, 2017

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30</td>
<td>Interns to Greet Students and Parents coming in</td>
</tr>
<tr>
<td>8:00</td>
<td>Observation of all Classrooms</td>
</tr>
</tbody>
</table>
Appendix E

SFA Charter School Psychology Doctoral Internship Program
INITIAL INTERN SELF-EVALUATION

Intern:__________________________________  Primary Supervisor:_____________________

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

1 = Competence is considered to be in need of further training. I seem to lack basic knowledge and/or skill application in this area.
2 = Competence is considered below average, but supervision and experience are expected to develop the skill.
3 = Competence is at an average level for functioning with moderate supervision.
4 = Competence is above average, suggesting only a minimal need for supervision.
5 = Competence is very well developed and reflects a capacity for independent functioning with little or no supervision required.

RESEARCH

AIM: The intern will demonstrate competency in scholarly activities, including involvement in school based research.

Competency 1: The intern will demonstrate competence in collecting and analyzing empirical research in order to develop knowledge and skills for the practice of psychology, as well as a disposition for scholarly inquiry.

Proficiently locates empirically-based research articles.  1 2 3 4 5
Proficiently reads and critically evaluates empirically-based research articles.  1 2 3 4 5
Proficiently considers the implications of research read and uses research when appropriate.  1 2 3 4 5
Proficiently develops research questions and research designs that have the capacity to contribute to the current research base.  1 2 3 4 5

Comments:_________________________________________________________
_________________________________________________________________

Competency 2: The intern will demonstrate the ability to conduct and present scholarly research.

Proficiently communicate scholarly research  1 2 3 4 5
Proficiently conducts original research.  1 2 3 4 5
Proficiently presents and discusses research that can be applied to school- 1 2 3 4 5
based practice.

Comments:____________________________________________________________________
_____________________________________________________________________________

ETRICAL AND LEGAL STANDARDS

AIM: The intern will demonstrate competence in presenting himself/herself as a knowledgeable health service psychologist and behave in a manner consistent with ethical guidelines state laws, and federal regulations.

Competency 1: The intern has knowledge of and incorporates ethical and professional standards in the delivery of psychological services.

- Proficiency in the knowledge of ethical principles in the practice of psychology.  
  1 2 3 4 5
- Proficiently applies ethical and professional principles in scholarship and practice.  
  1 2 3 4 5
- Proficiency in the knowledge of state and federal laws applicable to special education and the practice of psychology in schools.  
  1 2 3 4 5

Comments:____________________________________________________________________
_____________________________________________________________________________

INDIVIDUAL AND CULTURAL DIVERSITY

AIM: The individual will demonstrate knowledge, sensitivity, awareness, and skills needed to deliver high quality services to diverse populations.

Competency 1: The intern will be competent in their multicultural knowledge and awareness in regards to ethnicity, race, religion, socio-economic status, gender, and sexual orientation.

- Proficiently demonstrates knowledge of possible diversity issues related to values, beliefs, traditions, customs, parenting styles, language barriers, and the effects of disabilities on others/lifestyles.  
  1 2 3 4 5
- Proficiently gains knowledge of issues related to multicultural diversity by reading empirically-based literature related to the multicultural/diversity factors that may affect aspects related to psychological services.  
  1 2 3 4 5
- Proficiency in the knowledge and awareness of biases within one’s self.  
  1 2 3 4 5

Comments:____________________________________________________________________
_____________________________________________________________________________
Competency 2: The intern will demonstrate multicultural competence in delivery of psychological services.

Proficiently interacts with culturally different individuals in a sensitive and culturally responsive manner.  
Proficiently demonstrates considerations for multicultural and diversity factors during assessments and planning of psychological interventions.  
Proficiently demonstrates sensitivity and respect for cultural and ethnic differences when providing psychological services.  
Proficiently uses strategies to minimize and/or eliminate harmful effects of personal biases when engaging in psychological services.

Comments:__________________________________________________________________________________________

PROFESSIONAL VALUES AND ATTITUDES

AIM: The intern will present as a well trained professional showing an identity as a psychologist and as a school psychologist, as evidenced by a strong commitment to ethical behavior and competent service delivery with an understanding and appreciation for working with individuals from diverse populations and backgrounds.

Competency 1: The intern will develop professional interpersonal skills and a professional disposition that is necessary to effectively deliver psychological services.

Proficiently demonstrates the ability to maintain a good working relationship with colleagues.  
Proficiently engage in conflict resolution and collaborative problem-solving strategies.  
Proficiently obtains group consensus on common goals and implementation strategies.  
Proficiently uses interpersonal skills in a positive and constructive manner that contributes to the completion of psychological services related tasks.  
Proficiently attends to schedules, required times, and preparation for the delivery of psychological services.  
Proficiently follows work assignments and professional tasks to completion in a timely manner.  
Proficiently organizes professional time and manages the stress and competing demands associated with providing psychological services in schools.  
Proficiently seeks updates regarding ethical and legal changes, as well as changes in best-practices in providing psychological services in the schools.

Comments:__________________________________________________________________________________________
COMMUNICATION AND INTERPERSONAL SKILLS

AIM: The intern will possess the ability to relate effectively and professionally with others to form collaborative working relationships and communicate complex information clearly.

Competency 1: The intern will demonstrate competence in written and oral communication of the results and recommendations of evaluations to the student, the students’ parents, and a multi-disciplinary team.

- Proficiently communicates results of evaluations to students, families, and school personnel orally.
- Proficiently communicates results of evaluations to students, families, and school personnel in a formal written report.
- Proficiently makes appropriate recommendations that are based on a synthesis of the data collected and addresses the referral concern/problem, as well as integrating community resources when appropriate.
  - Proficiently determines when a referral to a community agency is needed when conducting formal and informal evaluations.

Comments:

Competency 2: Knowledge and skills to respond to school-aged children who are in a state of crisis.

- Proficiency in knowledge of evaluating suicide risk assessments, knowledge of actions to take.
- Proficiency in knowledge of the identification of a student who is in a crisis.
- Proficiency in the knowledge of conducting a suicide-risk assessment.
- Proficiency in knowledge of empirically-supported responsive services based on data conducted in a suicide-risk assessment.
- Proficiency in knowledge of empirically-supported responsive services to school-aged children in a state of crisis.

Comments:

ASSESSMENT

AIM: The intern will be able to select and apply assessment methods that draw from empirical literature and that reflect the science of measurement and psychometrics, and can collect relevant data using multiple sources and methods to define problem areas, strengths, and needs.
Competency 1: When conducting evaluations (i.e. psychoeducational evaluations, functional behavior assessments, counseling evaluations, etc.) of school-aged children with a variety of presenting problems and educationally related issues, the intern will demonstrate competence in accurately selecting, administering, and interpreting empirically-validated assessments and informal data collection tools.

Proficiently conducts formal interviews of children, teachers, and families and gains information to assist the student, with an awareness of client cultural differences. 1 2 3 4 5
Proficiently collects data to measure a client’s ability to perform specific academic skills. 1 2 3 4 5
Proficiently collects data during the observation of clients. 1 2 3 4 5
Proficiently selects appropriate empirically-validated tests and measures when conducting an evaluation to address an array of presenting problems within a school setting. 1 2 3 4 5
Proficiently administers and scores tests and measures when conducting an evaluation for an array of presenting problems within a school setting. 1 2 3 4 5
Proficiently interprets the results of measures of empirically-validated tests and measures. 1 2 3 4 5

Comments: ____________________________________________________________

Competency 2: The intern will demonstrate competence in determining the diagnoses of common disabilities in children and adolescents.

Proficiently integrates data from multiple sources. 1 2 3 4 5
Proficiently and effectively conceptualizes key clinical issues. 1 2 3 4 5
Proficiently formulates diagnoses in line with DSM-5 criteria. 1 2 3 4 5
Proficiently determines eligibility for special education services according to state and federal special education laws. 1 2 3 4 5

Comments: ____________________________________________________________

Competency 3: The intern demonstrates competence in conducting a system-wide screening for a variety of presenting problems and educationally related issues.

Proficiently determines the appropriate empirically based screening instruments for a variety of presenting problems and educationally related issues for the purposes of identifying individual clients who would benefit from more extensive evaluations/interventions. 1 2 3 4 5
Proficiently administers and scores appropriate empirically-based screening instruments for a variety of presenting problems and educationally related issues. 1 2 3 4 5
Proficiently interprets the results of the screening assessment and identifying individuals that would benefit from more individualized

Comments: ____________________________________________________________
interventions/treatments.
Proficiently communicates the results of a screening to relevant stake-holders.  1  2  3  4  5

Comments:____________________________________________________________________
______________________________________________________________________________

INTERVENTION

AIM: The intern will be able to apply empirical and problem solving based approaches to
interventions for individuals, groups, and systems; select and apply intervention techniques
and methods that are evidence based; and can apply multiple methods to address the
diverse needs of individuals, families, and systems.

Competency 1: The intern will demonstrate competence in effectively developing and
directly implementing evidence-based interventions to increase the social, behavioral, and
emotional functioning of students.

Proficiently identifies the target social, behavioral, and/or emotional skill(s) based on data collected.  1  2  3  4  5
Proficiently selects research-based interventions to target social, behavioral, and/or emotional functioning of students based on data collected and the unique characteristics and contexts of the client.  1  2  3  4  5
Proficiently implements research-based interventions to target social, behavioral, and/or emotional functioning of groups of clients.  1  2  3  4  5
Proficiently measures the progress of the client(s) regarding target social, behavioral, and/or emotional functioning through-out the intervention.  1  2  3  4  5
Proficiently evaluates the outcome of the intervention targeting social/emotional/behavioral skills.  1  2  3  4  5
Proficiently communicates progress and outcomes of interventions targeting social/emotional/behavioral skills to all relevant stake-holders.  1  2  3  4  5
Proficiency in identifying, contacting, and incorporating community-based resources in intervention activities.  1  2  3  4  5

Comments:____________________________________________________________________

Competency 2: The intern demonstrates competence in effectively implementing system-wide prevention/intervention services.

Proficiency in the knowledge and familiarity of empirically-based systems-level intervention services.  1  2  3  4  5
Proficiently conducts a needs assessment of systems-level prevention/intervention services.  1  2  3  4  5
Proficiently directly implements empirically-based systems-level prevention/intervention services.  1  2  3  4  5
Proficiently evaluates the effectiveness of prevention programs. 1 2 3 4 5
Proficiently identifies, contacts, and incorporates community-based resources or members in prevention activities. 1 2 3 4 5

Comments:______________________________________________________________________________

SUPERVISION

AIM: Intern will have an understanding of their professional growth through their experiences as supervisees and will have gained the necessary knowledge and skills needed to provide clinical supervision of the mental health providers they will be given responsibility to manage throughout their careers.

Competency 1: The intern effectively identifies when supervision is needed and incorporates supervision into service delivery.

Proficiently recognizes limits of competence, and requests supervision when necessary. 1 2 3 4 5
Proficiently identifies professional strengths and limitations within his/herself. 1 2 3 4 5
Proficiently demonstrates openness to feedback. 1 2 3 4 5
Proficiently demonstrates willingness and capacity for personal, as well as professional growth.
Comments:______________________________________________________________________________

Competency 2: The intern will be competent and knowledgeable in models of clinical supervision and deliver adequate and effective supervision of others practicing school psychology.

Proficiency in the knowledge of empirically-based, culturally sensitive models and strategies of supervision. 1 2 3 4 5
Proficiently implements empirically-based, culturally sensitive strategies of supervision. 1 2 3 4 5
Proficiently evaluate the overall effectiveness of supervision provided to others. 1 2 3 4 5
Comments:______________________________________________________________________________
CONSULTATION AND INTERPERSONAL/INTERDISCIPLINARY SKILLS

AIM: Interns will demonstrate knowledge and skills related to collaboration and consultation with families and professionals, within and across settings, and are able to work with individuals.

Competency 1: The intern will demonstrate competence in identifying the problem during the consultation process.

Proficiently collects data from a variety of sources in order to determine a 1 2 3 4 5 deficit between expected skills and current skills displayed.
Proficiently identifies target behaviors or skills to intervene based on data collected.

Comments:____________________________________________________________________
____________________________________________________________________________

Competency 2: The intern will demonstrate competence in developing a plan with other professionals and parents on behalf of their clients.

Proficiency in the knowledge and familiarity of empirically supported intervention strategies targeting academic skills. 1 2 3 4 5
Proficiency in the knowledge and familiarity of empirically-supported intervention strategies targeting behavior, social, and emotional skills. 1 2 3 4 5
Proficiently selects the appropriate intervention in collaboration with relevant stakeholders. 1 2 3 4 5
Proficiently trains other qualified professionals to implement the mutually selected intervention.

Comments:____________________________________________________________________
____________________________________________________________________________

Competency 3: The intern will demonstrate competence in collaborating during the implementation of the intervention during the consultation process.

Proficiently collects data in order to monitor the progress of the client throughout the intervention implementation of the consultation process. 1 2 3 4 5
Proficiently graphs and presents progress-monitoring data to relevant stakeholders during the consultation process.

Comments:____________________________________________________________________
Competency 4: The intern will competently report the results of consultation to relevant stakeholders.

Proficiently communicates results of consultation to students, families, and school personnel orally.

Proficiently communicates results of consultation to students, families, and school personnel in a formal written report.

Proficiently makes appropriate recommendations regarding future directions of the consultation process.

Proficiently determines when a referral for additional services or more extensive evaluation is needed during the consultation process.

Comments:____________________________________________________________________
____________________________________________________________________________

1. Please describe your strengths that you believe will be beneficial to this internship program:
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

2. 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:__________________
School Psychology Intern: _____________________________
Supervising Psychologist: ______________________________

Research

AIM: The intern will demonstrate competency in scholarly activities, including involvement in school based research.

Competency 1: The intern will demonstrate competence in collecting and analyzing empirical research in order to develop knowledge and skills for the practice of psychology, as well as a disposition for scholarly inquiry.
### Prescribed Activities

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- Proficiently locates empirically-based research articles.
- Proficiently reads and critically evaluates empirically-based research articles.
- Proficiently considers the implications of research read and uses research when appropriate.
- Proficiently develops research questions and research designs that have the capacity to contribute to the current research base.

**Competency 2: The intern will demonstrate the ability to conduct and present scholarly research.**

- Proficiently communicates scholarly research
- Proficiently conducts original research.
- Proficiently presents and discusses research that can be applied to school-based practice.
### Ethical and Legal Standards

**AIM:** The intern will demonstrate competence in presenting himself/herself as a knowledgeable health service psychologist and behave in a manner consistent with ethical guidelines, state laws, and federal regulations.

**Competency 1:** The intern has knowledge of and incorporates ethical and professional standards in the delivery of psychological services.

- **Proficiency in the knowledge of ethical principles in the practice of psychology.**
- **Proficiently applies ethical and professional principles in scholarship and practice.**
- **Proficiency in the knowledge of state and**
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<th>Prescribed Activities</th>
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**Individual and Cultural Diversity**

AIM: The individual will demonstrate knowledge, sensitivity, awareness, and skills needed to deliver high quality services to diverse populations.

Competency 1: The intern will be competent in their multicultural knowledge and awareness in regards to ethnicity, race, religion, socio-economic status, gender, and sexual orientation.

Proficiently demonstrates knowledge of possible diversity issues related to values, beliefs, traditions, customs, parenting styles, language barriers, and the
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<tr>
<td>effects of disabilities on others/lifestyles.</td>
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<tr>
<td>Proficiently gains knowledge of issues related to multicultural diversity by reading empirically-based literature related to the multicultural/diversity factors that may affect aspects related to psychological services.</td>
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<tr>
<td>Proficiency in the knowledge and awareness of biases within one’s self.</td>
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<td><strong>Competency 2: The intern will demonstrate multicultural competence in delivery of psychological services.</strong></td>
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<td>Proficiently interacts with culturally different individuals in a sensitive and culturally responsive manner.</td>
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### Prescribed Activities

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<th>Proficiently demonstrates considerations for multicultural and diversity factors during assessments and planning of psychological interventions.</th>
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<tr>
<td>Proficiently demonstrates sensitivity and respect for cultural and ethnic differences when providing psychological services.</td>
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<td>Proficiently uses strategies to minimize and/or eliminate harmful effects of personal biases when engaging in psychological services.</td>
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### Professional Values and Attitudes

**AIM:** The intern will present as a well trained professional showing an identity as a psychologist and as a school psychologist, as evidenced by a strong...
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<td>commitment to ethical behavior and competent service delivery with an understanding and appreciation for working with individuals from diverse populations and backgrounds.</td>
<td>Competency 1: The intern will develop professional interpersonal skills and a professional disposition that is necessary to effectively deliver psychological services.</td>
<td>Proficiently demonstrates the ability to maintain a good working relationship with colleagues.</td>
<td>Proficiently engages in conflict resolution and collaborative problem-solving strategies.</td>
<td>Proficiently obtains group consensus on common goals and implementation strategies.</td>
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<td>Prescribed Activities</td>
<td>INTERN SELF-RATING INTERNSHIP</td>
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<td>manner that contributes to the completion of psychological services related tasks.</td>
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<td>Proficiently attends to schedules, required times, and preparation for the delivery of psychological services.</td>
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<td>Proficiently follows work assignments and professional tasks to completion in a timely manner.</td>
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<td>Proficiently organizes professional time and manages the stress and competing demands associated with providing psychological services in schools.</td>
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<td>Proficiently seeks updates regarding ethical and legal changes, as well as changes in best-practices in providing psychological services in the schools.</td>
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## Prescribed Activities

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|  | PSYCHOLOGIST |
|  | SUMMATIVE
|  | END OF YEAR
|  | EVALUATION |
| Date: | Date: | Date: |

### Communication and Interpersonal Skills

**AIM:** The intern will possess the ability to relate effectively and professionally with others to form collaborative working relationships and communicate complex information clearly.

**Competency 1:** The intern will demonstrate competence in written and oral communication of the results and recommendations of evaluations to the student, the students’ parents, and a multi-disciplinary team.

**Proficiently communicates results of evaluations to**
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<td>students, families, and school personnel orally.</td>
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<td>Proficiently communicates results of evaluations to students, families, and school personnel in a formal written report.</td>
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<td>Proficiently makes appropriate recommendations that are based on a synthesis of the data collected and addresses the referral concern/problem, as well as integrating community resources when appropriate.</td>
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<td>Proficiently determines when a referral to a community agency is needed when conducting formal and informal evaluations.</td>
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<td><strong>Competency 2:</strong> Knowledge and skills to respond to school-aged children who are in a state of crisis.</td>
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<td>Proficiency in knowledge of evaluating suicide risk</td>
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<td><strong>Assessments</strong></td>
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<td>Proficiency in knowledge of actions to take.</td>
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<td>Proficiency in knowledge of the identification of a student who is in a crisis.</td>
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<td>Proficiency in the knowledge of conducting a suicide-risk assessment.</td>
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<td>Proficiency in knowledge of empirically-supported responsive services based on data conducted in a suicide-risk assessment.</td>
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<tr>
<td>Proficiency in knowledge of empirically-supported responsive services to school-aged children in a state of crisis.</td>
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<td><strong>Assessment</strong></td>
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<td>AIM: The intern will be able to select and apply assessment methods that draw from empirical literature and that reflect the science of measurement and psychometrics, and can collect relevant data using multiple sources.</td>
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and methods to define problem areas, strengths, and needs.

Competency 1: When conducting evaluations (i.e. psychoeducational evaluations, functional behavior assessments, counseling evaluations, etc.) of school-aged children with a variety of presenting problems and educationally related issues, the intern will demonstrate competence in accurately selecting, administering, and interpreting empirically-validated assessments and informal data collection tools.

Proficiently conducts formal interviews of children, teachers, and families and gains information to assist the student, with an awareness of client cultural differences.

Proficiently collects data to measure a client’s
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<td>ability to perform specific academic skills.</td>
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<tr>
<td>Proficiently collects data during the observation of clients.</td>
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<td>Proficiently selects appropriate empirically-validated tests and measures when conducting an evaluation to address an array of presenting problems within a school setting.</td>
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<tr>
<td>Proficiently administers and scores tests and measures when conducting an evaluation for an array of presenting problems within a school setting.</td>
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<td>Proficiently interprets the results of measures of empirically-validated tests and measures.</td>
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<td>Proficiently integrates data from multiple sources.</td>
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<td>Proficiently formulates diagnoses in line with DSM-5 criteria.</td>
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<td>Proficiently determines eligibility for special education services according to state and federal special education laws.</td>
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<td><strong>Competency 3:</strong> The intern demonstrates competence in conducting a system-wide screening for a variety of presenting problems and educationally related issues.</td>
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<tr>
<td>Proficiently determines the appropriate empirically based screening instruments for a variety of presenting problems and educationally related issues for the purposes of identifying individual</td>
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<td>clients who would benefit from more extensive evaluations/interventions.</td>
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<td>Proficiently administers and scores appropriate empirically-based screening instruments for a variety of presenting problems and educationally related issues.</td>
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<td>Proficiently interprets the results of the screening assessment and identifying individuals that would benefit from more individualized interventions/treatments.</td>
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<td>Proficiently communicates the results of a screening to relevant stake-holders.</td>
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**Intervention**

AIM: The intern will be able to apply empirical and problem solving based approaches to interventions for individuals, groups, and systems; select and apply
### Prescribed Activities

**Competency:** The intern will demonstrate competence in effectively developing and directly implementing evidence-based interventions to increase the social, behavioral, and emotional functioning of students.

- Proficiently identifies the target social, behavioral, and/or emotional skill(s) based on data collected.
- Proficiently selects research-based interventions to target social, behavioral, and/or emotional functioning of students based on data collected and the unique characteristics and contexts of the client.
- Proficiently implements...
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<tr>
<td>research-based interventions to target social, behavioral, and/or emotional functioning of groups of clients.</td>
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<tr>
<td>Proficiently measures the progress of the client(s) regarding target social, behavioral, and/or emotional functioning throughout the intervention.</td>
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<td>Proficiently evaluates the outcome of the intervention targeting social/emotional/behavioral skills.</td>
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<tr>
<td>Proficiently communicates progress and outcomes of interventions targeting social/emotional/behavioral skills to all relevant stakeholders.</td>
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<td>Proficiency in identifying, contacting, and incorporating community-based resources in intervention activities.</td>
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**Competency 2: The intern demonstrates competence in effectively**
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<td>implementing system-wide prevention/intervention services.</td>
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<td>Proficiency in the knowledge and familiarity of empirically-based systems-level intervention services.</td>
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<td>Proficiently conducts a needs assessment of systems-level prevention/intervention services.</td>
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<td>Proficiently directly implements empirically-based systems-level prevention/intervention services.</td>
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<td>Proficiently evaluates the effectiveness of prevention programs.</td>
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<td>Proficiently identifies, contacts, and incorporates community-based resources or members in prevention activities.</td>
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**Supervision**
AIM: Intern will have an understanding of their professional growth through their experiences as supervisees and will have gained the necessary knowledge and skills needed to provide clinical supervision of the mental health providers they will be given responsibility to manage throughout their careers.

Competency 1: The intern effectively identifies when supervision is needed and incorporates supervision into service delivery.

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<th>INTERN SELF-RATING INTERNSHIP</th>
<th>INTERN MID-YEAR EVALUATION SUPERVISING PSYCHOLOGIST</th>
<th>SUMMATIVE END OF YEAR EVALUATION SUPERVISING PSYCHOLOGIST</th>
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Proficiently recognizes limits of competence, and requests supervision when necessary.

Proficiently identifies professional strengths and limitations within his/herself.

Proficiently demonstrates
Prescribed Activities

<table>
<thead>
<tr>
<th>Competency 2: The intern will be competent and knowledgeable in models of clinical supervision and deliver adequate and effective supervision of others practicing school psychology.</th>
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<tbody>
<tr>
<td>Proficiency in the knowledge of empirically-based, culturally sensitive models and strategies of supervision.</td>
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<tr>
<td>Proficiently implements empirically-based, culturally sensitive strategies of supervision.</td>
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<td>Proficiently evaluate the overall effectiveness of supervision provided to others.</td>
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<td>Prescribed Activities</td>
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<td>INTERN MID-YEAR EVALUATION SUPERVISING PSYCHOLOGIST</td>
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<td><strong>Interpersonal/Interdisciplinary Skills</strong></td>
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<td>AIM: Interns will demonstrate knowledge and skills related to collaboration and consultation with families and professionals, within and across settings, and are able to work with individuals.</td>
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<td>Competency 1: The intern will demonstrate competence in identifying the problem during the consultation process.</td>
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<td>Proficiently collects data from a variety of sources in order to determine a deficit between expected skills and current skills displayed.</td>
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<td>Proficiently identifies target behaviors or skills to intervene based on data</td>
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<tr>
<td>Prescribed Activities</td>
<td>INTERN SELF-RATING INTERN</td>
<td>INTERN MID-YEAR EVALUATION SUPERVISING PSYCHOLOGIST</td>
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<td>Competency 2: The intern will demonstrate competence in developing a plan with other professionals and parents on behalf of their clients.</td>
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<td>Proficiency in the knowledge and familiarity of empirically supported intervention strategies targeting academic skills.</td>
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<td>Proficiency in the knowledge and familiarity of empirically-supported intervention strategies targeting behavior, social, and emotional skills.</td>
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<td>Proficiently selects the appropriate intervention in collaboration with relevant stakeholders.</td>
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<td>Proficiently trains other qualified professionals to implement the mutually selected intervention.</td>
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<td>Competency 3: The intern will demonstrate competence in collaborating during the</td>
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collected.
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<tr>
<th>Prescribed Activities</th>
<th>INTERN SELF-RATING INTERNSHIP</th>
<th>INTERN MID-YEAR EVALUATION SUPERVISING PSYCHOLOGIST</th>
<th>SUMMATIVE END OF YEAR EVALUATION SUPERVISING PSYCHOLOGIST</th>
<th>Observed</th>
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<tr>
<td><strong>implementation of the intervention during the consultation process.</strong></td>
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<tr>
<td>Proficiently collects data in order to monitor the progress of the client throughout the intervention implementation of the consultation process.</td>
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<td>Proficiently graphs and presents progress-monitoring data to relevant stake-holders during the consultation process.</td>
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<td><strong>Competency 4: The intern will competently report the results of consultation to relevant stake-holders.</strong></td>
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<td>Proficiently communicates results of consultation to students, families, and school personnel orally.</td>
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<td>Proficiently communicates results of consultation to students, families, and school personnel in a formal written report.</td>
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<td>Proficiently makes</td>
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<tr>
<td>Prescribed Activities</td>
<td></td>
<td>INTERN SELF-RATING INTERNSHIP</td>
<td>INTERN MID-YEAR EVALUATION SUPERVISING PSYCHOLOGIST</td>
<td>SUMMATIVE END OF YEAR EVALUATION SUPERVISING PSYCHOLOGIST</td>
<td>Observed</td>
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<tr>
<td>appropriate recommendations regarding future directions of the consultation process.</td>
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<td>Proficiently determines when a referral for additional services or more extensive evaluation is needed during the consultation process.</td>
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Please provide any general comments below:

_____________________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________________
______________________________________________________________________________________

Final Signature of Licensed Supervisor ___________________________  Date ________________
APPENDIX G

SFA Charter School Psychology Doctoral Internship Program
INTERN EVALUATION BY SUPERVISOR

Intern: ___________________________  Primary Supervisor: _____________________

Circle One:  Mid-Year  End of Year  Date: _____________________

Select the number on the scale that best describes the intern’s competence. Ratings should be based upon actual observations and reports from staff, teachers, parents, students, and others as appropriate. A description of the ratings is provided below:

N/A = No data. Insufficient information to make a rating.
1 = Competence is considered to be in need of further training. The intern seems to lack basic knowledge and/or skill application in this area.
2 = Competence is considered below average, but supervision and experience are expected to develop the skill.
3 = Competence is at an average level for functioning with moderate supervision.
4 = Competence is above average, suggesting only a minimal need for supervision.
5 = Competence is very well developed and reflects a capacity for independent functioning with little or no supervision required.

Minimum Standards Required:
Mid-Year – 45% at a 3 or higher
End of Year – 100% at a 3 or higher

RESEARCH

AIM: The intern will demonstrate competency in scholarly activities, including involvement in school based research.

Competency 1: The intern will demonstrate competence in collecting and analyzing empirical research in order to develop knowledge and skills for the practice of psychology, as well as a disposition for scholarly inquiry.

Proficiently locates empirically-based research articles. 1 2 3 4 5 N/A
Proficiently reads and critically evaluates empirically-based research articles. 1 2 3 4 5 N/A
Proficiently considers the implications of research read and uses research when appropriate. 1 2 3 4 5 N/A
Proficiently develops research questions and research designs that have the capacity to contribute to the current research base. 1 2 3 4 5 N/A

Comments: _______________________________________________________________________________________

Competency 2: The intern will demonstrate the ability to conduct and present scholarly research.

Proficiently communicate scholarly research 1 2 3 4 5 N/A
Proficiently conducts original research. 1 2 3 4 5 N/A
Proficiently presents and discusses research that can be applied to school-based practice. 1 2 3 4 5 N/A

ETHICAL AND LEGAL STANDARDS

AIM: The intern will demonstrate competence in presenting himself/herself as a knowledgeable health service psychologist and behave in a manner consistent with ethical guidelines, state laws, and federal regulations.

Competency 1: The intern has knowledge of and incorporates ethical and professional standards in the delivery of psychological services.

Proficiency in the knowledge of ethical principles in the practice of psychology.  
1 2 3 4 5 N/A
Proficiently applies ethical and professional principles in scholarship and practice.  
1 2 3 4 5 N/A
Proficiency in the knowledge of state and federal laws applicable to special education and the practice of psychology in schools.  
1 2 3 4 5 N/A

INDIVIDUAL AND CULTURAL DIVERSITY

AIM: The individual will demonstrate knowledge, sensitivity, awareness, and skills needed to deliver high quality services to diverse populations.

Competency 1: The intern will be competent in their multicultural knowledge and awareness in regards to ethnicity, race, religion, socio-economic status, gender, and sexual orientation.

Proficiently demonstrates knowledge of possible diversity issues related to values, beliefs, traditions, customs, parenting styles, language barriers, and the effects of disabilities on others/lifestyles.  
1 2 3 4 5 N/A
Proficiently gains knowledge of issues related to multicultural diversity by reading empirically-based literature related to the multicultural/diversity factors that may affect aspects related to psychological services.  
1 2 3 4 5 N/A
Proficiency in the knowledge and awareness of biases within one’s self.  
1 2 3 4 5 N/A

Competency 2: The intern will demonstrate multicultural competence in delivery of psychological services.

Proficiently interacts with culturally different individuals in a sensitive and culturally responsive manner.  
1 2 3 4 5 N/A
Proficiently demonstrates considerations for multicultural and diversity factors during assessments and planning of psychological interventions.  
1 2 3 4 5 N/A
Proficiently demonstrates sensitivity and respect for cultural and ethnic differences when providing psychological services.  
1 2 3 4 5 N/A
Proficiently uses strategies to minimize and/or eliminate harmful effects of personal biases when engaging in psychological services.  
1 2 3 4 5 N/A
PROFESSIONAL VALUES AND ATTITUDES

AIM: The intern will present as a well trained professional showing an identity as a psychologist and as a school psychologist, as evidenced by a strong commitment to ethical behavior and competent service delivery with an understanding and appreciation for working with individuals from diverse populations and backgrounds.

Competency 1: The intern will develop professional interpersonal skills and a professional disposition that is necessary to effectively deliver psychological services.

- Proficiently demonstrates the ability to maintain a good working relationship with colleagues.
- Proficiently engage in conflict resolution and collaborative problem-solving strategies.
- Proficiently obtains group consensus on common goals and implementation strategies.
- Proficiently uses interpersonal skills in a positive and constructive manner that contributes to the completion of psychological services related tasks.
- Proficiently attends to schedules, required times, and preparation for the delivery of psychological services.
- Proficiently follows work assignments and professional tasks to completion in a timely manner.
- Proficiently organizes professional time and manages the stress and competing demands associated with providing psychological services in schools.
- Proficiently seeks updates regarding ethical and legal changes, as well as changes in best-practices in providing psychological services in the schools.

Comments:___________________________________________________________________________________
______________________________________________________________

COMMUNICATION AND INTERPERSONAL SKILLS

AIM: The intern will possess the ability to relate effectively and professionally with others to form collaborative working relationships and communicate complex information clearly.

Competency 1: The intern will demonstrate competence in written and oral communication of the results and recommendations of evaluations to the student, the students’ parents, and a multi-disciplinary team.

- Proficiently communicates results of evaluations to students, families, and school personnel orally.
- Proficiently communicates results of evaluations to students, families, and school personnel in a formal written report.
- Proficiently makes appropriate recommendations that are based on a synthesis of the data collected and addresses the referral concern/problem, as well as integrating community resources when appropriate.
- Proficiently determines when a referral to a community agency is needed when conducting formal and informal evaluations.

Comments:___________________________________________________________________________________
______________________________________________________________
Competency 2: Knowledge and skills to respond to school-aged children who are in a state of crisis.

Proficiency in knowledge of evaluating suicide risk assessments, knowledge of actions to take. 1 2 3 4 5 N/A
Proficiency in knowledge of the identification of a student who is in a crisis. 1 2 3 4 5 N/A
Proficiency in the knowledge of conducting a suicide-risk assessment. 1 2 3 4 5 N/A
Proficiency in knowledge of empirically-supported responsive services based on data conducted in a suicide-risk assessment. 1 2 3 4 5 N/A
Proficiency in knowledge of empirically-supported responsive services to school-aged children in a state of crisis. 1 2 3 4 5 N/A

Comments:____________________________________________________________________________________

ASSESSMENT

AIM: The intern will be able to select and apply assessment methods that draw from empirical literature and that reflect the science of measurement and psychometrics, and can collect relevant data using multiple sources and methods to define problem areas, strengths, and needs.

Competency 1: When conducting evaluations (i.e. psychoeducational evaluations, functional behavior assessments, counseling evaluations, etc.) of school-aged children with a variety of presenting problems and educationally related issues, the intern will demonstrate competence in accurately selecting, administering, and interpreting empirically-validated assessments and informal data collection tools.

Proficiently conducts formal interviews of children, teachers, and families and gains information to assist the student, with an awareness of client cultural differences. 1 2 3 4 5 N/A
Proficiently collects data to measure a client’s ability to perform specific academic skills. 1 2 3 4 5 N/A
Proficiently collects data during the observation of clients. 1 2 3 4 5 N/A
Proficiently selects appropriate empirically-validated tests and measures when conducting an evaluation to address an array of presenting problems within a school setting. 1 2 3 4 5 N/A
Proficiently administers and scores tests and measures when conducting an evaluation for an array of presenting problems within a school setting. 1 2 3 4 5 N/A
Proficiently interprets the results of measures of empirically-validated tests and measures. 1 2 3 4 5 N/A

Comments:____________________________________________________________________________________

Competency 2: The intern will demonstrate competence in determining the diagnoses of common disabilities in children and adolescents.

Proficiently integrates data from multiple sources. 1 2 3 4 5 N/A
Proficiently and effectively conceptualizes key clinical issues. 1 2 3 4 5 N/A
Proficiently formulates diagnoses in line with DSM-5 criteria. 1 2 3 4 5 N/A
Proficiently determines eligibility for special education services according to state and federal special education laws. 1 2 3 4 5 N/A
Competency 3: The intern demonstrates competence in conducting a system-wide screening for a variety of presenting problems and educationally related issues.

Proficiently determines the appropriate empirically based screening instruments for a variety of presenting problems and educationally related issues for the purposes of identifying individual clients who would benefit from more extensive evaluations/interventions.  
Proficiently administers and scores appropriate empirically-based screening instruments for a variety of presenting problems and educationally related issues.  
Proficiently interprets the results of the screening assessment and identifying individuals that would benefit from more individualized interventions/treatments.  
Proficiently communicates the results of a screening to relevant stake-holders.

Comments:____________________________________________________________________________________

INTERVENTION

AIM: The intern will be able to apply empirical and problem solving based approaches to interventions for individuals, groups, and systems; select and apply intervention techniques and methods that are evidence based; and can apply multiple methods to address the diverse needs of individuals, families, and systems.

Competency 1: The intern will demonstrate competence in effectively developing and directly implementing evidence-based interventions to increase the social, behavioral, and emotional functioning of students.

Proficiently identifies the target social, behavioral, and/or emotional skill(s) based on data collected.  
Proficiently selects research-based interventions to target social, behavioral, and/or emotional functioning of students based on data collected and the unique characteristics and contexts of the client.  
Proficiently implements research-based interventions to target social, behavioral, and/or emotional functioning of groups of clients.  
Proficiently measures the progress of the client(s) regarding target social, behavioral, and/or emotional functioning through-out the intervention.  
Proficiently evaluates the outcome of the intervention targeting social/emotional/behavioral skills.  
Proficiently communicates progress and outcomes of interventions targeting social/emotional/behavioral skills to all relevant stake-holders.  
Proficiency in identifying, contacting, and incorporating community-based resources in intervention activities.

Comments:____________________________________________________________________________________

Competency 2: The intern demonstrates competence in effectively implementing system-wide prevention/intervention services.

Proficiency in the knowledge and familiarity of empirically-based systems-level intervention services.
Proficiently conducts a needs assessment of systems-level prevention/intervention services.

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Proficiently directly implements empirically-based systems-level prevention/intervention services.

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Proficiently evaluates the effectiveness of prevention programs.

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Proficiently identifies, contacts, and incorporates community-based resources or members in prevention activities.

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<th>5</th>
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**SUPERVISION**

**AIM:** Intern will have an understanding of their professional growth through their experiences as supervisees and will have gained the necessary knowledge and skills needed to provide clinical supervision of the mental health providers they will be given responsibility to manage throughout their careers.

**Competency 1:** The intern effectively identifies when supervision is needed and incorporates supervision into service delivery.

- Proficiently recognizes limits of competence, and requests supervision when necessary.
  | | 1 | 2 | 3 | 4 | 5 | N/A |
- Proficiently identifies professional strengths and limitations within his/herself.
  | | 1 | 2 | 3 | 4 | 5 | N/A |
- Proficiently demonstrates openness to feedback.
  | | 1 | 2 | 3 | 4 | 5 | N/A |
- Proficiently demonstrates willingness and capacity for personal, as well as professional growth.

| | 1 | 2 | 3 | 4 | 5 | N/A |

**Competency 2:** The intern will be competent and knowledgeable in models of clinical supervision and deliver adequate and effective supervision of others practicing school psychology.

- Proficiency in the knowledge of empirically-based, culturally sensitive models and strategies of supervision.
  | | 1 | 2 | 3 | 4 | 5 | N/A |
- Proficiently implements empirically-based, culturally sensitive strategies of supervision.
  | | 1 | 2 | 3 | 4 | 5 | N/A |
- Proficiently evaluate the overall effectiveness of supervision provided to others.
  | | 1 | 2 | 3 | 4 | 5 | N/A |

**CONSULTATION AND INTERPERSONAL/INTERDISCIPLINARY SKILLS**

**AIM:** Interns will demonstrate knowledge and skills related to collaboration and consultation with families and professionals, within and across settings, and are able to work with individuals.

**Competency 1:** The intern will demonstrate competence in identifying the problem during the consultation process.
Proficiently collects data from a variety of sources in order to determine a deficit between expected skills and current skills displayed.  
Proficiently identifies target behaviors or skills to intervene based on data collected.  

Comments:____________________________________________________________________________________  
______________________________________________________________________________________________

Competency 2: The intern will demonstrate competence in developing a plan with other professionals and parents on behalf of their clients.

Proficiency in the knowledge and familiarity of empirically supported intervention strategies targeting academic skills.  
Proficiency in the knowledge and familiarity of empirically-supported intervention strategies targeting behavior, social, and emotional skills.  
Proficiently selects the appropriate intervention in collaboration with relevant stakeholders.  
Proficiently trains other qualified professionals to implement the mutually selected intervention.  

Comments:____________________________________________________________________________________  
______________________________________________________________________________________________

Competency 3: The intern will demonstrate competence in collaborating during the implementation of the intervention during the consultation process.

Proficiently collects data in order to monitor the progress of the client throughout the intervention implementation of the consultation process.  
Proficiently graphs and presents progress-monitoring data to relevant stakeholders during the consultation process.  

Comments:____________________________________________________________________________________  
______________________________________________________________________________________________

Competency 4: The intern will competently report the results of consultation to relevant stake-holders.

Proficiently communicates results of consultation to students, families, and school personnel orally.  
Proficiently communicates results of consultation to students, families, and school personnel in a formal written report.  
Proficiently makes appropriate recommendations regarding future directions of the consultation process.  
Proficiently determines when a referral for additional services or more extensive evaluation is needed during the consultation process.

Comments:____________________________________________________________________________________  
______________________________________________________________________________________________

1. Please describe the intern’s strengths:

______________________________________________________________________________________________
2. 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

Name: ___________________________  Date: ___________________________

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>
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<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>
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</table>

**Domain One: Evaluation, Diagnoses, and Reporting Results**

The intern will demonstrate competence in conducting evaluations of school-aged children and accurately communicate integrated syntheses of data collected, implications of diagnoses and conclusions made, and recommendations to a multi-disciplinary team and/or other relevant parties.

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<th>Amount</th>
<th>Quality</th>
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Comment:  

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**Domain Two: Prevention, Intervention, and Responsive Services**

The intern will demonstrate competence in developing and implementing empirically-supported prevention and intervention techniques to a child, teacher, or the educational environment.

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<th>Amount</th>
<th>Quality</th>
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Comment:  

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**Domain Three: Consultation, Collaboration, and Supervision**

The intern will demonstrate competence in collaboration, consultation, and supervision of others in training.

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<th>Amount</th>
<th>Quality</th>
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Comment:  

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**Domain Four: Scholarly Inquiry**

The intern will demonstrate the ability to engage in scholarly activity, including involvement in school-based research.

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<th>Amount</th>
<th>Quality</th>
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Comment:  

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Domain Five: Multicultural Awareness and Competence

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<tr>
<th>The intern will demonstrate knowledge, competence, and sensitivity in understanding, interacting, collaborating, evaluating, counseling, consulting, advising, and implementing interventions and programs with colleagues, students, and families from diverse backgrounds, cultures, ethnicities; with minority populations; and with students from varying contexts.</th>
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</table>

Comment:

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Domain Six: Professional, Legal, and Ethical Responsibilities

<table>
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<tr>
<th>The intern will demonstrate competence presenting himself, or herself, as a knowledgeable psychological service professional and behave in a manner consistent with ethical guidelines, state laws, and federal regulations.</th>
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</table>

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

SFA Charter School Internship Doctoral Program
Intern Evaluation of Supervision

Name: ________________________________ Date: ____________________

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

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

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

What are the strengths of supervision?

Name at least one area of refinement or suggestion for improvement to the supervision process.
V. 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 Doctoral Clinical Supervisor?
Yes/ No (Date) ______________________________
Result:_______________________________________________________________

IV. Has the concern been addressed with SFA Charter School Doctoral Internship Director?
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)____________________