I. Course Description:

Graduate Bulletin Description: Six semester hours. A post-practicum field placement requiring a minimum of 1,750 to 2,000 hours of supervised exposure to best practices in settings providing psychological services.

Internship is post-practicum and all course work must be completed with the exception of dissertation credits. Students must have earned a passing score on the doctoral comprehensive exams in order to be eligible for internship. Internship hours are supervised by a licensed psychologist, who is employed full time in the agency in which the internship occurs. SPSY 6154 is a two-course, post-practicum field placement that requires either full-time (minimum of 35 hours/week) for one calendar year (10 months if in a school setting) or (12 months if in a non-school setting) or part time (20 hours/week) for 24 months. Placements may include public or private schools, or non-school settings such as agencies or institutional settings. Interns will engage in a range of supervised activities as is appropriate to the particular setting in which they intern. Field-based internship supervisors provide 2 hours per week of individual supervision by a licensed psychologist, 2 hours per week of additional group activities (e.g., staffing, case conferences, seminars, supervision, and trainings) and 2 hours of group supervision by an appropriately credentialed mental health professional. University internship supervisors maintain contact with student interns and supervisors. Internship agencies must meet guidelines put forth by National Association of School Psychologist (NASP), American Psychological Association (APA), Texas State Board of Examiners in Psychology (TSBEP), and the Council for Directors of School Psychology Programs (CDSPP). Internship agencies that are not APA approved must be approved by the SFASU school psychology program faculty in order for a student to complete their internship at that agency. The doctoral intern performance evaluations in this course are used as a key assessment in the accreditation process of the SFA school psychology doctoral program.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

The School/Health Service Psychology Internship is a highly supervised experiential learning opportunity in which students from diverse backgrounds will develop qualities consistent with the James I. Perkins College of Education mission. These qualities include, but are not limited to: enthusiastic, competent, caring, and responsible service providers. Furthermore, students will continue their professional and intellectual development through guided learning experiences, supervision and didactics in an institution (i.e., a local school system, agency, clinic, etc.) that is interconnected in our global society.

Through weekly group and individual supervision by an appropriately licensed individual, as well as
weekly trainings on a variety of topics, students will have the opportunity to engage in a program that is based upon sound pedagogical and clinical practice. The school/health service psychology doctoral internship collaborates with external partners, such as public and private schools, local agencies, and clinics for settings in which the students can complete their internship. Training within these environments allows for enhanced student knowledge, skills, and dispositions to influence the ongoing exchange of ideas for mutual benefit. Furthermore, the students are able to address specific needs in the broader community through their role as Doctoral Intern in School/Health Service Psychology. This course also provides students the opportunity to enhance their learning in that the
SPSY 6154 School Psychology Doctoral Internship
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will be able apply their current skill set to help remediate challenges in the surrounding community, as well as
develop new skills under the guidance of other professionals in the community.

The school psychology/health service internship also reflects the following core values of the College of
Education: academic excellence through critical, reflective, and creative thinking; life-long learning;
collaboration and shared decision-making; openness to new ideas, to culturally diverse people, and to innovation
and change; integrity, responsibility, diligence, and ethical behavior; and service that enriches the community.
Throughout the course, students are expected to develop critical thinking, communication, personal
responsibility, social responsibility, teamwork, and empirical and quantitative skills. Assigned experiences,
papers, presentation, and participation are designed to foster these core values.

Program Learning Outcomes: American Psychological Association (APA) guidelines

Knowledge Base
1.1 Describe key concepts, principles, and overarching themes in psychology
1.2 Develop a working knowledge of psychology’s content domains
1.3 Describe applications of psychology

Scientific Inquiry and Critical Thinking
2.1 Use scientific reasoning to interpret psychological phenomena
2.2 Demonstrate psychology information literacy
2.3 Engage in innovative and integrative thinking and problem solving
2.4 Interpret, design, and conduct basic psychological research
2.5 Incorporate sociocultural factors in scientific inquiry

Ethical and Social Responsibility in a Diverse World
3.1 Apply ethical standards to evaluate psychological science and practice
3.2 Build and enhance interpersonal relationships
3.3 Adopt values that build community at local, national, and global levels

Communication
4.1 Demonstrate effective writing for different purposes
4.2 Exhibit effective presentation skills for different purposes
4.3 Interact effectively with others

Professional Development
5.1 Apply psychological content and skills to career goals
5.2 Exhibit self-efficacy and self-regulation
5.3 Refine project-management skills
5.4 Enhance teamwork capacity
5.5 Develop meaningful professional direction for life after graduation

The chart below indicates the core objectives addressed by this course, the assignment(s) will be used to assess
the objectives in this course.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>Research Participation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Doctoral Intern Performance Evaluation</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas through written, oral, and visual communication.</td>
<td>Doctoral Intern Performance Evaluation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Professionalism Assessment</td>
</tr>
<tr>
<td>Empirical and Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
<td>Research Participation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Doctoral Intern Performance Evaluation</td>
</tr>
</tbody>
</table>
# SPSY 6154 School Psychology Doctoral Internship
## Fall 2021

<table>
<thead>
<tr>
<th>Teamwork</th>
<th>To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.</th>
<th>Professionalism Assessment Memorandum of Agreement University/Agency Agreement Professionalism Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td>Supervision Documentation Signed Weekly Logs Documentation of hours in FEM Submission of Proof of Insurance Doctoral Intern Performance Evaluation Professionalism Assessment</td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</td>
<td>Doctoral Intern Performance Evaluation Professionalism Assessment</td>
</tr>
</tbody>
</table>

**Student Learning Outcomes:**  
Training activities to meet performance assessment measures are determined by the internship agency and approved by the SFA School Psychology Program faculty.
### Student Learning Outcome | Performance Assessment
--- | ---
1. The intern will demonstrate competence in conducting psychological evaluations and accurately communicate an integrated synthesis of data collected, implications of diagnoses and conclusions made, and recommendations to a multi-disciplinary team and/or other relevant stakeholders. | Doctoral Intern Performance Evaluation
2. The intern will demonstrate competence in developing and implementing empirically-supported prevention and intervention techniques | Doctoral Intern Performance Evaluation
3. The intern will demonstrate competence in collaboration, consultation, and supervision of others in training | Doctoral Intern Performance Evaluation
4. The intern will demonstrate the ability to engage in scholarly activity, including involvement in research | Research Participation Doctoral Intern Performance Evaluation
5. 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, and ethnicities, with minority populations and with clients from varying contexts. | Doctoral Intern Performance Evaluation Professionalism Assessment
6. The intern will demonstrate competence in presenting himself, or herself, as a knowledgeable psychological service professional and behave in a manner consistent with the ethical code, state laws, and federal regulations. | Professional Liability Insurance Doctoral Intern Performance Evaluation Professionalism
7. The intern will engage in 1750 to 2000 hours of supervised training that is primarily experiential in nature. The intern will experience a breadth of supervised training experience that is structured and sequential in nature. | Memorandum of Agreement University/Agency Agreement Signed Weekly Logs Documentation of Hours in FEM Documentation of

### III. Course Assignments, Activities, Instructional Strategies, use of Technology:

**Cumulative logs of at least 1750-2000 hours of supervised experience**
Interns will maintain a weekly and cumulative log of all their internship activities which will be signed weekly by their individual supervisor, the intern, and the university-based supervisor. Interns are expected to engage in a total of 1750 hours for a school setting or 2000 in a clinical setting. Activities logged relate to the practice of psychology (i.e., testing, observing, interviewing, direct intervention, IEP/ARD team, parent conference, screening, education, crisis intervention, consultation, report writing, professional development, program planning/implementation, program evaluation, research, peer interaction, record review, direct supervision, group supervision, other supervision, travel, management, didactics, and other approved activities) may be logged. Twenty-five percent of logged hours will be spent in activities in which the intern provides direct psychological services.

Each student is responsible for providing appropriate documentation of contact hours and supervision. The student is responsible for buying a subscription to time2track.com and maintaining accurate records of all
activities and supervision. Failure to purchase and activate the account and/or submit the required assignment(s) within the time2track system may result in course failure. Time2track must be purchased from www.time2track.com for a fee. If an internship agency requires its interns to use an alternative tracking system, this system may be used in lieu of time2track upon approval of the university-based supervisor.

Weekly and cumulative logs signed by the primary field supervisor will be turned in (i.e., email or placed in supervisor’s box) once a month to the university-based internship supervisor. Students must also log their direct hours, indirect hours, hours spent in individual supervision, and hours spent in other supervision through the Field Experience Module of LiveText.

**Documentation of supervision:**
Interns will spend 2 hours per week in individual supervision with a licensed psychologist and a license to practice in school settings (if in a school setting), if a separate license is required in that jurisdiction to practice psychology in the intern’s internship agency. Interns will also spend 2 additional hours per week in supervision by an appropriately licensed professional (if required). A description of activities and items discussed in group and individual supervision will be documented and signed. Care should be taken to protect client confidentiality as a copy of both individual and group supervision must be submitted to the university-based supervisor. Documentation of supervision that has occurred in the previous month must be signed by the appropriate supervisor and submitted to the university-based supervisor by the first of every month.

**Professional liability insurance:**
Proof of professional liability insurance that includes coverage for the time in which the student is enrolled in this course must be submitted to the instructor. Students must submit proof of insurance by September 6, 2023 if not before if starting earlier. Students cannot count logged hours accrued prior to submission of professional liability insurance toward course credit until the university-based supervisor has received the intern’s proof of liability insurance.

**Memorandum of Agreement:**
A written agreement among the internship agency, university program, and intern that includes a clear statement of the expectations and responsibilities of each member, benefits and support to be provided by the internship site, and the process by which interns are to be supervised and evaluated is submitted to the university-based supervisor prior to September 4th, 2019 or when internship starts. Students cannot begin to accrue hours toward course credit until this written agreement has been submitted and approved.

**University/Agency Statement of Agreement:**
If an intern from the SFA school psychology program has never completed their doctoral internship at the internship agency, an agreement among the Director of the Internship Agency and the President of SFA must be submitted prior to the beginning of the internship in order for hours accrued prior to submission of the University/Agency Agreement to count towards course credit.

**Evaluations:**
Evaluations (Doctoral Intern Performance Evaluation and Professionalism Assessment Instrument) of students’ applied skill set are to be completed by all field-based supervisors three times per year. Field supervisors’ completed evaluations are due to the university based supervisor in November, February and by the last day of the internship. These evaluations are completed in the Field Experience Module within LiveText.

Many internship sites have their own policies/process regarding intern and supervisor performance problems; however, it should be noted that students in this course who demonstrate a significant skill deficit or unethical behavior and who are not responding to supervision may be put on a plan of improvement. The field supervisor(s) will work with the university-based supervisor and the program faculty in the school psychology program at SFASU to develop the plan. The plan of improvement will include specific behaviors that the intern needs to work on, a time-frame in which to demonstrate/develop those behaviors, a plan to develop the needed skills (if applicable), the way in which progress will be measured, and consequences for failure to comply/make
progress with the plan of improvement. Students that demonstrate gross ethical misconduct or very significant skill deficits may be removed from the internship site, according to the internship agency’s policies.

The university-based supervisor may visit the student on-site unannounced at any point in time.

**Research Participation:**
Students must submit proof of engagement in Research during internship via signed/approved logs.

Every student will be expected to earn 2 research points by participating in departmental research projects. For every 30 minutes of research participation, students earn 1 research point. Students must sign up for research points through the Department of Human Services Sona Systems Software.

https://sfasuhumanservices.sona-systems.com

Any student with an objection to participating in research is encouraged to see the instructor as soon as possible to obtain instructions for alternative projects. Research points must be completed by the first day of dead week (the week before finals).

Note: Students may be asked to complete a research paper on a subject discussed with the student as a requirement of this course should the course instructor deem it necessary.

**IV. Evaluation and Assessments (Grading):**

Hours may not be logged towards course credit unless required documents are submitted prior to due dates outlined above for submission of proof of professional liability insurance, Memorandum of Agreement, and University/Agency Agreement. If required documents are submitted after the due dates, the student may not count hours toward course credit until all three documents are submitted. In order to pass this course, students must submit the following to the university-based supervisor by the last day of classes in the semester.

- Professional Liability Insurance
- Memorandum of Agreement among school psychology program, field supervisor(s), intern, and internship agency
- University/Agency Statement of Agreement
- Cumulative logs of at least 1750 hours or 2000 hours, depending on internship placement/agreements, signed by the field supervisor and intern for each week, submitted at least monthly to the university-based supervisor documented on signed logs in Time2Track or another system, if approved.
- Documentation of direct hours, indirect hours, individual supervision, and other supervision in the Field Experience Module of LiveText.
- Documentation of weekly individual supervision must be submitted at least monthly to the university-based supervision.
- Documentation of an additional 2 hours per week of individual and/or group supervision, submitted at least monthly to the university-based supervisor.
- Student Performance Evaluation from both primary and secondary supervisors
- Professionalism Assessment Instrument from both primary and secondary supervisors
- Participation in Research via SONA
- Documentation of participation in research (journal searches, dissertation, participation in research projects, etc.)
- Portfolio documenting supervision, internship goals, internship plan, internship activities, professional development, and evaluations. Submit the portfolio at the end of each semester.

Failure to submit any of the assignments listed above, including required evaluations and documentation of hours spent in direct, indirect, and supervision activities by the last day of class via live text will result in failure of the course.

**V. Tentative Course Outline/Calendar:**
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Students will engage in daily activities according to the internship site’s activity schedule. One on-site visit will be scheduled with the instructor of this course. Students must adhere to attendance policies according to their internship agency’s policies.

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/27/2021</td>
<td>Supervision Logs, Signed Weekly Logs, Memorandum of Agreement, Proof of Insurance</td>
</tr>
<tr>
<td>12/13/2021</td>
<td>Hours documented in Time 2 Track, Supervision Logs, Signed Weekly Logs</td>
</tr>
<tr>
<td>3/7/2021</td>
<td>Hours documented in Time 2 Track, Supervision Logs, Signed Weekly Logs</td>
</tr>
<tr>
<td>5/16/2021</td>
<td>Hours documented in Time 2 Track, Supervision Logs, Signed Weekly Logs, Submission of Internship Portfolio, Proof of participation in research, Proof of research participation (2 credit hours via SONA), Doctoral Intern Performance Evaluations by both Supervisors, Professionalism Assessment in by both Supervisors</td>
</tr>
</tbody>
</table>

*Assignment related to accountability and accreditation measure.

VI. Readings (Required and recommended—including texts, websites, articles, etc.):

**Recommended Readings/Resources:**


VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

**Attendance:** Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or on week of a summer term, depending on the nature of missed work. Make-up work must be completed as soon as possible after returning from an absence.

Students are expected to regularly attend their internship site and maintain hours physically at the internship site equivalent to other employees of that internship site, and as outlined in the internship site’s employee handbook. Valid and accurate representation of logged hours is required. Absences may be excused according to university and/or internship site policy. If a student will be absent, he/she needs to contact his/her field supervisor and individual supervisor prior to the absence as much as possible. Other professionals may need to be notified of an intern absence, depending on the internship site. Excessive absences that interfere with the student’s ability to gain valuable experience as documented by the intern’s log and may result in failure of the course.

**Students with Disabilities**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)
**Academic Integrity**
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp).

**Penalties for Academic Dishonesty**
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student appeals**
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades Semester Grades: Policy 5.5**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which the WH is assigned, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**
Disorderly conduct including but not limited to: (a) disruption or interference of students, faculty, administration, staff, the educational mission, or routine operations of the University. (b) Commercial solicitation on campus or with University resources without prior approval from University officials. (c) Failure to comply with a reasonable and lawful request or directive of University Officials. (d) Facilitation of Student misconduct including but not limited to assisting, conspiring, soliciting, or encouraging others to engage in conduct which violates the Student Code of Conduct.

The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

SFA values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
SFASU Counseling Services
[www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
[https://www.sfasu.edu/humanservices/clinics-labs/counseling-clinic](https://www.sfasu.edu/humanservices/clinics-labs/counseling-clinic)
Human Services Room 202
936-468-1041

**Crisis Resources:**
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741
LiveText
LiveText is the data management system used by the Perkins College of Education (PCOE) for program improvement and to assess and monitor compliance to national accreditation standards. All Perkins College of Education majors and Secondary Education students are required to purchase a LiveText account, either through the University Bookstore or at www.livetext.com. This is a ONE-TIME purchase, and the account will be used throughout your undergraduate, graduate, or doctoral program of study. Required program assignments, designated by instructors and program coordinators must be submitted within your LiveText account. Successful completion of this course and your degree requirements are dependent on the submission of all required LiveText assignments.
APPENDIX A

Intern Goals and Objectives

The goals of the internship program are to train the intern so that he/she will demonstrate competency in the following:

1. Areas of assessment/evaluation
2. Providing consultative services to others
3. Implementing a range of interventions
4. Conducting research and program evaluation
5. Understanding and behaving ethically and legally
6. Demonstrating professional and interpersonal conduct
7. Appropriately supervising others
8. Promoting their own professional development
9. Developing diversity awareness

Intern Objectives

Internship objectives are arranged into two levels. Level I objectives are primarily involved with assessment and management activities. Level II objectives are activities in the areas of consultation and intervention.

Interns are actively involved in developing and evaluating their own internships. With the help of site supervisors, interns negotiate a site specific plan that lists the kind and nature of the experiences they need to receive in order to meet specified objectives. The plan is negotiated when interns commence their internship and includes the basic objectives of the University, specific objectives of the site, and objectives of the intern based on personal interests. Work samples and a log of activities are maintained in a portfolio as part of the evaluation of interns.

Internship Objectives and Competencies (Level I)

1. **Screening.** Assist in screening students who possibly need more comprehensive assessment, using annual and continuous screening methods. Goal 1*

2. **Assessment.** Utilize instruments as necessary for a comprehensive assessment, (valid data base). Possible sources of data include objective instruments, systematic observation, interviews, record review, observation of overt-covert setting event and consequence, behavioral (social) deficiencies, and ecological observations including a data based assessment on the presenting problems. Goal 1, 5, 6

3. **Reports and Plans of Action.** Formulate psychological and psychoeducational conclusion and recommendation consistent with assessment results and state federal guidelines in report. Goal 3, 1, 4, 5
4. **Diagnosis and Recommendations.** Formulate psychological and psychoeducational intervention strategies consistent with assessment data for children and youth in need of special services. Goal 3, 4, 5, 6, 1

5. **Communicate Assessment Results.** Communicate assessment results and recommend intervention strategies to parents, school staff and others as appropriate, and meet with student support teams to communicate recommendations and formulate plans. Goal 2, 3, 4, 5, 6

6. **Establish Goals.** Establish and communicate to school personnel short- and long-range goals for psychological services, including a written statement of annual objectives and scope of services. Goal 3, 4, 5, 6

7. **Keep Data.** Demonstrate time management skills using data on activities, and a goal accomplishment measures whenever possible. Goal 4, 6

8. **Ethics and Regulations.** Provide services consistent with ethical practices, local procedures, state regulations, and federal laws. Goal 5, 6

9. **Cultural Awareness.** Recognize the importance of multicultural sensitivity/responsiveness to, knowledge of, and understanding about ethnically and racially different individuals. Goal 8, 1, 2, 3

* Underline signifies primary competency.

**Internship Objectives and Competencies (Level II)**

1. **Consultation Growth and Development of All Students.** Provide psychological and psychoeducational consultation to parents, school and others to facilitate the growth and development of all students. Goal 2, 5, 6, 7 *

2. **Community Agencies.** Serve as a liaison between the school system and outside agencies to enhance services to students. Goal 2, 3, 5, 6

3. **In-service.** Assist in planning and conducting in-service training and/or educational programs for school staff and parents. Goal 1, 3, 5, 2, 6

4. **Interventions.** Develop intervention strategies for individual children and/or groups of children who do not qualify for special services but who have learning, behavioral, adaptive, and/or social deficits, or special needs (as with some gifted children). Goal 3, 2, 5, 4, 6

5. **Monitor/Evaluate.** Monitor and evaluate an intervention outcome using objective data on individual, group, and school intervention projects. Goal 4, 5, 3, 1

6. **Classroom Management.** Participate as a consultant to teachers on classroom management using one or more approaches to student discipline including management of individuals and groups. Goal 2, 3, 7, 5, 6
7. **Classroom Organization.** Participate as a consultant to teachers on classroom organizational structure, including such things as: physical setting, cooperative goal structuring, use of peers, tutoring, accommodating and motivating students and use of aides and volunteers. Goal 2, 3, 5, 4

8. **Functional Life Skills.** Develop in-class/school programs (through consultation and/or workshops or formal training) for effective social skills development including functional life skills, self-management, adaptive behaviors and/or vocational skills. Competencies 5, 2, 3, 7, 6

9. **Parents.** Participate in designing and operating parent training programs and follow-up consultation, behavioral and life functional skills. Goal 6, 7, 5, 4, 3

10. **Instruction.** Participate as a consultant and/or co-worker on the general improvement of instruction utilizing the systematic application of principles of learning to instruction. This might include consultations on teaching effectiveness, academic engagement time, direct instruction, study habits and cognitive and meta-cognitive strategies, especially as these aspects relate to the learning/teaching of basic skills. Goal 6, 7, 5, 2

11. **Research.** Participate in research which might include program evaluation or data collection in relation to intervention techniques which are based on current research. Goal 4, 3, 2, 7

* Underline signifies primary competency.*
Professional Dispositions

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

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

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

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

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

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

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

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

1. Respect for Human Diversity

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

2. Effective Communication Skills

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

3. Effective Interpersonal Relations

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

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

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

6. Initiative and Dependability  
a. Student is organized.  
   Students: 1 2 3 4 5 N  
b. Student meets important deadlines.  
   Students: 1 2 3 4 5 N  
c. Student anticipates the needs of students/clients.  
   Students: 1 2 3 4 5 N  

7. Openness to Processes of Training and Instruction  
a. Student welcomes performance feedback.  
   Students: 1 2 3 4 5 N  
b. Student receives feedback in a thoughtful and reflective manner.  
   Students: 1 2 3 4 5 N  
c. Student actively seeks to resolve issues raised by trainers.  
   Students: 1 2 3 4 5 N  

The questions below should be completed only if applicable.  

8. Resolution of Issues or Problems that Interfere with Professional Development  
a. Student responded professionally to negative feedback or reprimand.  
   Students: 1 2 3 4 5 N  
b. Student successfully completed a remediation plan.  
   Students: 1 2 3 4 5 N  
c. Student sought out assistance in dealing with a critical professional issue.  
   Students: 1 2 3 4 5 N  
d. Student entered and completed therapy to resolve issues or problems.  
   Students: 1 2 3 4 5 N  

Do you have any comments about this student that you would like to add?

________________________________________________________________________
________________________________________________________________________
Area(s) of Strengths:

Area(s) of Refinement: