RUTGERS SCHOOL PSYCHOLOGY

CONSORTIUM INTERNSHIP HANDBOOK

January 2016

School Psychology Program
Graduate School of Applied & Professional Psychology,
Rutgers University
Piscataway, New Jersey
# TABLE OF CONTENTS

Consortium Overview........................................................................................................3
Description of Partner Sites..................................................................................................6
Goals, Objectives, and Competencies..................................................................................30
Council of Directors of School Psychology Programs Internship Guidelines....................32
Internship Contract..............................................................................................................40
Internship Progress Report..................................................................................................47
Activities & Hours Log.........................................................................................................54
Due Process Procedures.......................................................................................................59
Student Evaluation of Internship Site..................................................................................66
NASP Internship Weekly Activity Log................................................................................69
Internship in School Psychology Seminar Fall 2015..........................................................70
Internship in School Psychology Seminar Spring 2016.......................................................79
Addendum: Group Supervision............................................................................................88
Application Information.......................................................................................................93
RUTGERS SCHOOL PSYCHOLOGY CONSORTIUM

OVERVIEW

Rutgers Consortium Purpose and Philosophy
Although the majority of youth who receive psychological services do so in school settings, and most school psychologists will seek employment in schools, a shortage of APPIC member and APA accredited school-based and school-related sites exist to train doctoral interns. It is essential that school psychology doctoral students be provided with the opportunity for high quality internship experiences in settings that will prepare them for their future professional practice. The Rutgers School Psychology Internship Consortium provides doctoral school psychology internship positions in schools and related settings in New Jersey that serve the mental health, educational, and health needs of children and adolescents. The Rutgers Consortium provides training experiences within the context of a practitioner-scholar model, in which professional practice is based on knowledge of current theory and research findings, and in which assessment, monitoring, and evaluation of progress of clients guide practice decisions. The Rutgers Consortium will provide broad training in the delivery of school psychological services, with an emphasis on serving the mental health needs of youth through research-supported practices and an understanding of systems functioning.

Training Goals
The goals of the Rutgers Consortium are to prepare doctoral psychology students to: (a) function at a high level of professional competence in a range of school psychological service roles; (b) provide school psychological services with an understanding of the impact of culture and context; (c) provide school psychological services with an understanding of the importance of evidence-based practice; (d) assume professional leadership roles; and (e) obtain the credentials to engage in practice in schools and school-related settings, as well as independent practice.

Internship Timeframe
The internship is 1750 hours completed over 10-12 months.

The Rutgers Consortium Curriculum
Interns have training experiences in a broad range of school psychological service delivery including psychological and educational assessment, individual and group intervention/counseling, development and implementation of behavioral intervention plans, school-wide mental health/social-emotional prevention, teacher and parent consultation, parent training, teacher professional development, program planning and evaluation, research, and individual case management, with an emphasis on evidence-based practice. These services will be provided to address a variety of client problems such as disruptive and/or aggressive behavior; academic/learning problems; emotional problems such as anxiety, depression, and anger; social interaction problems; and mental health and learning problems related to physical health conditions and disabilities. Interns have experiences in prevention and development of
systems supports, as well as with direct intervention for client problems. Intern leadership abilities are developed through program planning, implementation, and evaluation activities. Each Intern develops an internship contract which provides detail about the specific activities the Intern will be engaged in. In developing the contract, the Intern, the Supervising Psychologist, and the Director of the Consortium consider the Intern’s existing knowledge and skills, and the Intern’s training needs and areas of interest. Interns spend at least 25% of their time in face-to-face direct service delivery with clients. Interns have experiences dealing with cultural and individual diversity as a result of the diverse populations served through the Consortium Partner settings.

All Interns engage in assessment activities. Assessment activities may target individual clients, group/classrooms, and/or the systems/setting level. At the individual client level, assessments include assessment of cognitive and academic functioning; social, emotional, behavioral, and/or personality assessment; and screening for mental health and learning problems. Assessments at the group/classroom or systems/setting level include analysis of aggregate data from individual assessments, as well as analysis of observation of group/classroom interactions, and organizational needs assessment. All Interns engage in assessment at the individual client level, and some may also engage in assessment at the group/classroom or systems level. Each Intern will complete at least 4 individual assessment cases, and may complete additional individual assessment cases, or group/classroom/school-wide assessment projects. As part of their internship contract, each Intern details the specific assessment activities they will be involved in.

Interns engage in a range of evidence-based intervention activities, including individual and group therapy with clients, development of individual and group interventions based on principles of applied behavior analysis, development of individual and group interventions for learning problems based on learning theory and research, and implementation of group and school-wide prevention programs. Interventions address client problems including anxiety, depression, aggression/disruptive behavior, substance abuse, trauma-related issues, mental health issues related to illness/health conditions, and learning problems. All Interns deliver 4 evidence-based individual or small group interventions, and may deliver additional individual or small group interventions or develop and/or implement school/organization-wide interventions. As part of their internship contract, each Intern details the specific intervention activities they will be involved in.

The internship includes competency training as well as didactic training. This is accomplished through observation of psychological service delivery, supervised provision of psychological services, individual supervision sessions, group supervision sessions in which Interns can process service delivery experiences with other Interns, and didactic training sessions. Didactic training is provided through the Rutgers Internship Seminar. Group Supervision is also provided at Rutgers University.

**Settings and Client Populations**

The Rutgers Consortium serves clients in educational settings including public schools, private schools, private schools for students with disabilities, and colleges. Clients in these settings range from ages 3 to 22, and have learning, emotional, social, and/or behavioral problems that interfere with their academic achievement. Some clients are in special education
placements. The Rutgers Consortium serves clients from a broad range of cultural and socio-economic groups. Interns will be exposed to clients from multiple cultural and socio-economic backgrounds.

**Supervision**

Two hours of individual supervision are provided for the Intern each week by a licensed psychologist. In addition, Interns are provided with two hours of group supervision per week by a licensed psychologist. In some Consortium Partner sites, Interns are provided with an additional one to two hours of individual and/or group supervision by a doctoral level school psychologist who is certified as a school psychologist by the state department of education.

The Affiliation Agreement signed by each Consortium Partner indicates that the Supervising Psychologist is clinically responsible for the cases under supervision. In addition, each Intern has a contract which is signed by the Supervising Psychologist, the Intern, and the Rutgers Consortium Director describing the nature of the internship, internship activities, and the supervisory relationship. The Supervising Psychologist uses multiple methods to assess an Intern’s performance. These may include discussion with the Intern, contact with other internship site personnel, and observation of the Intern at work. All psychological reports and any other paperwork prepared by the Intern are signed by both the Intern and the Supervising Psychologist.

**Intern Title**

The intern uses the title “Psychology Intern” in the work setting, and signs all reports and other paperwork with this title.

**Expectations for Intern Performance**

Interns are expected to complete the required number of internship hours as specified in their internship contract and to complete the Rutgers Consortium Internship Seminar. Interns are expected to adhere to the work schedule of the internship site and to complete the work tasks provided by their site supervisor in a timely manner and consistent with professional ethical guidelines. Interns are expected to achieve the Rutgers Consortium internship competencies at a level competent for beginning professional doctoral level school psychologists, as determined by Supervising Psychologist ratings.

**Intern Evaluation**

Interns receive formal written evaluation of their performance and achievement of internship competencies twice a year at the end of each semester of internship.

**Intern Stipends**

Each intern receives a stipend of $25,000.
Description of the Organization:
The Douglass Developmental Disabilities Center was founded in 1972 to meet the needs of people with autism spectrum disorder (ASD) and their families. The principles of applied behavior analysis (ABA) organize delivery of comprehensive services for individuals across the stages of their lives. Treatment services focus on both teaching skill development and reducing challenging behavior. The DDDC works collaboratively with the families of children and adults and the agencies that fund their treatment.

As a university-based program, the DDDC’s commitment includes the education of undergraduate and graduate students and the dissemination of knowledge through research, training, and consultative services. The DDDC also provides information about the treatment and education of individuals with ASD to the entire professional community and to the general public. In addition, the DDDC is committed to furthering the understanding of the nature and treatment of ASD through research. Research is integrated into clinical practice and directly informs the services provided to students.

Population Served:
Currently, the center serves over 100 students across the school program, adult program, early intervention, and outreach services

Services:
Treatment services focus on teaching skill development, reducing challenging behavior, and working with families. Services are provided directly in the classrooms at the DDDC and through staff behavior analyst’s consultation to the public schools.

Position:
The DDDC will offer one doctoral internship position under the supervision of Kate Fiske, Ph.D., BCBA-D. Interns wishing to fulfill experience/supervision requirements for licensure in New Jersey should expect to complete a full-time, 12-month position beginning on Aug. 29, 2016.

Completion of the internship at the DDDC will also fulfill the supervised experience
requirement for the BCBA if the intern has initiated the BCBA course sequence by the start of the internship.

**Intern Responsibilities:**
The doctoral intern will divide his or her time between working directly in the classrooms at the DDDC and shadowing/assisting a staff behavior analyst in consultation to public schools. If the intern is eligible for their BCBA, training will follow the BACB task list. Tasks that the intern will complete in one or both settings are below:

**Behavior Reduction**
- Collaborate with a team of behavior analysts on the treatment of challenging behavior in individuals with autism.
- Conduct functional behavior assessments through interview, observation, and environmental manipulation (indirect and direct assessment, functional analyses).
- Develop behavior intervention plans with faculty and behavior analysts to address the identified function of challenging behavior.
- Train classroom staff on behavior intervention plans.
- Monitor progress in behavior reduction using objective data and visual inspection of skill acquisition graphs.
- Monitor treatment integrity of behavioral interventions.
- Conduct analysis or treatment sessions for ongoing clinical research at the DDDC.
- Participate in regular group supervision with behavior reduction team.

**Skill Acquisition**
- Collaborate with a team of behavior analysts on the instruction (academic and vocational) of individuals with autism.
- Conduct assessments to identify areas of deficit (e.g., ABLLS, VB-MAPP).
- Evaluate the quality and appropriateness of goals developed for IEPs, which may include a full program evaluation in public school districts.
- Monitor progress in skill acquisition using objective data and visual inspection of skill acquisition graphs.
- Identify lack of progress and variables that may interfere with progress.
- Participate in analysis of teaching procedures (e.g., prompting, reinforcement) using single subject design, often within the context of clinical research.
- Train teachers on teaching methods and monitor maintenance of skills.
- Participate in regular group supervision with skill acquisition team.

**Qualifications:**
- Experience working with children/adolescents in a school setting required.
- Background working in special education settings, including using ABA with individuals with ASD, preferred.
- Initiation or completion of course sequence in behavior analysis preferred but not required.
- Willingness to work with individuals with sometimes severe challenging behavior and learning deficits required

**Supervision:**

**Individual Supervision:**
Kate Fiske Massey, Ph.D., BCBA-D
Clinical Assistant Professor
Associate Director of Behavioral and Research Services
Licensed Psychologist
Douglass Developmental Disabilities Center
Rutgers, The State University of New Jersey
kfiske@rutgers.edu

**Group Supervision:**
Karen L. Haboush, PsyD
Clinical Associate Professor, School Psychology Internship Coordinator,
Licensed Psychologist,
Department of Applied Psychology,
Graduate School of Applied and Professional Psychology, Rutgers University
152 Frelinghuysen Road
Piscataway, NJ 08854-8020
haboush@rci.rutgers.edu
II. Stevens Institute of Technology,
Student Counseling and Disability Services

Howe Center, 7th Floor
Castle Point on Hudson, Hoboken NJ 07030-5991
Phone: 201.216.5000
https://www.stevens.edu/sit/counseling

Description of the Organization
Founded in 1870, Stevens is a premier private coeducational institution focused on research and entrepreneurship. Stevens is committed to exploring the frontiers of engineering, science, and management. Stevens is located in Hoboken New Jersey and is a residential institution whose enrollment is approximately 2,500 undergraduate students and 3,200 graduate students. Stevens is home to three national research centers.

Population Served:
2500 undergraduate students and 3,200 graduate students.

Services:
Stevens Student Counseling and Disability Services (SCADS) provides personal counseling services to enrolled students of Stevens Institute of Technology. Our office also coordinates disability accommodations and services. These services are free and confidential for enrolled students.

Stevens Student Counseling and Disability Services (SCADS) primary mission is to provide short-term, solution-focused personal counseling services to the students of Stevens Institute of Technology. Second, SCADS aims to coordinate disability accommodations and services. Third, SCADS supports the academic mission of SIT by providing advanced training for psychologists, establishing collaborations with area graduate programs and facilitating on-site research in the areas of best practices to enhance SCADS services. Under supervision, the doctoral intern provides direct clinical services, plans and delivers outreach, and consults with staff and faculty. S/he participates in overall mission of promoting healthy psychological development for SIT students. S/he will see a broad range of clientele from our student body.

Position:
This is a full time, 40-hour/week, 12-month position commencing in the Fall semester, 2016. One evening per week is required.
The internship program consists of supervised clinical training experiences that are sequential, cumulative and evaluated in complexity. The goals of this internship are to: 1) to enable interns to develop sufficient knowledge and skill in broad aspects of counseling psychology, to allow them to successfully compete for post-doctoral fellowships and/or entry level positions, to eventually obtain licensure and to have entry level skills for the independent practice of psychology; (2) to prepare interns to deliver professional services to patients and to consume research in a manner that shows dedication to applicable ethical, professional practice and legal standards; (3) to prepare interns to be aware of major sources of individual and group variation, to understand how such diversity affects psychological processes, clinical presentation, and responsiveness to intervention, and to apply such knowledge in addressing diversity related issues and problems; (4) and to enable interns to develop sufficient knowledge and skill to utilize and provide clinical teaching and supervision.

**Responsibilities:**

The primary focus of this position is the provision of direct clinical services. This includes

- Initial assessments, crisis/triage assessments, referrals, case management and individual brief counseling (18 session model) and group psychotherapy.
- Case conceptualization and report writing
- The development of appropriate treatment plans
- Psychotherapeutic intervention
- Report and note writing
- Case consultation
- Case management
- Scoring and interpretation of rating scales and other screening/evaluation measures.
- Consultation and communication with other professionals
- Planning and development of campus outreach programs to students.
- Program Development, Implementation and Evaluation.
- Co-facilitate a group with a staff psychologist.
- Awareness of professional ethics, legal issues, and individual and cultural diversity

**Qualifications:**

- Certification in School Psychology by the state of N.J.
- Practicum background and strong interest to work in a college counseling setting is a plus.
- Experience with multicultural populations is a must.
- This individual must be flexible in their approach (educational, preventive and therapeutic).
Supervision:

Individual Supervision:
Jodi Streich, Ph.D.
Director, Student Counseling and Disability Services,
Licensed Psychologist
Stevens Institute of Technology
1 Castle Point on Hudson
Hoboken, NJ 07030
Jodi.streich@stevens.edu

Melissa Shuman Zarin, Ph.D.
Supervising Psychologist
Coordinator, Peer Educator Program
Licensed Psychologist
Student Counseling and Disability Services
Stevens Institute of Technology
1 Castle Point on Hudson
Hoboken, NJ 07030
mzarin@stevens.edu

- Additional Training: Weekly case conference with clinical team; weekly staff meetings (regularly scheduled learning activities)

Group Supervision:
Karen L. Haboush, PsyD
Clinical Associate Professor, School Psychology Internship Coordinator,
Licensed Psychologist
Department of Applied Psychology,
Graduate School of Applied and Professional Psychology, Rutgers University
152 Frelinghuysen Road
Piscataway, NJ 08854-8020
haboush@rci.rutgers.edu
III. Highland Park Community Teen Center and Educational Services, Highland Park High School

102 North 5th Avenue
Highland Park, NJ 08904
Phone: 732-572-2400
http://hs.hpschools.net

Description of the Organization
The Community Teen Center is a School Based Youth Services Program currently managed by the Department of Children and Families. It provides “one stop shopping” for teens in a school-based setting. The Highland Park Community Teen Center promotes student’s well being through services that promote educational, social, emotional, physical and emotional health and stability. Through collaboration with Guidance, the Child Study Team, school administrators, individual teachers and other community based programs, the Teen Center has been able to provide effective interventions for many students who successfully graduated from high school and went on to college or work.

Population Served:
The intern’s time is divided between the Highland Park Teen Center and the Highland Park High School Educational Services Child Study Team. School Psychology Interns are trained to deal with culturally and linguistically diverse youth with a variety of problems such as disruptive and/or aggressive classroom behavior, academic/learning problems, emotional problems such as anxiety, depression, and anger, social interaction problems, and school refusal.

Services:
Interns assist in the development and implementation of programs designed to educate youth with special needs in their home school districts and to successfully transition them back to their home school district and out of more restrictive educational placements. Individual counseling, group counseling, consultation, behavioral assessment are among the services offered by the Teen Center.

Position:
The internship is a planned, supervised, ten month (1750 hour) training experience.

Responsibilities:
- Psychological and educational Assessment
- Individual and group intervention/counseling
- Development and implementation of behavioral intervention plans
- Classroom-wide and school-wide mental health/social-emotional prevention
- Crisis intervention
- Program planning/program evaluation
- Outreach programming
- Parent training
• Family counseling
• Teacher consultation
• Child study team case management
• IEP development

**Qualifications**
Psychotherapy experience highly desirable
Certification as a School Psychologist

**Supervision:**

**Individual Supervision:**
Scott Roth, PsyD
Clinical Supervisor, The Teen Center
Licensed Psychologist
Highland Park High School
Highland Park, NJ 08904
scott@scottrothpsyd.com

**Group Supervision:**
Karen L. Haboush, PsyD
Clinical Associate Professor, School Psychology Internship Coordinator,
Licensed Psychologist (NJ #2872),
Department of Applied Psychology,
Graduate School of Applied and Professional Psychology, Rutgers University
152 Frelinghuysen Road
Piscataway, NJ 08854-8020
haboush@rci.rutgers.edu
IV. The Haven, Piscataway Township High School
100 Behmer Road  
West Wing, Entrance 30, Room B147  
Piscataway, NJ 08854  
Phone: 732-981-0700  x2250  
Haven@pway.org

Description of the Organization
The Haven is a school based mental health program which provides free psychological services to school-age children (K-12 grades) and their families in Piscataway, New Jersey. The program is offered by the Piscataway Board of Education in partnership with the Center for Applied Psychology at Rutgers University. Haven is open during school hours and four evenings a week to see families with a wide range of presenting problems and demographic characteristics. During the school day, staff provide individual and group counseling to high school students, as well as consultation and crisis intervention. Many of these students are high-risk, one program goal is to help maintain students in the mainstream high school setting rather than being isolated in private special education schools. Haven staff also provide individual counseling services to the in-house alternative program at the high school. Haven staff will meet in homes, at schools, and at the family clinic located at Piscataway High School.

Population Served:
Piscataway is a highly diverse community in terms of socio-economic and racial/ethnic diversity. Children and their families in grades K-12 are served by The Haven.

Services:
Haven’s services include : 1) Family Support, including parent training and support groups, 2) Group Counseling, designed to help students manage stress and other feelings more effectively, develop positive connections and support with each other, and build skills for personal, school, and career success, 3) Crisis intervention and school consultation, to help school personnel and families navigate crisis situations and work collaboratively.

Position:
Two doctoral internships will be offered; this is a full time 10 month position, both positions require two evenings per week.

Responsibilities:
• case management, including communication with district staff and parents  
• visits to out of district schools  
• individual counseling  
• psycho-educational groups  
• behavior consultation for an alternative high school program.  
• conduct clinical intakes  
• conduct social-emotional and behavioral assessments in coordination with district staff.  
• provide crisis assessment and intervention.
• provide individual, family and group intervention with students
• present educational workshops related to student’s well being and academics
• consult with faculty, staff, administration, and parents on student-related issues
• review and interpret educational & psychological tests for planning
• assist in development and refinement of outcome measures and monitoring.
• research and collect data for program evaluation purposes.
• development, implementation, and evaluation of programs that address prevention

**Qualifications:** Experience in school settings and with child/adolescent populations is expected.
• Experience with multicultural populations is preferred.
• Experience with groups and/or families is also preferable.
• Applicants must be flexible in their approach to intervention (individual, group and family therapy, consultation, etc.) to meet the needs of our diverse population
• Both positions require two evenings per week

**Supervision:**

**Individual Supervision:**
Patrick Connelly, PsyD
Director, The Haven
Licensed Psychologist
Piscataway High School
Piscataway, New Jersey
pconnelly@pway.org

Additional Training:
• Participate in week-long staff training (final week of August)

**Group Supervision:**
Karen L. Haboush, PsyD
Clinical Associate Professor, School Psychology Internship Coordinator,
Licensed Psychologist (NJ #2872),
Department of Applied Psychology,
Graduate School of Applied and Professional Psychology, Rutgers University
152 Frelinghuysen Road
Piscataway, NJ 08854-8020
haboush@rci.rutgers.edu
Description of the Organization

Project: Natural Setting Therapeutic Management (NSTM) is a behavioral training and consultation program that focuses primarily on classified students who present with behavioral, emotional, and/or social challenges. NSTM is concerned with improving quality of life by teaching strategies that will enhance the ability of family, staff, and consumer to experience positive interactions with each other. NSTM supports community living and assists persons with developmental disabilities in achieving their potential, as an alternative to more restrictive living and working placements. Recognizing that persons with developmental disabilities can exhibit complex behavior problems, NSTM also trains families and staff manage those problem behaviors.

NSTM believes in the importance of the natural environment becoming a therapeutic one in which family and staff are skilled managers and teachers. The program focuses on the strengths and resources of all concerned (parents, teachers, staff, social workers, medical professionals, and the person with the disability), to create a network of supports.

Population Served:
Individuals with developmental disabilities; caregivers/family and staff; students with disruptive behavioral issues.

In the schools, NSTM consultants work directly with school administration, classroom teachers, and paraprofessionals to develop class-wide behavior management systems, individual behavior support plans, and social deficit interventions for students with behavioral challenges.

Services: Group Training in Behavior Assessment and Intervention; On-Site Classroom Behavioral Support; Behavioral "Wrap-Around" for Community Based Instruction (CBI) for High School Students; Social Skills Support

Position:
One full time doctoral internship position will be available.

Responsibilities:
- Support implementation of behavioral interventions. Development of interventions emphasizing practical, “real-world” interventions that are evidence-based
- Create behavior intervention plans
- Conduct functional behavioral assessments
Develop crisis intervention plans Consultation to train classroom staff in methods of functional
assessment, classroom modifications, and behavioral intervention development

- Conduct ABA
- Report writing
- Attend IEP and I&RS meetings
- Collaborate with school administration to develop school-wide positive behavioral supports
- Individual and/or group counseling services
- Consultation to parents and community/group homes
- In--home behavioral training to parents of individuals with developmental disabilities
- Conduct research on district needs assessment and evaluation of services provided

Qualifications:
Knowledge of ABA desirable
Interest in working w/ youth on the autism spectrum

Supervision:

Individual Supervision:
Doreen Dominico, PhD
Licensed Psychologist
NSTM Project
41 Gordon Road
Piscataway,NJ

Dr. Dominico, licensed psychologist, will provide two hours of face to face individual supervision weekly.

Group Supervision:
Karen L. Haboush, PsyD
Clinical Associate Professor, School Psychology Internship Coordinator,
Licensed Psychologist (NJ #2872),
Department of Applied Psychology,
Graduate School of Applied and Professional Psychology, Rutgers University
152 Frelinghuysen Road
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VI. Shepard Schools

Description of the Organization
Shepard Schools are NJ state-approved private school programs for classified students with behavioral and/or learning problems. Shepard services students in middle school (grades 5-8) and high school (grades 9-12). Locations are in Morristown and Kinnelon, New Jersey. Current enrollment is comprised of over 120 high school and middle school age children.

Population Served:
Students in grades 5-12 with behavioral, emotional, and learning disabilities. Students classified as eligible for special education are placed by their public school districts at Shepard. The population represents a wide range of psychiatric needs including, but not limited to, those associated with ADHD, Aspergers, anxiety, depression-mood, anger management difficulties, mild cognitive impairment, Tourette’s Syndrome, and personality difficulties.

Position:
One/two doctoral interns in a ten month position. Academically students range from those taking college prep, honors and AP courses to those who receive basic skills instruction. Older students (up to age 21) attend a “School to Work” program for structured learning and job sampling. The population is diverse culturally and socioeconomically, as students attend Shepard from school districts across north-central NJ as well as New York City and State.

Services:
Behavioral-mental health programming services at Shepard fall under the umbrella of “Wolf Program” services and include counseling (individual, group, crisis), comprehensive social skills instruction, implementation of school wide behavioral modification point system, three tiers of intervention (universal, selected, targeted), FBA and BIPs. Shepard conducts full psycho-educational evaluations for school districts. Shepard also provides professional development trainings for certified and para-professional staff on a regular basis.

Responsibilities:
- Individual counseling
- School wide behavioral modification point system
- Developing and running counseling groups
- Social skills instruction
- Program evaluation and development
- Crisis counseling
- Conducting FBA’s
- Develop BIPs
- Provide staff trainings
• Conducting psycho-ed evaluations and report writing
• Three tiers of interventions
• Participation in IEP meetings
• Depending upon interest, work at ESY summer program

Qualifications
• Certification as a school psychologist in NJ
• Experience with behaviorally/psychiatrically disordered youth

Supervision:

**Individual Supervision:**
Dr. Graham Hartke,
Licensed Psychologist,
Dr. Grace Zambelli,
Licensed Psychologist,
Shepard School
8 Columbia Street
Morristown, NJ 07960

Both provide 1 hr. supervision each for a total of two hours weekly.

Theoretically, the behavioral-mental health services at Shepard are primarily grounded in CBT, but a range of strategies, techniques, theories, and methods are utilized and incorporated.

**Group Supervision:**
Karen L. Haboush, PsyD
Clinical Associate Professor, School Psychology Internship Coordinator,
Licensed Psychologist,
Department of Applied Psychology,
Graduate School of Applied and Professional Psychology, Rutgers University
152 Frelinghuysen Road
Piscataway, NJ 08854-8020
haboush@rci.rutgers.edu
VII. Perth Amboy Public Schools
Department of Special Services
Administrative Headquarters
Building 178 Barracks Street
Perth Amboy, NJ 08861
Phone: (732) 376-6206
www.paps.net

Description of the Organization
Perth Amboy is a historic 4.5 square mile municipality located along the Raritan Bay in Middlesex County. Schools offers state-of-the-art technology, housed in modern facilities. Perth Amboy is committed to providing an environment for learning and work that is free from all forms of discrimination and bias.

Population Served:
Perth Amboy is a largely immigrant, bilingual community which is predominantly Hispanic. The district operates Early Childhood Centers (3 to 5 year olds), 5 Elementary Schools (Grades K-4), 2 Middle Schools (Grades 5-8), and 1 High School (Grades 9-12) that consists of 4 Academies, and an Adult Education Center

Position:
There are three full time internship positions. One is on the middle school child study team, one is a mental health/behavioral consultant, and one is an Autism consultant at the preschool level.

Bilingual speaking skills are a plus, but this is not a requirement

Services: (see below)

Responsibilities:
These differ depending upon the specific position.

Child Study Team:
- Case management of approximately 25 students
- Psychological assessment
- Conduct behavioral consultation
- Crisis management and response
- Program planning and development
- Develop individualized education plans
- Individual and group counseling
Behavioral Consultant:
- Case management
- Individual counseling
- Coordinating services across home, school, agencies
- Develop workshops
- Crisis intervention

Autism Consultant
- Case management
- Consultation to teachers
- Monitoring academic and behavioral progress
- Administrative coordination of programs
- Create workshops

Qualifications:
- Thorough understanding of conducting psychological assessments
- Excellent written and verbal communications skills
- Well developed interpersonal skills
- Strong desire to learn.

Supervision:

**Individual Supervision:**
Jennifer Foster, PsyD
Perth Amboy Mental Health Coordinator,
NJ Certified School Psychologist
Dept. of Special Services
178 Barracks Street
Perth Amboy, NJ
JENNFOSTER@paps.net

On site supervision for one hour a week is provided by Dr. Jennifer Foster, a doctoral level certified school psychologist.

Kenneth Schneider, PhD
Professor Emeritus,
Licensed Psychologist

Karen L. Haboush, PsyD,
Licensed Psychologist,
Department of Applied Psychology, Rutgers University
Graduate School of Applied and Professional Psychology, Rutgers University
152 Frelinghuysen Road
Piscataway, NJ 08854-8020
Two hours of individual supervision by a licensed psychologist are provided by either Dr. Kenneth Schneider or Dr. Karen Haboush.

**Group Supervision:**
Karen L. Haboush, PsyD  
Clinical Associate Professor, School Psychology Internship Coordinator,  
Licensed Psychologist,  
Department of Applied Psychology, Rutgers University  
Graduate School of Applied and Professional Psychology, Rutgers University  
152 Frelinghuysen Road  
Piscataway, NJ 08854-8020  
haboush@rci.rutgers.edu
Description of School
Magen David Elementary school is an Orthodox Jewish day school serving the needs of the Sephardic community. Magen David is committed to ensuring that each student receives a comprehensive dual-curriculum education, rooted in Sephardic tradition, and emphasizing academic excellence, creativity and intellectual curiosity.

The guidance team of psychologists and social workers collaborate on implementing best practices based upon data collection and analysis. Biweekly team meetings offer opportunities for case conferencing, vision and goal setting, evaluating and building upon tools and resources, and provide a forum for collegial support and professional development.

Population Served:
There are currently over 1500 students in the school from preschool through eighth grade.

Internship Position:
This is a full time, 10-month position, with a stipend.

Intern Responsibilities:
- Consultation and collaboration with teachers, parents, and outside providers to address student academic, social, emotional and behavioral needs;
- Regular attendance at case conferences with administrators and other faculty;
- Scoring and interpretation of rating scales and other screening/evaluation measures
- Functional analysis of student behavior leading to intervention planning and implementation
- Development and implementation of counseling groups
- Data collection and analysis at the systemic level to aid with program planning and evaluation;
- Co-develop and facilitate parent or teacher workshops;
- Crisis intervention at the student and school-wide level as necessary

Supervision:

Individual Supervision:
Dr. Benjamin Stern,
Licensed Psychologist
2130 McDonald Avenue
Brooklyn, NY
www. magendavidyeshivah.org

- Additional trainings: Internal professional development and opportunities to attend additional trainings

**Group Supervision:**
Karen L. Haboush, PsyD
Clinical Associate Professor, School Psychology Internship Coordinator,
Licensed Psychologist,
Department of Applied Psychology, Rutgers University
Graduate School of Applied and Professional Psychology, Rutgers University
152 Frelinghuysen Road
Piscataway, NJ 08854-8020
haboush@rci.rutgers.edu
VIII. Bridges Program---Princeton Child Study Team, Princeton High School
151 Moore Street
Princeton, NJ 08540
Phone: 609-806-4280
http://phs.princetonk12.org

**Description of Organization**
Princeton High School (PHS) serves students in grades 9-12 enrolled in the Princeton Public School District. The intern selected for the position will serve two roles:
1) working in the Bridges Program and
2) serving as a member of the child study team.

The Bridges Program, housed in PHS, serves special education students with psychiatric, psychological, and emotional difficulties (e.g., students diagnosed with anxiety disorders, mood disorders, attention deficit hyperactivity disorder, developmental disabilities, et al). The interns will also work closely with the other PHS school psychologist on the child study team. This part of the internship involves activities that are consistent with the school psychologist’s role on the multidisciplinary team that works with students with disabilities.

**Population Served:**
The district serves over 1400 students. Princeton public school district is diverse racially, ethnically, culturally, and economically.

**Services:**
Bridges Program represents an alternative to an out of district placement for some students and include a more intensive counseling component. Services provided by the multidisciplinary team are that works with students with disabilities.

**Position:**
The internship is a full-time, 10-month position that starts the last week in August

**Responsibilities**
- Deliver comprehensive mental health services to individual students
- Complete psychological evaluations
- Case manage and fulfill the professional responsibilities of a child study team member including development of individualized educational plans
- Assess the function of problem behaviors and write behavioral intervention plans to address them
- Provide crisis assessment and intervention
- Advocate for the needs of students
- Run student groups as needed
- Participate in child study team and staff meetings
• Consult with faculty, staff, administrators, parents, and outside agencies regarding student-related mental health and academic issues
• Review and interpret educational and psychological tests for the purposes of treatment and educational planning
• Research and collect data for program evaluation
• Assist with district-wide testing organization and administration

**Qualifications**

• Experience working with children and adolescents in school settings
• Strong clinical background
• *Flexible, pragmatic approach to intervention*

**Supervision:**

**Individual Supervision:**

David Rosenfeld, PsyD  
Certified School Psychologist  
Princeton High School  
151 Moore Street  
Princeton, NJ 08540  
David_rosenfeld@princetonk12.org

On site supervision for one hour a week is provided by Dr. David Rosenfeld, a doctoral level certified school psychologist.

Kenneth Schneider, PhD  
Professor Emeritus,  
Licensed Psychologist

Karen L. Haboush, PsyD,  
Licensed Psychologist,  
Department of Applied Psychology, Rutgers University  
Graduate School of Applied and Professional Psychology, Rutgers University  
152 Frelinghuysen Road  
Piscataway, NJ 08854-8020

Two hours of individual supervision by a licensed psychologist are provided by either Dr. Kenneth Schneider or Dr. Karen Haboush.
Group Supervision:
Karen L. Haboush, PsyD
Clinical Associate Professor, School Psychology Internship Coordinator,
Licensed Psychologist,
Department of Applied Psychology, Rutgers University
Graduate School of Applied and Professional Psychology, Rutgers University
152 Frelinghuysen Road
Piscataway, NJ 08854-8020
haboush@rci.rutgers.edu
Description of the Organization
South Brunswick School District is an economically and culturally diverse community made up of over 9,000 students enrolled in the District’s schools, which include nine elementary schools for students in Grades K-5, a two-campus middle school for students in Grades 6-8 and a high school for students attending Grades 9-12.

Population:
The position is building-based in an economically and culturally diverse elementary school housing approximately 495 students.

Services:
Response to Intervention Team intended to support students in general education. The RTI Team is comprised of a speech pathologist and reading specialist along with the school psychology intern. Opportunities for consulting with in-district school-based autism program.

Position:
The internship is a full-time, 10-month position that begins in mid-August and will concentrate on working with students in grades K-5 with social and emotional difficulties.

Responsibilities:
The position is primarily intended to support RTI initiatives and students in general education, although opportunities for child study team responsibilities, may be possible.

- Serve as a behavioral clinician and counselor for a small caseload of general education students with social, emotional, and/or behavioral needs (including but not limited to anxiety, trauma history, inattention, school refusal, defiance, social deficits, emotional regulation difficulties)
- Teacher consultation (directly to individual teachers and through the I&RS process)
- Individual counseling
- Individual and group counseling
- Caregiver support groups
- Conducting FBAs
- Implementing and monitoring BIPs
- Collaboration with the district behaviorist around programming for students on the autism spectrum
- Crisis management and response
- Based on the intern’s interests and district need, psychological assessments may be
conducted for the child study team, as well.

**Qualifications:**
- Applicants who have experience working with a diverse population of families and elementary age students in a school setting and/or a strong interest in elementary age population
- Strong clinical background
- Flexibility and ability to work in multiple school environments with a variety of school personnel
- Professionalism
- Creativity
- Innovative and pragmatic in approach to intervention,
- Knowledgeable about evidence-based intervention
- NJ Certification as a school psychologist

**Supervision:**

**Individual Supervision:**
Dr. Rebecca Hye  
School psychologist, SBHS  
Licensed Psychologist  
P.O. Box 181  
Monmouth Junction, NJ 08852  
Ph: 732-297-7800

**Group Supervision:**  
Karen L. Haboush, PsyD  
Clinical Associate Professor, School Psychology Internship Coordinator,  
Licensed Psychologist,  
Department of Applied Psychology, Rutgers University  
Graduate School of Applied and Professional Psychology, Rutgers University  
152 Frelinghuysen Road  
Piscataway, NJ 08854-8020  
haboush@rci.rutgers.edu
Rutgers School Psychology Internship Consortium
Goals, Objectives, and Competencies

Goal 1 – To increase intern skill in engaging in the professional practice of school psychology at the individual, group, and organizational levels in schools and related settings.

Objective 1.1 – To increase intern skill in psychological assessment.
Competency 1.1 – Intern formulates and conducts psychological assessments that are technically adequate, accurate, relevant, and useful for decision making and planning purposes.

Objective 1.2 – To increase intern skill in intervention and prevention.
Competency 1.2 – Intern selects, develops, implements, and evaluates interventions that are relevant to the client, problem, context, and that are empirically supported.

Objective 1.3 – To increase intern skill in consultation.
Competency 1.3 – Intern provides useful guidance, advice, and technical assistance to teachers, parents, administrators, and other stakeholders regarding client needs and problems, and methods of addressing them.

Objective 1.4 – To increase intern skill in program planning and evaluation.
Competency 1.4 – Intern assesses client and organizational needs for the purpose of developing new programs, and uses appropriate methods of evaluating the effectiveness of implementation of those programs.

Goal 2 – To increase intern skill in the use of scientific methods of selecting, developing, and evaluating interventions for clients.

Objective 2.1 – To increase intern skill in the use of scientific evidence to select and develop interventions.
Competency 2.1 – Intern uses scientific evidence of efficacy and effectiveness in selection and development of interventions for clients.

Objective 2.2 – To increase intern skill in the evaluation of client progress linked to intervention delivery.
Competency 2.2 – Intern engages in regular monitoring of client progress to evaluate intervention outcomes.

Goal 3 – To increase intern skill in applying systems thinking to professional practice at the individual, group, and organizational level.

Objective 3.1 – To increase intern skill in the evaluation of the impact of systems on clients.
Competency 3.1 – Intern engages in use of methods of assessment and evaluation of problems that provide information on the impact of multiple systems on client functioning.
Objective 3.2 – To increase intern skill in the development of interventions and implementation strategies that reflect systems understanding.

Competency 3.2 – Intern selects/develops interventions and implementation strategies that address the impact of systems variables at multiple levels.

Goal 4 – To increase intern skill in working with individuals and groups from diverse racial, cultural, ethnic, linguistic, socio-economic, and gender-related backgrounds.
Objective 4.1 – To increase intern skill in identification of client diversity characteristics that may influence client behavior.
Competency 4.1 – Intern incorporates the relevance of culture, ethnicity, and other dimensions of diversity in conceptualization of client problems.
Objective 4.2 – To increase intern skill in the process of adaptation of interventions to address client diversity.
Competency 4.2 – Intern addresses the diverse characteristics of clients in adaptation of and delivery of interventions.

Goal 5 – To increase intern skill in communication and collaborative problem solving.
Objective 5.1 – To increase intern skill in working effectively in the context of a multidisciplinary team.
Competency 5.1 – Intern communicates effectively, demonstrating active listening, empathy, and respect for other viewpoints, and offering cogent and practical ideas and solutions, in meetings and interactions with other service providers.

Goal 6 – To increase intern understanding of ethical professional practice, and professional values, attitudes and behaviors.
Objective 6.1 – To increase intern skill in developing practice decisions based on ethical guidelines, professional standards, and laws and regulations related to school psychology.
Competency 6.1 – Intern makes practice decisions that are consistent with ethical guidelines, professional standards, and laws and regulations related to school psychology.
Objective 6.2 – To understand and appreciate the importance of schooling and healthy development of all children and adolescents.
Competency 6.2 – Intern expresses professional respect for students, teachers, other service providers, and other stakeholders of school psychological services, and makes professional decisions based on the intention of enhancing client functioning and quality of life.

Goal 7 - To increase intern skill in engaging in supervision.
Objective 7.1 – To increase intern skill in using supervisory feedback in a productive manner.
Competency 7.1 – Intern demonstrates awareness of their competency level, engages in self-reflection based on supervisory feedback, and follows through on actions suggested by supervisor.
Objective 7.2 – To develop intern skill in providing supervision to others.
Competency 7.2 – Intern demonstrates skill in monitoring and evaluating supervisee performance and providing appropriate feedback, assistance with goal-setting, and coaching to improve supervisee performance.
Council of Directors of School Psychology Programs (CDSPP)
Doctoral Level Internship Guidelines
Initial Version Approved by the Membership, May, 1998 Revised
Version approved by the Membership, November, 2012

The doctoral internship is an important culminating professional practice experience in
doctoral level education and training in school psychology. Following are guidelines for school
psychology doctoral internships that will provide the basis for high quality internship
experiences.

Although these guidelines set forth basic quality standards for doctoral level school
psychology internships, internship requirements for licensure and certification are set at the
state level and vary from state to state. Therefore, graduate students and training programs
should consult relevant state licensure and certification requirements when considering the
nature of a specific internship.

CDSPP is an organization of doctoral level school psychology programs. It is not an
official accrediting body and does not evaluate, approve, or accredit internships or training
programs. CDSPP guidelines may be useful for prospective interns who are evaluating the
quality of school psychology doctoral internships. These guidelines may also be useful to
doctoral training programs in making program development and internship approval
decisions. They may also be used by organizations authorized to approve or accredit
internships or training programs. Doctoral training programs and internship sites that are
interested in accreditation by the American Psychological Association should refer to the
Guidelines and Principles for Accreditation of Programs in Professional Psychology published by the
APA Office of Program Consultation and Accreditation.

In the absence of special circumstances, a doctoral internship program in School
Psychology meeting these guidelines will also be considered as meeting the
“Guidelines for Defining an Internship or Organized Health Service Training Program in
Psychology” developed in 1980 by the National Register of Health Service Providers in
Psychology to identify an acceptable internship, which is one of several requirements for
credentialing by The National Register of Health Service Providers in Psychology.*

1. A School Psychology doctoral internship is an organized training program that, in
contrast to supervised experience (e.g., practica) or on-the-job training, is designed to
provide the intern with a planned, programmed sequence of training experiences. The
internship is the culminating supervised professional practice training experience prior to the
granting of the doctoral degree. It follows a programmed sequence of coursework, practica, and
field experiences and occurs after the substantial completion of the coursework leading to the
degree. Its primary focus and purpose is ensuring breadth and quality of training, meeting the
needs of the graduate student/intern, and providing an extension of education and supervised training from the university program. The internship consists of a range of activities including assessment, evidence-based intervention, consultation, program development and program evaluation, supervision, and research designed to meet the psychological, educational, and health
needs of the clients. Interns should have experiences with prevention and development of system supports, as well as with direct intervention for client problems, and should have experiences dealing with cultural and individual diversity.

2. The intern, whether full-time or part-time, spends at least 25% of his or her time in providing direct (face-to-face) psychological services to clients, patients or consultees, such as teachers or other mental health service providers, which translates to a minimum of 375 hours out of 1500 doctoral internship hours. The intern engages in research activity which includes the evaluation of services delivered and the effectiveness of the intern’s own training.

3. The internship agency provides a dated written statement, brochure, or website that describes the goals and content of the doctoral internship program, states clear expectations for the quality of trainees’ work, training, and supervision, and is made available in advance to prospective interns. The internship agency, preparing institution, and intern have a written agreement that describes the goals and content of the internship including clearly stated expectations for the nature of experiences offered in the agency and for the quantity and quality of the work. Each intern is given a written statement that includes salary, benefits, reimbursable travel, holidays, and other relevant data.

4. Interns receive a formal, written evaluation minimally at the end of each university semester, trimester, or quarter course grading period. The format for that evaluation is agreed upon in advance by the internship agency and the intern’s university training program. The areas evaluated are consistent with doctoral program objectives and competencies and include evaluation of intern skills in assessment, intervention, consultation, program evaluation, and ability to deal with issues of cultural and individual diversity. Communication between doctoral training programs and internship programs is of critical importance to the overall development of competent psychologists. The doctoral internship is a required part of the doctoral degree, and while the internship supervisor assesses student performance during the internship year, the doctoral program is ultimately responsible for evaluation of the student’s readiness for graduation and entrance into the profession. Therefore, intern performance is discussed among the training partners: the internship site and the university.

5. Due process procedures for interns are made available to interns prior to the beginning of the training period. If due process procedures are initiated related to intern behaviors, intern activities, or internship conditions, the university-based director of the school psychology doctoral program in which the intern is enrolled is notified by the supervisor at the internship site.

6. Full-time internships are completed in no less than 10 months; part-time internships may extend to no more than 24 months. The internship includes a minimum of 1,500 hours in activities described above. Interns and university training programs should consult relevant credentialing (e.g., state licensure, certification) requirements to determine the number of internship hours required for licensure and other desired credentials. In addition, the National Association of School Psychologists (NASP) has established
requirements for internship (e.g., completion of at least 600 hours in a school setting). For more information, consult the relevant NASP standards and credentialing documents.
7. Internship agencies and the intern’s university training program jointly issue to the intern written documentation (e.g., a certificate, letter, or “Certificate of Completion”) reflecting successful completion of the psychology doctoral internship.

8. The internship agency employs a clearly designated doctoral-level psychologist, who: (a) is currently licensed by the state regulatory board of psychology to practice at the independent level and (b) is responsible for the integrity and quality of the internship program. The internship agency has at least two psychologists on staff available as supervisors, at least one of whom is actively licensed as a psychologist by the state regulatory board of psychology. However, internship agencies such as school districts that have the capacity for only one staff psychologist may meet the spirit of this criterion (breadth of training experience) by entering into consortium agreements with other agencies, such as other school districts or university doctoral programs. Such consortium agreements must ensure supervision of the intern by two or more psychologists, one of whom is actively licensed to practice at the independent level by the state regulatory board of psychology and who provides at least half of the required internship supervision.

9. The full-time internship includes at least two hours per week of regularly scheduled individual supervision by a doctoral level psychologist licensed for practice at the independent level with the specific intent of evaluating the psychological services rendered directly by the intern and supporting the intern in the role of psychological service provider.

10. In addition to the individual supervision (as described in #9 above), the intern spends at least two additional hours per week in scheduled group or individual supervision, conducted by a doctoral level psychologist who is either licensed for practice at the independent level or certified by the state department of education to practice as a school psychologist in schools.

11. The intern has regularly scheduled, supervised, and documented training activities with other doctoral psychology interns such as professional development/in-service training; case conferences involving a case in which an intern is actively involved; seminars dealing with professional issues; or observing delivery of health, educational, and/or child/adolescent services. These activities may be in conjunction with appropriately credentialed professionals other than school psychologists. The internship agency has two or more interns engaged in training at the same time. However, agencies having the capacity for only one intern may meet the spirit of this criterion (i.e., the socialization of doctoral-level psychology interns) by having regularly scheduled and documented training activities with psychology interns at other sites in the immediate geographic area or, when internship sites are at a significant distance from each other, by making arrangements for regularly scheduled meetings of interns for several hours on a monthly basis.

12. Internship supervision may be provided through synchronous audio and video
format where the supervisor is not in the same physical facility as the intern. Supervision through electronic means may not account for more than one hour (50%) of the minimum required two weekly hours of individual supervision (as described in # 9 above), and two hours (50%) of the
minimum required four total weekly hours of supervision (as described in #9 and #10 above). The use of telesupervision should be consistent with the program’s overall model and philosophy of training, with assurance that relationships between supervisors and trainees are established prior to engaging in telesupervision. The rationale for the use of telesupervision with interns at a particular site, and the scheduling and means for telesupervision should be clearly articulated. As with usual forms of supervision, the supervisor will retain full professional responsibility for all clinical services provided by the intern(s). Programs utilizing any form of telesupervision have a formal policy that includes procedures to address issues of non-scheduled consultation, crisis coverage, and handling of privacy and confidentiality. These policies and procedures are established in advance and shared among the training program, the internship site, and the intern(s). Technology and quality requirements, as well as training in the use of the technology, are available for the supervisor and the intern. Internships using telesupervision adhere to best practices and ethical, legal, and professional guidelines.

13. Reports and documents prepared by the doctoral intern for consumers, other agency or school personnel, or other relevant publics are co-signed by the licensed psychologist supervisor for the intern.

14. The trainee has a title such as “intern,” “resident,” or other designation of trainee status.

*This statement may be included in these Guidelines pending review of the final version of the Guidelines by the Executive Officer of the National Register of Health Service Providers in Psychology.
Rutgers School Psychology Doctoral Internship Contract

Graduate School of Applied and Professional Psychology, Rutgers University and ___________________________ Internship Site

Internship Site Contact Information:
Address

Phone

Name of Intern

Intern Contact Information:
E-Mail

Address

Phone

Road, Piscataway, NJ Rutgers School Psychology Doctoral Internship Guidelines

1. A School Psychology Internship is an organized training program that is designed to provide the intern with a planned, programmed sequence of training experiences. The internship consists of a range of activities including assessment, evidence-based prevention/intervention, consultation, and program development and evaluation, designed to meet the psychological, educational, and health needs of clients.

2. The intern spends at least 25% of his or her time in providing direct (face to face) psychological services to clients. The intern engages in research activity which includes evaluating the outcome of services delivered and the effectiveness of the intern’s own training.

3. The internship agency has a written statement, brochure, or website which describes the goals and content of the internship program, and states clear expectations for the quality of trainees’ work, training, and supervision. The intern is given a written statement that includes, but is not limited to salary, benefits, reimbursable travel, holidays, and other relevant data.

4. Due process procedures for interns are made available to interns prior to the beginning of the training period.

5. Full-time internships are completed in no less than 10 months. The internship year includes a minimum of 1750 hours in activities described above.

6. The internship agency issues to the intern written documentation reflecting successful completion of the psychology doctoral internship.

7. The internship agency employs a clearly designated doctoral level psychologist, who is currently licensed/certified and is responsible for the integrity and quality of the internship experience.

8. The full-time internship includes at least two hours per week of regularly scheduled individual supervision, dealing with the psychological services rendered by the intern, by a doctoral level psychologist licensed for practice at the independent level in the state in which the psychological services are rendered.
9. In addition to individual supervision, the intern spends at least two additional hours per week in scheduled group or individual supervision provided by a doctoral level psychologist. This condition may be met through intern participation in the Rutgers School Psychology Internship Seminar.

10. The intern has regularly scheduled, supervised training activities with other psychology doctoral interns such as professional development/inservice training; case conferences involving a case in which the intern is actively involved; seminars dealing with professional issues; or observing delivery of mental health, educational, and/or health services. This condition may be met through intern participation in the Rutgers School Psychology Internship Seminar.

11. Reports by the intern for consumers, other agency or school personnel, or other relevant publics are co-signed by the licensed/certified psychologist supervisor for the intern.

12. The intern must have the title “psychology intern” as the designation of their trainee status.

13. The internship supervisor must, at a minimum, provide a written evaluation of the intern’s performance consistent with the training objectives of the Rutgers School Psychology Internship Consortium at the end of each semester, using the Rutgers School Psychology Internship Progress Report form.

14. The intern must submit a log and summary of internship activities at the end of each semester to the Rutgers School Psychology Internship Consortium Director using the Rutgers School Psychology Doctoral Internship Activities Summary and Log.

Name of Primary Supervisor at Internship Site

Credential of Primary Supervisor (include license number)

Contact Information:

E-mail

Address

Phone

Name of Additional Supervisor

Credential of Additional Supervisor (include license number)

Contact Information:

E-mail

Address

Phone

Description of Internship Site (Site demographics, number and type of clients served, nature of services, staffing):
Description of Internship Goals (in what ways will the intern seek to increase professional skills and knowledge):
Description of Planned Internship Activities (describe the specific types of activities the intern will engage in):

Assessment:

Direct Intervention:

Consultation:

Program Planning:

Program Evaluation and Research:

Administrative Activities and Planning Activities:
Leadership Activities:
Supervision and Professional Development Plan (Describe by whom and how individual supervision will be provided; describe by whom and how group supervision will be provided; describe how regularly scheduled, supervised training activities with other psychology doctoral interns will be provided):

- Individual Supervision Arrangement:

- Group Supervision Arrangement:

- Regularly Scheduled, Supervised Training Activities

Internship Time Frame:
Start Date and End Date:

Hours per day and hours per week: Total

hours:
Description of Financial Arrangements:

Signatures:
Licensed Psychologist Supervisor ___________________________ Date ____________

Additional Site Supervisor ___________________________ Date ____________

Intern ___________________________________________ Date ____________

School Psychology Internship Coordinator ________________ Date ____________

School Psychology Program Director _______________________ Date ____________
Return original contract to: Julie Skorny, Administrative Assistant, Rutgers University – GSAPP, 152 Frelinghuysen Road, Piscataway 08854
DEPARTMENT OF APPLIED PSYCHOLOGY

SCHOOL PSYCHOLOGY COMPETENCIES EVALUATION FORM

INTERNERSHIP PROGRESS REPORT

Following is a list of School Psychology Competencies along with an evaluation format. Please complete this form for the internship student you are supervising. After you complete your evaluation please share your ratings with your supervisee and then send the completed form to Susan Forman, Ph.D., Chair, Department of Applied Psychology, Rutgers University/GSAPP, 152 Frelinghuysen Road, Piscataway, NJ 08854. This information is one component of evaluating the student’s clinical competence. It is important that you return this form promptly, so that the student receives the appropriate grade on her/his transcript. Failure to do so will delay the student’s progress, and might impede the processing of documents for graduation. Thank you for your help throughout the year. Your input is very important to the student and to the faculty.

Academic Year:___________  Semester: Fall______ Spring_______ Summer ______

Name of Intern ________________________________

Name of Internship Agency ________________________________

Name of Primary Supervisor ____________________________  __________________
(Title:PhD/PsyD)

Name of Other Supervisor(s) ____________________________
Address of Agency 

City/State/Zip Code 

Hours per week devoted to the internship by intern 

Total hours of internship completed this semester 

Progress Report Start Date: End Date: 

Date of completion of this internship 

Total hours to be completed by this date 

When making a rating of a student take into account the student’s level of development and experience. Ratings should be made based upon the following criteria:

2 = Superior ability in this area (this rating is reserved for exceptional performance)
1 = Competent at an entry level for school psychologists
0 = Needs additional guidance and supervision
NA = Not Applicable; I do not have knowledge of the intern’s functioning in this area.

**Competency 1.1** Formulates and conducts psychological assessments of students that are technically adequate, accurate, relevant to student problems and issues, and useful for decision making and student planning purposes.

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**Competency 1.2** Selects, develops, implements, and evaluates interventions in classrooms and schools that are relevant to the student, problem, and context, and that are empirically supported.

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**Competency 1.3** Provides useful guidance, advice, and technical assistance to teachers, administrators, parents, and other stakeholders regarding client needs and problems and methods of addressing them.

|   | NA | 0 | 1 | 2 |
**Competency 1.4** Asses client and organizational needs for the purpose of developing new programs and uses appropriate methods of evaluating the effectiveness and implementation of those programs.

| NA | 0 | 1 | 2 |

**Competency 2.1** Intern uses scientific evidence of efficacy and effectiveness in selection and development of interventions for clients.

| NA | 0 | 1 | 2 |

**Competency 2.2** Engages in regular monitoring of client progress to evaluate intervention outcomes
Competency 3.1 Intern engages in the use of methods of assessment and evaluation of problems that provide information on the impact of multiple systems on client functioning.

NA 0 1 2

Competency 3.2 Selects/develops interventions and implementation strategies that address the impact of systems variables at multiple levels.

NA 0 1 2

Competency 4.1 Incorporates the relevance of culture, ethnicity and other dimensions of diversity in conceptualizing client problems.

NA 0 1 2

Competency 4.2 Addresses the diverse characteristics of client in adaptation and delivery of interventions.

NA 0 1 2

Competency 5.1 Communicates effectively, demonstrating active listening, empathy, and respect for other viewpoints, and offering cogent and practical ideas and solutions, in meetings and interaction with other service providers.

NA 0 1 2

Competency 6.1 Makes practice decisions that are consistent with ethical guidelines, professional standards, and laws and regulations related to school psychology.

NA 0 1 2

Competency 6.2 Expresses professional respect for students, teachers, and other stakeholders of school psychology services, and makes professional decisions based on the intention of enhancing client functioning and quality of life.

NA 0 1 2

Competency 7.1 Demonstrates awareness of their competency level, engages in self-
reflection based on supervisory feedback, and follows through on actions suggested by supervisor

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**Competency 7.2** Demonstrates skill in monitoring and evaluating supervisee performance and providing appropriate feedback, assistance with goal-setting, and coaching to improve supervisee performance.

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I have read and discussed this evaluation with my internship supervisor.

Additional comments may be added on separate page
Rutgers School Psychology Internship Consortium
Activities and Hours Log

Graduate School of Applied and Professional Psychology Rutgers

University Name of Intern_________________________________________________

Internship Site___________________________________________________________

Name of Site-Based Supervisor____________________________________________

Start Date of this Log____________________________________________________

End Date of this Log_____________________________________________________

Enter the total number of hours spent in each of the following areas and provide a description of your activities in the area.

Assessment Hours____
   Describe client characteristics and instruments used:

Direct Intervention Hours____
   Describe client characteristics, and intervention strategies/programs:

Consultation Hours____
   Describe consultee and client characteristics, and consultation approaches used:
Program Planning Hours

Describe nature of program, client population, role in implementation, if applicable
Program Evaluation and Research Hours
Describe research and program evaluation activities:

Administrative Activities and Planning Hours
Case management, documentation responsibilities

Leadership Activities Hours
Describe activities in which you played a leadership role such as conducting training, chairing committees, grantwriting

Supervision Hours
Describe the format and schedule of supervision:
Individual:

Group:

Professional Development/Learning Activities Hours
In accordance with requirement for regularly scheduled, training activities with other doctoral psychology interns, describe participation in workshops, inservice training, seminars, and/or other learning activities:
Total Internship Hours for this Semester______

Total Internship Hours______

Signature of Intern:____________________________________________________________

Supervisor Signature: I have reviewed the log for accuracy:________________________

Date:________________________________________________________

Signature of Internship Supervisor________________________________________
RUTGERS SCHOOL PSYCHOLOGY INTERNSHIP CONSORTIUM

Procedures for Evaluation, Feedback, Grievance, and Termination

The Rutgers School Psychology Internship Consortium is committed to enhancing the professional growth of interns through competency training that focuses on application of knowledge to practice issues as well as through didactic instruction designed to build on knowledge gained in the doctoral program. The aim of Consortium placements is to support the intern in integrating and enhancing knowledge and practice skills in order to provide high quality psychological services for clients at the individual, group, and larger systems level.

In order to ensure the quality of interns who complete Consortium placements, the Consortium evaluates and provides ongoing feedback to interns on profession-wide and program-defined competencies. By the end of the internship, each intern must demonstrate achievement of these competencies.

The Consortium is committed to ensure that interns are placed at sites that will facilitate professional and personal growth. To that end, the Consortium has established an informal and formal procedure, as outlined below, which promotes a strong working relationship with our interns through open lines of communication, provides ongoing feedback, and ensures that there are specific evaluative and appeal procedures that are applied fairly and consistently to all interns.¹

I. INTERN GRIEVANCES

Interns may file a grievance if they perceive problems with their supervision, training, or any other aspect of their internship experience. Interns are encouraged to contact their Site

¹ All formal and informal evaluative and appeal procedures herein shall be documented in writing.
Supervisor(s) or the Director of the Internship Consortium, about their dissatisfaction.

A. Informal Mediation

1. If an Intern has a complaint about the internship, the complaint should first be discussed with the Site Supervisor.

2. If the complaint is not resolved with the Site Supervisor, the complaint should be discussed with the Director of the Internship Consortium. The Director of the Internship Consortium will attempt to resolve any concerns through informal mediation and/or consultation.

B. Due Process Procedures: Formal Grievance

1. If the complaint:
   a. Is not resolved after discussion with the Site Supervisor and the Director of the Internship Consortium; or
   b. an Intern believes that the informal mediation by the Director of the Internship Consortium has been unsuccessful;

   the Intern may present the complaint, in writing to the Chairperson of the Department of Applied Psychology.

2. The complaint shall include specific reasons for the grievance and specific options for the resolution of the problem.

3. The Chairperson of the Department of Applied Psychology shall review the documentation no later than fourteen (14) business days after it is received from the Intern.

4. The Chairperson of the Department of Applied Psychology shall communicate the final resolution in writing to the Intern, and shall provide a written copy to the Director of the Internship Consortium and the Site Supervisor.

C. Appeal

If the Intern wishes to appeal the final resolution of the Chairperson of the Department of Applied Psychology, the following steps must be taken:
1. An appeal must be filed, in writing, to the Dean of the Graduate School of Applied and Professional Psychology.

2. In addition, both the Director of the Internship Consortium and the Chairperson of the Department of Applied Psychology must be notified, in writing, immediately.

3. Within two (2) business days after sending written notice to the Director of the Internship Consortium and the Chairperson of the Department of Applied Psychology, the Intern must present the appeal, in writing, to the Dean of the Graduate School of Applied and Professional Psychology and include a concise statement of facts and compelling supporting evidence (“Appeal Document”).

4. The document must also include an amended plan for resolution as seen by the Intern.

5. The Dean of the Graduate School of Applied and Professional Psychology will conduct a substantive review of all written documentation, and may interview the Intern or contact any person or persons whom he or she believes may have information relevant to his or her determination.

6. Within ten (10) business days, the Dean of the Graduate School of Applied and Professional Psychology shall issue a determination, in writing, about the resolution of the complaint. This determination shall be forwarded to the Intern, appropriate Site Supervisor(s), the Director of the Internship Consortium, and the Chairperson of the Department of Applied Psychology. The decision of the Dean of the Graduate School of Applied and Professional Psychology is final.

II. INTERN PERFORMANCE

The expectations and policies governing internship placements are detailed in the Internship Handbook.

A. Competencies/Professional Behavior

If at any time there are problems in an Intern’s performance related to internship competencies or professional behavior, the Site Supervisor will provide constructive verbal feedback to the Intern and document, in writing, and discussions related to the problem area(s).
B. Problematic Professional Behavior

Though it is difficult to define what constitute problematic professional behavior, such behavior includes, but is not limited to:

1. Behaviors that violate the American Psychological Association Ethical Principles and Code of Conduct;

2. Behaviors that violate the GSAPP Student Handbook and/or any applicable University Policy;

3. A lack of professional deportment, including honesty; dependability; appropriate personal grooming, attire, language, and demeanor; accepting responsibility for one’s own work and actions; meeting deadlines; acknowledging errors; using supervision to strengthen professional performance; and acting to safeguard the welfare of clients.

4. Lack of formation of effective interpersonal relationships including working alliances with most clients, respectful and collegial interactions with allied professionals, and effective engagement with supervisors.

5. Substandard performance on internship professional competencies;

6. Requiring an inappropriate amount of time and energy from supervisory staff to ensure professional functioning at a basic level;

7. Repeated negative reports from clients or staff in the internship site for poor performance/conduct;

8. Quality of the Intern’s services is considered not helpful or detrimental to patients.

C. Due Process Procedures Related to Intern Performance

When there is a problem identified in an Intern’s performance, the Internship Site Supervisor shall document and forward his/her concerns to the Director of the Internship Consortium.

1. Within seven (7) business days, the Director and supervisor(s) shall discuss corrective action required and agree on a plan for remediation (“Remediation Plan”).

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2. The Director of the Internship Consortium shall meet with the Intern to share the concerns and present the documented remediation plan.

3. If the Intern agrees with the recommendation, the action(s) is/are implemented. The Site Supervisor will monitor Intern progress and informs the Intern, in a meeting and in writing, of his/her progress in meeting the goals of the plan. The Site Supervisor shall also a copy of the written progress report to Director of the Internship Consortium.

4. If the Intern wishes to challenge the recommendation, he or she may request an appeal in writing within ten (10) business days after meeting with the Director of the Internship Consortium.

D. Appeal from Remediation Plan

1. The Intern must present the appeal to the Chairperson of the Department of Applied Psychology no later than two (2) business days after receipt of the Remediation Plan. The appeal shall include and include a concise statement of facts and compelling supporting evidence.

2. The Chairperson of the Department of Applied Psychology will conduct a substantive review of all written documentation, and may interview the intern or contact any person or persons whom he or she believes may have information relevant to his or her determination.

3. Within ten (10) business days, the Chairperson of the Department of Applied Psychology shall issue a determination, in writing, about the resolution of the appeal. This determination shall be forwarded to the appropriate Site Supervisor(s) and the Director of the Internship Consortium. The decision of the Chairperson of the Department of Applied Psychology is final.

4. If the original decision is upheld, the Intern must complete the requirements of the Remediation Plan.

E. Continued Unsatisfactory Performance and Appeal Rights

1. If an Intern’s performance continues to be unsatisfactory, or if the Intern fails to meet the requirements of the Remediation Plan, the Director of the Internship Consortium, in consultation with the Site Supervisor, may institute one or more of the following options:
(a) Place the intern on Consortium probation for a specified time with certain expectations explicitly stated (“Final Remediation Plan”);

(b) Award a grade of “NC, no credit” (unsatisfactory) for the semester;

(c) Terminate the internship prior to the end of the semester.

2. The Director of the Internship Consortium shall inform the Intern of his/her decision, in writing, which shall include a short and concise statement of the facts, a detailed explanation of his/her rationale in determining which action to take, and the right of the Intern to appeal.

3. The Intern must present the appeal to the Chairperson of the Department of Applied Psychology no later than two (2) business days after receipt of the determination of the Director of the Internship Consortium. The appeal shall include and include a concise statement of facts and compelling supporting evidence.

4. The Chairperson of the Department of Applied Psychology will conduct a substantive review of all written documentation, and may interview the Intern or contact any person or persons whom he or she believes may have information relevant to his or her determination.

5. Within ten (10) business days, the Chairperson of the Department of Applied Psychology shall issue a determination, in writing, about the resolution of the appeal. This determination shall be forwarded to the Intern, the appropriate Site Supervisor(s) and the Director of the Internship Consortium.

6. The Intern may make a final appeal to the Dean of the Graduate School of Applied and Professional Psychology. He or she must provide written notice, no later than ten (10) working days after receipt of the letter from the Chairperson of the Department of Applied Psychology. The Appeal shall include the grounds on which an appeal is made: errors of fact, technical error, new information, and/or extenuating circumstances.

7. The Dean of the Graduate School of Applied and Professional Psychology will conduct a substantive review of all written documentation, and may interview the Intern or contact any person or persons whom he or she believes may have information relevant to his or her determination.

8. Within ten (10) business days after receipt of the appeal, the Dean of the Graduate School of Applied and Professional Psychology shall issue a
determination, in writing, about the resolution of the complaint. This determination shall be forwarded to the Intern, appropriate site supervisor(s) and Consortium personnel. The decision of the Dean of the Graduate School of Applied and Professional Psychology is final.
Please use this scale to rate the degree to which your internship helped you achieve the following competencies:

1 = not at all
2 = a little
3 = an adequate amount
4 = to a great extent
N/A = not applicable to this internship

**Competency 1.1** Intern formulates and conducts psychological assessments of students that are technically adequate, accurate, relevant to student problems and issues, and useful for decision making and student planning purposes.

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**Competency 1.2** Intern selects, develops, implements, and evaluates interventions in classrooms and schools that are relevant to the student, problem, and context, and that are empirically supported.

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**Competency 1.3** Intern provides useful guidance, advice, and technical assistance to teachers, administrators, parents, and other stakeholders regarding client needs and problems and methods of addressing them.

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**Competency 1.4** Intern assesses client and organizational needs for the purpose of developing new programs and uses appropriate methods of evaluating the effectiveness and implementation of those programs.

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**Competency 2.1** Intern uses scientific evidence of efficacy and effectiveness in selection and development of interventions for clients.

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**Competency 2.2** Intern engages in regular monitoring of client progress to evaluate intervention outcomes

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**Competency 3.1** Intern engages in the use of methods of assessment and evaluation of problems that provide information on the impact of multiple systems on client functioning

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**Competency 3.2** Intern selects/develops interventions and implementation strategies that address the impact of systems variables at multiple levels.

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**Competency 4.1** Intern incorporates the relevance of culture, ethnicity and other dimensions of diversity in conceptualizing client problems.

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**Competency 4.2** Intern addresses the diverse characteristics of client in adaptation and delivery of interventions.

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**Competency 5.1** Intern communicates effectively, demonstrating active listening, empathy, and respect for other viewpoints, and offering cogent and practical ideas and solutions, in meetings and interaction with other service providers.

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**Competency 6.1** Intern makes practice decisions that are consistent with ethical guidelines, professional standards, and laws and regulations related to school psychology.

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**Competency 6.2** Intern expresses professional respect for students, teachers, and other stakeholders of school psychology services, and makes professional decisions based on the intention of enhancing client functioning and quality of life.

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**Competency 7.1** Intern demonstrates awareness of their competency level, engages in self-reflection based on supervisory feedback, and follows through on actions suggested by supervisor

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**Competency 7.2** Intern demonstrates skill in monitoring and evaluating supervisee performance and providing appropriate feedback, assistance with goal-setting, and coaching to improve supervisee performance.

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What aspects of the internship were most helpful to you in developing your professional skills?

What aspects of the internship did you find to be problematic?

How might the internship be changed to enhance the professional development of future interns?
## NASP INTERN LOG

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<th>Date</th>
<th>Activity Type</th>
<th>Activity Description</th>
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### Senior Level

- Administration Activities
- Leadership Activities

### Interim Level

- Activities

### Intern Level

- Activities
**Introduction**: The school psychology doctoral internship is the culminating supervised training experience for doctoral students. It consists of an organized sequence of training experiences designed to prepare interns for full time employment as doctoral level school psychologists. Supervised training includes didactic training delivered in the Internship Seminar.

This Seminar meets the CDSPP Guidelines for “regularly scheduled, supervised, and documented training activities with other doctoral psychology interns “and APPIC requirements for “two hours per week in didactic activities such as case conferences, seminars, in-service training, or grand rounds.” Training activities include: didactic presentations, guest speakers, teleconferences, discussion of articles, and case conferencing. Didactic presentations and guest lectures are intended to reflect current issues within the field of school psychology, including topics drawn from the required text and other scholarly sources. The Seminar is designed to provide regularly scheduled training activities involving a didactic component with a topical focus linked to internship roles, responsibilities, and GSAPP Internship Competencies. An additional emphasis is on preparation for the professional practice of psychology. Interns are strongly encouraged to specify those topics that are most relevant to their training site so that appropriate training experiences are ensured.

Group supervision is conducted separately following didactic trainings.

**Format**: The Seminar meets weekly on campus. All interns in the Rutgers Internship Consortium are required to participate in the Seminar. On-site attendance is expected, except in unusual cases such as adverse weather, when teleconferencing may be permitted. However, the use of teleconferencing for the Seminar is limited as APPIC requirements specify that “formal processes must be in place to encourage intern
socialization” and CDSPP Guidelines require “assurance that relationships between supervisors and trainees are established to this end, didactic training is designed to occur in person, not electronically, in order to best facilitate the development of a collaborative learning environment. Training activities will include: didactic presentations, guest speakers, discussion of articles and case presentations. Trainings may periodically be conducted off-campus to meet guest speakers.

The Seminar is intended to be interactive, collaborative and highly participatory. Didactic presentations and guest lectures are intended to reflect current issues within the field of school psychology, including topics drawn from the books and other scholarly sources. An additional emphasis is on preparation for the professional practice of psychology and licensure. Interns are strongly encouraged to specify those topics that are most relevant to their training experiences so that these training opportunities can be arranged. Active participation in the group discussion is expected each week. Each intern will be also responsible for facilitating one Seminar meeting in a small group presentation based on the book/article under discussion.

Discussion of diversity issues and multicultural competence is expected to be integrated within each Seminar.

**Professionalism:** As much of the work of school psychologists involves effective collaboration and teamwork with others, it is anticipated that all Seminar participants conduct themselves professionally, demonstrate self awareness, and display respectful behavior toward other participants, including fellow interns, guest speakers, and the instructor, consistent with APA Ethical Guidelines. School psychologists spend a considerable amount of time in group meeting; hence, understanding group process and self-awareness of one’s role within that context is an important professional competency.

**Electronic Devices:** It is understood that some interns may be in training settings where norms pertaining to use of devices differ from those set in the Seminar; however, group safety and collaboration is enhanced when members feel certain of other’s interest and support of their sharing. Therefore, please close all phones, tablets, etc. and store them in your bag/backpack during the Seminar. The exception to this is when technological devices are utilized as part of the Seminar learning activities for that day. Texting and use of electronics for non-instructional purposes (i.e., use of social media) is inconsistent with professional decorum. When group members are observed checking their phones/devices and using social media, it has the effect of inhibiting group discussion since others may feel they won’t be heard. If you have a personal emergency, please notify the instructor and step outside the Seminar, if necessary, to use your phone. Time
spent outside of class, apart from scheduled breaks, should be limited.

**Academic Accommodations**: Students requiring accommodations should notify the course instructors of same and provide the necessary documentation supporting the need for accommodations. Advance arrangements for accommodations should be made through The Center for Teaching Excellence.

**Academic Integrity**: University policies on cheating and plagiarism will be adhered to. The University’s academic integrity policy can be reviewed at [http://ctaar.rutgers.edu/integrity/policy.html](http://ctaar.rutgers.edu/integrity/policy.html)

**SEMINAR GOALS:**

- Equip interns with current knowledge pertaining to evidence-based practice and scholarly research from the field of school psychology
- Support continued application and utilization of data-based problem solving framework for professional practice
- Continue to foster understanding of diversity and culturally competent school psychology practice
- Enhance professional development and consolidation of professional identity including roles and responsibilities of professional school psychologists
- Strengthen and support ethical decision making strategies in all aspects of professional practice

**READINGS:**

**Books:**


**Journal Articles:**
Additional readings may be found on Sakai.

**BASIS FOR INTERN EVALUATION:**

- **Professionalism** including: Regular attendance at scheduled Seminar meetings, excluding religious observances (see Outline); promptness; demonstration of respectful and collaborative behavior with peers, instructor and guest speakers in accordance with APA Ethical Guidelines; appropriate use of technological devices (phones, laptops during the Seminar) for educational purposes
- **Competence**: Each intern will be responsible for co-leading a presentation as part of the Seminar
- **Active participation** in Seminar meetings; discussion of assigned reading from required text;


**FALL 2015**

*PLEASE NOTE: THE FIRST THREE SCHEDULED CLASSES COINCIDE WITH RELIGIOUS HOLIDAYS. IF THE CLASS CONSENSUS IS TO ARRANGE AN ALTERNATE TIME TO MEET, THE FOLLOWING SCHEDULE MAY BE ALTERED. RUTGERS UNIVERSITY POLICY EXCUSES STUDENTS FROM CLASS FOR PURPOSES OF RELIGIOUS OBSERVANCE.*

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<tr>
<th>DATE</th>
<th>FORMAT &amp; SPEAKER</th>
<th>TOPIC &amp; READINGS</th>
<th>INTERN COMPETENCY</th>
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<td>9/14/15</td>
<td>SEMINAR, KAREN HABOUS</td>
<td>INTRODUCTION</td>
<td>COMPETENCIES 5.1, 6.1, 6.2</td>
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<td>9/21/15</td>
<td>SEMINAR, KAREN HABOUS</td>
<td>OVERVIEW OF SITES, INTERN ROLES &amp; RESPONSIBILITIES</td>
<td>COMPETENCIES 5.1, 6.2</td>
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<td>SEMINAR, KAREN HABOUS</td>
<td>SELF-ASSESSMENT &amp; GOAL SETTING READING: NEWMAN CH.2</td>
<td>COMPETENCIES 6.1, 6.2, 7.1</td>
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<td>SEMINAR, ALBERT SULTAN, PSYM, KERRI SMITH, PSYM, ARIELLE VERDESCO, PSYM</td>
<td>ECOLOGICAL MODELS &amp; SYSTEMS LEVEL INTERVENTIONS</td>
<td>COMPETENCIES 2.1, 3.1, 3.2, 6.2</td>
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<td>SEMINAR, CHANA CRYSTAL, PSYM, LEAH DEMBITZER, PSYM</td>
<td>MODELS OF CLINICAL SUPERVISION READING: NEWMAN CH.6</td>
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<td>5.1, 6.1, 6.2, 7.1</td>
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<td>10/26/15</td>
<td>SEMINAR, MARY ROBINSON, MA, DIRECTOR, IMAGINE, CHILDREN DEALING W/ LOSS</td>
<td>CHILDHOOD BEREAVEMENT, TRAUMATIC LOSS</td>
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<td>CULTURAL COMPETENCE AND MENTAL HEALTH INTERVENTIONS WITH DIVERSE POPULATIONS: ASIAN AMERICAN STUDENTS, ORTHODOX JUDIASM, ARAB AMERICAN, MUSLIM-AMERICAN READINGS</td>
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<td>SELF REGULATION STRATEGIES FOR STUDENT'S ACADEMICS ACHIEVEMENT &amp; BEHAVIOR</td>
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<td>TRAUMA AND SELF INJURY</td>
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<td>Reading/Intervention</td>
<td>Competencies</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>11/30/15</td>
<td>Lecture at SERC Building, RU, Jeremy Lichtman, PSYM</td>
<td>Tourette’s Syndrome</td>
<td>1.2, 2.1, 4.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading: Flancbaum &amp; Lichtman</td>
<td></td>
</tr>
<tr>
<td>12/7/15</td>
<td>Off Site Training with Lauren Picciano, Psy.D. &amp; Bill Bishop, LCSW</td>
<td>Play Therapy &amp; Expressive Therapeutic Techniques</td>
<td>1.2, 1.4, 2.2,</td>
</tr>
<tr>
<td></td>
<td>Independent Practice, Highland Park, NJ</td>
<td>Readings: O’Connor, Bransbetter</td>
<td></td>
</tr>
<tr>
<td>12/14/15</td>
<td>Off Site Training with Anton Sherbakov, Psy.M. Veteran’s Affairs</td>
<td>School-Based Mindfulness Interventions</td>
<td>2.1, 6.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading: Communique</td>
<td></td>
</tr>
<tr>
<td>12/21/15</td>
<td>Submit Logs &amp; Portfolios</td>
<td>End of Semester Review &amp; Summation</td>
<td>5.1, 6.1, 6.2</td>
</tr>
</tbody>
</table>

Please note: Seminar schedule may be subject to change.

For 2016-----Please note: School Psychology Internship Panels will be held on February 1, 2016 (Rutgers School Psychology Consortium Supervisors) and February 8, 2016 (Current interns) from 5:15-7:30. Panel discussion by current interns and internship supervisors regarding internship sites, application process.
School Psychology Internship
Goals, Objectives, and Competencies

The development of the School Program competencies are enhanced through Internship, including the Internship Seminar didactic trainings:

Goal 1 – To increase intern skill in engaging in the professional practice of school psychology at the individual, group, and organizational levels in schools and related settings.
   Objective 1.1 – To increase intern skill in psychological assessment.
   Competency 1.1 – Intern formulates and conducts psychological assessments that are technically adequate, accurate, relevant, and useful for decision making and planning purposes.
   Objective 1.2 – To increase intern skill in intervention and prevention.
   Competency 1.2 – Intern selects, develops, implements, and evaluates interventions that are relevant to the client, problem, context, and that are empirically supported.
   Objective 1.3 – To increase intern skill in consultation.
   Competency 1.3 – Intern provides useful guidance, advice, and technical assistance to teachers, parents, administrators, and other stakeholders regarding client needs and problems, and methods of addressing them.
   Objective 1.4 – To increase intern skill in program planning and evaluation.
   Competency 1.4 – Intern assesses client and organizational needs for the purpose of developing new programs, and uses appropriate methods of evaluating the effectiveness of implementation of those programs.

Goal 2 – To increase intern skill in the use of scientific methods of selecting, developing, and evaluating interventions for clients.
   Objective 2.1 – To increase intern skill in the use of scientific evidence to select and develop interventions.
   Competency 2.1 – Intern uses scientific evidence of efficacy and effectiveness in selection and development of interventions for clients.
   Objective 2.2 – To increase intern skill in the evaluation of client progress linked to intervention delivery.
   Competency 2.2 – Intern engages in regular monitoring of client progress to evaluate intervention outcomes.

Goal 3 – To increase intern skill in applying systems thinking to professional practice at the individual, group, and organizational level.
   Objective 3.1 – To increase intern skill in the evaluation of the impact of systems on clients.
   Competency 3.1 – Intern engages in use of methods of assessment and evaluation of problems that provide information on the impact of multiple systems on client functioning.
   Objective 3.2 – To increase intern skill in the development of interventions and implementation strategies that reflect systems understanding.
   Competency 3.2 – Intern selects/develops interventions and implementation strategies that address the impact of systems variables at multiple levels.

Goal 4 – To increase intern skill in working with individuals and groups from diverse racial, cultural, ethnic, linguistic, socio-economic, and gender-related backgrounds.
   Objective 4.1 – To increase intern skill in identification of client diversity characteristics that may influence client behavior.
Competency 4.1 – Intern incorporates the relevance of culture, ethnicity, and other dimensions of diversity in conceptualization of client problems.

Objective 4.2 – To increase intern skill in the process of adaptation of interventions to address client diversity.

Competency 4.2 – Intern addresses the diverse characteristics of clients in adaptation of and delivery of interventions.

Goal 5 – To increase intern skill in communication and collaborative problem solving.

Objective 5.1 – To increase intern skill in working effectively in the context of a multidisciplinary team.

Competency 5.1 – Intern communicates effectively, offering cogent and practical ideas and solutions, in meetings and interactions with other service providers.

Goal 6 – To increase intern understanding of ethical professional practice.

Objective 6.1 – To increase intern skill in developing practice decisions based on ethical guidelines, professional standards, and laws and regulations related to school psychology.

Competency 6.1 – Intern makes practice decisions that are consistent with ethical guidelines, professional standards, and laws and regulations related to school psychology.
Introduction: The school psychology doctoral internship is the culminating supervised training experience for doctoral students. It consists of an organized sequence of training experiences designed to prepare interns for full time employment as doctoral level school psychologists. Supervised training includes didactic training delivered in the Internship Seminar.

This Seminar meets the CDSPP Guidelines for “regularly scheduled, supervised, and documented training activities with other doctoral psychology interns “and APPIC requirements for “two hours per week in didactic activities such as case conferences, seminars, in-service training, or grand rounds.” Training activities include: didactic presentations, guest speakers, teleconferences, discussion of articles, and case conferencing. Didactic presentations and guest lectures are intended to reflect current issues within the field of school psychology, including topics drawn from the required text and other scholarly sources. The Seminar is designed to provide regularly scheduled training activities involving a didactic component with a topical focus linked to internship roles, responsibilities, and GSAPP Internship Competencies. An additional emphasis is on preparation for the professional practice of psychology. Interns are strongly encouraged to specify those topics that are most relevant to their training site so that appropriate training experiences are ensured.

Group supervision is conducted separately following the weekly didactic trainings. Format: The Seminar meets weekly on campus. All interns in the Rutgers Internship Consortium are required to participate in the Seminar. On-site attendance is expected, except in unusual cases such as adverse weather, when teleconferencing may be permitted. However, the use of teleconferencing for the Seminar is limited. CDSPP
Guidelines require “assurance that relationships between supervisors and trainees are established”; to this end, didactic training is designed to occur in person, not electronically, in order to best facilitate the development of a collaborative learning environment. Training activities will include: didactic presentations, guest speakers, discussion of articles and case presentations. Trainings may periodically be conducted off-campus to meet guest speakers.

The Seminar is intended to be interactive, collaborative and highly participatory. Didactic presentations and guest lectures are intended to reflect current issues within the field of school psychology, including topics drawn from the books and other scholarly sources. An additional emphasis is on preparation for the professional practice of psychology and licensure. Interns are strongly encouraged to specify those topics that are most relevant to their training experiences so that these training opportunities can be arranged. Active participation in the group discussion is expected each week. Each intern will be also responsible for leading one Seminar meeting based on the book/article under discussion.

**Professionalism:** As much of the work of school psychologists involves effective collaboration and teamwork with others, it is anticipated that all Seminar participants conduct themselves professionally, demonstrate self awareness, and display respectful behavior toward other participants, including fellow interns, guest speakers, and the. Respect for others is consistent with APA Ethical Guidelines. School psychologists spend a considerable amount of time in group meetings, hence, understanding group process and self-awareness of one’s role within that context is an important professional competency.

**Electronic Devices:** Texting and use of electronics for non-instructional purposes (i.e., use of social media) is inconsistent with professional decorum. When group members are observed checking their phones/devices and using social media, it has the effect of inhibiting group discussion since others may feel they won’t be heard. Please close all phones, tablets, etc. and store them in your bag/backpack during the Seminar. The exception to this is when technological devices are utilized as part of the Seminar learning activities for that day. If you have a personal emergency, please notify the instructor and step outside the Seminar, if necessary, to use your phone. Time spent outside of class, apart from scheduled breaks, should be limited. It is understood that some interns may be in settings where norms pertaining to use of devices may differ from those set in the Seminar; however, group safety and collaboration is enhanced when members feel certain of other’s interest and support of their sharing.

**Academic Accommodations:** Students requiring accommodations should notify the
course instructors of same and provide the necessary documentation supporting the need for accommodations. Advance arrangements for accommodations should be made through The Center for Teaching Excellence.

**Academic Integrity:** University policies on cheating and plagiarism will be adhered to. The University’s academic integrity policy can be reviewed at [http://ctaar.rutgers.edu/integrity/policy.html](http://ctaar.rutgers.edu/integrity/policy.html)

**Religious Observance:** Rutgers University policy excuses students from attending class and/or modifies course requirements for purposes of religious observance.

**SEMINAR GOALS:**

- Equip interns with current knowledge pertaining to evidence-based practice and scholarly research from the field of school psychology
- Support continued application and utilization of data-based problem solving framework for professional practice
- Continue to foster understanding of diversity and culturally competent school psychology practice
- Enhance professional development and consolidation of professional identity including roles and responsibilities of professional school psychologists
- Strengthen and support ethical decision making strategies in all aspects of professional practice

**READINGS:**

**Books:**


**Journal Articles:**
Additional readings may be found on Sakai.

**BASIS FOR INTERN EVALUATION:**

- Professionalism including: Regular attendance at scheduled Seminar meetings, excluding religious observances; promptness (promptness is an essential part of professional decorum); active participation in Seminar meetings; discussion of assigned readings from required text; demonstration of respectful & collaborative behavior with peers, instructor & guest speakers in accordance with APA Ethical Guidelines; appropriate use of technological devices (phones, laptops during the Seminar) for educational purposes
- Each intern will be responsible for co-leading a presentation as part of the Seminar. This will include providing educational resources. Each training should incorporate reference to: evidence-based practice, APA Ethical Guidelines, and application to diverse populations.
<table>
<thead>
<tr>
<th>DATE</th>
<th>FORMAT &amp; SPEAKER</th>
<th>TOPIC &amp; READINGS</th>
<th>INTERN COMPETENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/25/16</td>
<td>SEMINAR, KAREN HABOUS</td>
<td>INTRODUCTION</td>
<td>COMPETENCIES 5.1, 6.1, 6.2</td>
</tr>
<tr>
<td>2/1/16</td>
<td>PANEL &amp; MEETING WITH CONSORTIUM SUPERVISORS</td>
<td>OVERVIEW OF SITES, INTERN ROLES &amp; RESPONSIBILITIES</td>
<td>COMPETENCIES 5.1, 6.2</td>
</tr>
<tr>
<td>2/8/16</td>
<td>PANEL, CONSORTIUM INTERNS</td>
<td>INTERN ROLES &amp; RESPONSIBILITIES</td>
<td>COMPETENCIES 5.1, 5.2</td>
</tr>
<tr>
<td>2/15/16</td>
<td>SEMINAR, GUEST SPEAKER: VICTORIA DIETZ, PSYD, SCHOOL PSYCHOLOGIST BETHLEHEM TOWNSHIP, NJ</td>
<td>LICENSURE AS A PSYCHOLOGIST</td>
<td>COMPETENCIES 6.1, 6.2</td>
</tr>
<tr>
<td>2/22/16</td>
<td>SEMINAR, KAREN HABOUS</td>
<td>ATTACHMENT THEORY &amp; WORK WITH CULTURALLY LINGUISTICALLY DIVERSE YOUTH</td>
<td>COMPETENCIES 4.1, 4.2</td>
</tr>
<tr>
<td>2/29/16</td>
<td>GUEST SPEAKER, ALLISON O’CONNOR, PSYM, ARC OF MONMOUTH COUNTY</td>
<td>COGNITIVE DISABILITIES</td>
<td>COMPETENCIES 1.1, 1.2</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Presenter/Details</td>
<td>Competencies</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------------------------------------------------------</td>
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<td>------------------------------</td>
</tr>
<tr>
<td>3/7/16</td>
<td>GUEST SPEAKER, AMANDA SHERBOW, PSYD SCHOOL PSYCHOLOGIST, PISCATAWAY VO-TECHNICAL SCHOOL</td>
<td>BEHAVIORAL TEACHER CONSULTATION &amp; DISAFFECTED STUDENTS</td>
<td>1.2, 1.3, 3.1, 3.2, 4.1</td>
</tr>
<tr>
<td>3/14/16</td>
<td>SPRING BREAK</td>
<td>DO SELF CARE!</td>
<td>COMPETENCIES</td>
</tr>
<tr>
<td>3/21/16</td>
<td>SEMINAR, JEREMY LICHTMAN, PSYM, CHANA CRYSTAL, PSYM, &amp; DEMBITZER, L.</td>
<td>PARENT BEHAVIOR TRAINING</td>
<td>1.2, 2.1, 2.2, 3.1</td>
</tr>
<tr>
<td>3/28/16</td>
<td>GUEST SPEAKER: SONA POLKOWSI, MA. DIRECTOR OF SPECIAL SERVICES, RED BANK, NJ</td>
<td>ADMINISTRATIVE ROLES FOR SCHOOL PSYCHOLOGISTS</td>
<td>5.1, 6.1</td>
</tr>
<tr>
<td>4/4/16</td>
<td>DAVID SINGER, PSYM</td>
<td>APPLIED BEHAVIOR ANALYSIS &amp; STUDENTS ON THE AUTISM SPECTRUM</td>
<td>2.1, 2.2</td>
</tr>
<tr>
<td>4/11/16</td>
<td>SEMINAR, KRISTINA LANGIONE, PSYM, ALBERT SULTAN, PSYM, CHRISTINA CHEN, PSYM</td>
<td>COUNTERTRANSFERENCE &amp; PSYCHODYNAMIC APPROACHES TO SCHOOL COUNSELING</td>
<td>1.2, 2.2</td>
</tr>
<tr>
<td>4/18/16</td>
<td>SEMINAR, NAMHEE STOVKIS, PSYM, KERRI SMITH, PSYM, ARIELLE VERDESCO,</td>
<td>SCHOOL BASED COUNSELING GROUPS &amp; MINDFULNESS INTERVENTIONS</td>
<td>1.2, 3.2, 6.1</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Reading</td>
<td>Competencies</td>
</tr>
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<td>-----------</td>
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<tr>
<td>4/25/16</td>
<td>SEMINAR KAREN HABOUSH</td>
<td>MUSLIM YOUTH: STIGMA, SCHOOL BULLYING, SYSTEMS INTERVENTIONS</td>
<td>1.4, 4.1, 4.2, 6.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>READING: HABOUSH &amp; ANSARY</td>
<td></td>
</tr>
<tr>
<td>5/2/16</td>
<td>GUEST SPEAKER, EMILY KURLANSIK, MA AND ROBIN LANG, PSYD, FOSTER CARE PROJECT, CAP, RU</td>
<td>YOUTH IN FOSTER CARE—TRAUMA &amp; COUNSELING MODELS</td>
<td>1.3, 2.2, 3.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>READING: GIL</td>
<td></td>
</tr>
<tr>
<td>5/9/16</td>
<td>SEMINAR &amp; DINNER</td>
<td>END OF SEMESTER REVIEW &amp; SUMMATION</td>
<td>5.1, 6.1, 6.2</td>
</tr>
</tbody>
</table>

PLEASE NOTE: SEMINAR SCHEDULE MAY BE SUBJECT TO CHANGE

FOR 2016-----PLEASE NOTE: SCHOOL PSYCHOLOGY INTERNSHIP PANELS WILL BE HELD ON FEBRUARY 1, 2016 (Rutgers School Psychology Consortium Supervisors) AND FEBRUARY 8, 2016 (Current interns) from 5:15-7:30. Panel discussion by current interns and internship supervisors regarding internship sites, application process
School Psychology Internship
Goals, Objectives, and Competencies

The development of the following School Program competencies is enhanced through Internship activities, including the Internship Seminar didactic trainings:

Goal 1 – To increase intern skill in engaging in the professional practice of school psychology at the individual, group, and organizational levels in schools and related settings.

  Objective 1.1 – To increase intern skill in psychological assessment.
  Competency 1.1 – Intern formulates and conducts psychological assessments that are technically adequate, accurate, relevant, and useful for decision making and planning purposes.

  Objective 1.2 – To increase intern skill in intervention and prevention.
  Competency 1.2 – Intern selects, develops, implements, and evaluates interventions that are relevant to the client, problem, context, and that are empirically supported.

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   Objective 6.1 – To increase intern skill in developing practice decisions based on ethical guidelines, professional standards, and laws and regulations related to school psychology.
   Competency 6.1 – Intern makes practice decisions that are consistent with ethical guidelines, professional standards, and laws and regulations related to school psychology.
Introduction: The school psychology doctoral internship is the culminating supervised training experience for doctoral students. It consists of an organized sequence of training experiences designed to prepare interns for full time employment as doctoral level school psychologists. Supervised training includes group supervision conducted by a licensed doctoral level psychologist. Group supervision is conducted separately from didactic training which comprises the Internship Seminar.

Format: Activities which support the consolidation of intern’s professional identity and preparation for full time employment constitute an integral part of the internship year and a focus of group supervision. Both on-site individual supervision and group supervision provided through the Rutgers School Psychology Internship Consortium constitute sources of professional training, performance feedback and evaluation data. To this end, evaluation of interns occurs in both a summative and formative manner at each site as well as the internship agency.

Group supervision occurs weekly. Relevant activities will include: group supervision, case presentations, review and completion of required documentation such as internship logs and contracts, and portfolio development. Priority will be given to providing supervision for pressing practice issues. Interns should notify the group of their desire to discuss any pressing concerns at the start of that night’s supervision.

Group supervision is intended to be interactive, collaborative and highly participatory. An additional emphasis is on preparation for the professional practice of psychology and licensure. Interns are strongly encouraged to specify those topics they are interested in discussing in group supervision. Active participation in the group discussion is expected each week. It is understood that interns may not have a pressing matter to
discuss each week; however, participation can take the form of asking questions and providing resources, peer support, and peer supervision.

CDSPP Guidelines require “assurance that relationships between supervisors and trainees are established”; to this end, group supervision is designed to occur in person, not electronically, in order to best facilitate the development of a collaborative group process. APPIC guidelines also specify face to face supervision. Supervision will be conducted on-site at Rutgers University.

Support and assistance in the development of a Professional Portfolio containing illustrative work samples will also be provided through Group Supervision. Interns are encouraged to develop portfolios with an eye toward job interviews. Time will be allocated for peer supervision for interns to receive feedback on their portfolios. Interns are also encouraged to maintain professional contact outside of Group Supervision as a way of furthering the development of professional networks, as well as providing ongoing support and resources for each other, as per APPIC and CDSPP guidelines. However, discussion of Group Supervision content should remain confidential.

**Supervision Competencies:** Because APA Standards include supervision, and many interns will eventually conduct supervision in their full time positions, each intern will be responsible for facilitating one group supervision, either individually or with a partner, per semester.

**Intern Evaluation:** On-site supervisors submit written documentation of performance feedback at the end of each semester when they complete the Internship Progress Report. Additionally, a site visit by the Internship Coordinator is conducted at the end of each semester. Interns are also required to submit their Internship Logs at the end of each semester, which includes their supervisor’s signature. All written documentation must be received and reviewed by the Internship Coordinator and Program Director for students to receive credit for successfully completing their internship.

**Professionalism:** As much of the work of school psychologists involves effective collaboration and teamwork with others, it is anticipated that all Seminar participants conduct themselves professionally, demonstrate self awareness, and display respectful behavior toward other participants, including fellow interns, guest speakers, and the instructor, consistent with APA Ethical Guidelines. School psychologists spend a considerable amount of time in group meetings; hence, understanding group process and self-awareness of one’s role within that context is an important professional competency.
**Electronic Devices:** It is understood that some interns may be in training settings where norms pertaining to use of devices differ from those set in the Seminar; however, group safety and collaboration is enhanced when members feel certain of other’s interest and support of their sharing. Therefore, please close all phones, tablets, etc. and store them in your bag/backpack during the Seminar. The exception to this is when technological devices are utilized as part of the Group Supervision learning activities for that day. Texting and use of electronics for non-instructional purposes (i.e., use of social media) is inconsistent with professional decorum. When group members are observed checking their phones/devices and using social media, it has the effect of inhibiting group discussion since others may feel they won’t be heard. If you have a personal emergency, please notify the instructor and step outside the Seminar, if necessary, to use your phone. Time spent outside of class, apart from scheduled breaks, should be limited.

**Group Process:** Because much of the work of school psychologists involves effective collaboration and teamwork with others, it is anticipated that all Seminar participants conduct themselves professionally, demonstrate self awareness, and display respectful behavior toward fellow interns and the group facilitator. Respect for others is consistent with APA Ethical Guidelines. At times, the group process within the Supervision group may be an appropriate focus of group processing and discussion, although this is not a process group per se. However, school psychologists spend a considerable amount of time in group meetings so that understanding group process and self-awareness of one’s role within that context is an important professional skill set.

Discussion of diversity issues and multicultural competence is expected to be integrated within each Group Supervision.

**Academic Accommodations:** Students requiring accommodations should notify the course instructors of same and provide the necessary documentation supporting the need for accommodations. Advance arrangements for accommodations should be made through The Center for Teaching Excellence.

**Academic Integrity:** University policies on cheating and plagiarism will be adhered to. The University’s academic integrity policy can be reviewed at (http://ctaar.rutgers.edu/integrity/policy.html)
SUPERVISION GOALS:

- Enhance professional development and consolidation of professional identity including roles and responsibilities of professional school psychologists
- Strengthen and support ethical decision making strategies in all aspects of professional practice
- Prepare interns for full time employment, including the development of a professional portfolio
- Enhance self awareness and use of self reflection as part of professional development
- Support continued application and utilization of data-based problem solving framework for professional practice
- Provide a forum for collegial support and utilization of peer supervision, a popular model for supervision in professional practice
- Develop skills in conducting supervision
- Equip interns with current knowledge pertaining to evidence-based practice in the field of school psychology

RECOMMENDED READINGS (ASSIGNED AS NEEDED):

Books:


Journal Articles:
Additional readings may be found on Sakai.
BASIS FOR INTERN EVALUATION:

- **Professionalism**: Regular attendance at scheduled Seminar meetings, excluding religious observances (see Outline); promptness; active participation in Seminar meetings; discussion of assigned readings from required text; demonstration of respectful and collaborative behavior with peers, instructor and guest speakers in accordance with APA Ethical Guidelines; appropriate use of technological devices (phones, laptops during the Seminar) for educational purposes.

- **Competence in Supervision**: Each intern will be responsible for co-leading a presentation as part of the Seminar each semester.

**Required Documentation:**

- **Internship Contract**: Completion & submission of Internship Contract (due by 9/30/15). Please submit a DRAFT of your contract to the internship Coordinator and Program Chair to review BEFORE obtaining your supervisor’s signatures. The contract should be very specific in terms of proposed activities and supervision arrangements so as to demonstrate adherence to APA and CDSPP guidelines. Samples of completed contracts are available on the gsappweb. Submission of the Contract is required to receive a grade for Internship.

- **Internship Log**: Submission of Internship Activities and Summary Log at the end of each semester (the following log is the REQUIRED format; it is also available on gsappweb). Please note total internship hours on logs and Progress Reports should be consistent. Submission of the log is required to receive a grade for Internship.

- **Portfolio**: Development of a portfolio which includes work samples in the domains of required internship responsibilities: assessment, direct intervention, consultation, etc. Time will be allotted for development of portfolios during the Seminar. Interns should submit their portfolio for review at the end of each semester with the understanding that its development is in progress; however, submission is required as part of your grade. Qualitative feedback will be provided by peers and Internship Coordinator during the Seminar. Submission of your portfolio is required to receive a grade for the Seminar.

- **End of Year Self Assessment**
• APPLICATION INFORMATION

• NATURE OF THE POSITION

The Consortium has 13 funded positions available starting mid August 2016 and continuing for ten to twelve months. The stipend for the 2016-2017 training year is $25,000. There are no unpaid internship positions.

• ADMISSION CRITERIA

Applicants must be doctoral candidates in the GSAPP, Rutgers University school psychology APA accredited program who have been approved by the Training Director to go on internship. The Rutgers Consortium is taking steps to obtain APA approval and APPIC (the Association of Psychology Postdoctoral and Internship Centers) membership; however, these steps are not a guarantee of acceptance. Our intern positions are selected through the APPIC match. Details on the match process can be found on the APPIC website.

This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept or use any ranking-related information from any applicant.

• APPLICATION PROCEDURE

Complete the online AAPI via the Applicant Portal on the APPIC website. The APPIC website provides instructions for completing the online AAPI and submitting letters of recommendation and transcripts for the online application process.

Select Rutgers University School Psychology Internship as a “Designated Site” on the APPIC Applicant Portal

Complete the AAPI online recommendation submission portal on the APPIC website. Applicants apply to selected Consortium sites, not the Consortium in its entirety.