

THE RUTGERS SCHOOL PSYCHOLOGY INTERNSHIP CONSORTIUM

at the Graduate School for Applied and Professional Psychology

Rutgers University–New Brunswick

Piscataway, NJ

Handbook

2018-2019



Table of Contents

Mission.....	4
Training Goals.....	4
Internship Timeframe.....	4
Consortium Curriculum.....	4
Supervision.....	6
Expectations and Evaluation of Intern Performance.....	6
Intern Stipend and Benefits.....	8
Intern Title.....	8
Partner Sites.....	9
Aims, Competencies and Learning Elements.....	16
Appendix A: Policies and Procedures	
Intern Selection and Academic Preparation Requirements Policy.....	20
Stipend, Benefits and Resources Policy.....	22
Diversity and Non-discrimination Policy.....	23
Telesupervision Policy.....	24
Intern Evaluation, Retention and Termination Policy.....	25
Due Process Procedures.....	27
Appendix B: Evaluation Forms	
Evaluation of Intern Performance.....	34
Doctoral Internship Program Evaluation.....	46
Supervisor Evaluation.....	49
Appendix C: Other Forms	
Training Plan.....	52
Activities and Hours Log.....	55
Appendix D: Didactics Calendar	
Didactics Calendar.....	59

The Rutgers School Psychology Internship Consortium is partially affiliated with the School Psychology Department at the Graduate School of Applied and Professional Psychology (GSAPP) at Rutgers University – New Brunswick. For information, please visit our website at <https://gsapp.rutgers.edu/programs/psy-internship-consortium>. Questions can also be directed to the Training Director, Dr. Patrick Connelly at piconn@gsapp.rutgers.edu. The Director of Clinical Training in the School Psychology Department at GSAPP is Dr. Timothy Cleary and he can be reached at timothy.cleary@gsapp.rutgers.edu.

During Phase I of the internship match, only Rutgers students are considered. During Phase II, all applicants are welcome to apply. Please see Intern Selection and Academic Preparation Requirements Policy on page 20 for more details.

The Rutgers School Psychology Internship Consortium is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC) and participates in the APPIC Match Service. Rutgers Consortium 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 intern applicant.

The Rutgers School Psychology Internship Consortium is not currently accredited by the APA. Questions related to the program's accreditation status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation

American Psychological Association
750 1st Street, NE, Washington, DC 20002
Phone: (202) 336-5979
Email: apaaccred@apa.org
Web: www.apa.org/ed/accreditation

**RUTGERS SCHOOL PSYCHOLOGY INTERNSHIP CONSORTIUM
(Rutgers Consortium)
Internship Handbook**

Mission

It is the mission of the Rutgers School Psychology Internship Consortium (henceforth Consortium) to provide interns with high-quality training experiences that will prepare them to deliver evidence-based assessment, intervention, and consultation services to youth in a variety of settings. As part of this mission, the Consortium seeks to train interns to integrate current theory and research findings into daily practice so that the unique mental health and educational needs of youth can best be met, as per the practitioner-scholar model of training. The Consortium also values diversity and seeks to provide interns with training experiences with clients from a diverse set of backgrounds.

Training Goals

The Consortium prepares interns 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 cultural and contextual factors; (c) provide school psychological services that are based on evidence-based practices and principles; (d) assume professional leadership roles; and (e) obtain the credentials needed to engage in practice in schools and school-related settings, as well as independent practice. The training goals are consistent with the profession-wide competencies established by the American Psychological Association. See page 16 for the specific competencies.

Internship Timeframe

The internship is 1750 hours completed over 10-12 months and is full-time. At least 25% of interns' hours are spent in face-to-face direct service delivery. Interns document their various activities through the Intern Activities and Hours Log, which is approved by the site supervisor and provided to the Training Director at the end of each semester.

Consortium Curriculum

General overview. Interns receive training in a broad range of school psychological service delivery experiences 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 are 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.

Individualized training plan. Each intern is required to develop a training plan which details the specific activities in which she or he will engage. In developing the plan, the intern, the supervising psychologist, and the training director consider the intern's existing knowledge and skills, as well as the intern's training needs and areas of interest.

Shared training experiences. In addition to developing individualized goals and trainings plans, all interns in the Consortium are expected to reach proficiency across all nine APA profession-wide

competencies (as well as in Systems, a Rutgers Consortium-specific competency) and, thus, will be evaluated by site supervisors using the Consortium's evaluation form (see page 34). Specifically, all interns across Consortium sites are expected to engage in:

- Assessments. Assessment activities may target individual client, group/classroom, and/or system/setting levels. At the individual client level, assessments address 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 system/setting level include analysis of aggregate data from individual assessments, as well as analysis of observations of group/classroom interactions and organizational needs assessments. All interns engage in assessment at the individual client level, and some may also engage in assessment at the group/classroom or system levels. Each intern will complete at **least four individual assessment cases**, and may complete additional individual assessment cases, as required by specific sites, as well as group/classroom/school-wide assessment cases.
- Interventions. Interns engage in a range of evidence-based intervention activities, including individual and group counseling/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 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 **four 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 the internship training plan each intern details the specific intervention activities in which she or he will be involved.
- Consultation and collaboration. Interns have the opportunity to provide support at different levels of the systems in which they are working. Consultations may occur in which the intern provides support to others in the student's life, such as teachers, aides, administrators, etc. Interns are also part of intervention and other teams, and as such enhance their skills in collaboration in the interests of maximizing their effectiveness as a team of support for a student.
- Didactics. The Consortium provides didactic training experiences (e.g., Consortium orientation and monthly didactics) that total at least 96 hours (average of 8 hours per month) over the course of the internship. Didactics are held once monthly in person at the Graduate School of Applied and Professional Psychology (GSAPP) and include topics presented by training committee members, site supervisors, and outside speakers with expertise in their respective fields. Topics included will pertain to principles cutting across the major functions and roles of professional psychologists including (but not limited to) assessment, evidence-based intervention planning and implementation, consultation, crisis interventions, mental health services, and academic skill development. Presentations are expected to address ethical, cultural, and/or diversity issues relevant to a given topic. Given that diversity is a profession-wide competency and is consistent with the overall mission of GSAPP and Rutgers University, diversity-related issues will also be addressed as stand-alone topics across several presentations. Please see Appendix D for the complete didactic calendar
- Consortium orientation. As a part of the didactic experience, interns participate in a full week (40 hours) of orientation. One purpose is to prepare interns for the shift from closely supervised practicum and externship experiences to the relatively more independent

functioning expected of doctoral interns. Specific topics such as crisis intervention are addressed as well. Expectations of interns are reviewed, including adherence to the policies stated in this manual.

- **Group supervision.** All interns are provided with two hours per week of group supervision led by the training director of the Consortium or another individual who is a licensed psychologist. This supervision will be provided at GSAPP (see Supervision for more details). The group supervision is an important part of the shared training experience and intern socialization.

Supervision

All Consortium interns are provided with a minimum of four hours of supervision from a licensed psychologist each week. Interns will receive a minimum of two hours of supervision at their internship site and two hours as part of the Consortium group supervision.

On-site supervision. Supervision is considered an essential component of the training year, with regularly scheduled times prioritized and protected. Interns receive a minimum of two hours per week of individual supervision from their primary site supervisor, who is a licensed psychologist. Individual supervision is held at the intern's consortium site. 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 by the state department of education.

The Consortial Agreement signed by each Consortium partner indicates the supervising psychologist is clinically responsible for the cases under supervision. In addition, each intern has a training plan signed by the supervising psychologist, the intern, and the training director describing the nature of the internship, internship activities, and supervisory relationship. The supervising psychologist uses multiple methods to inform assessment of an intern's performance. These methods 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.

Consortium group supervision. All interns are provided with two hours per week of group supervision led by a licensed psychologist at GSAPP. This is an opportunity for interns to present cases, obtain feedback from their peers and the supervisor, process stressors related to internship, provide mutual support and socialization and discuss professional and career development. They also have the opportunity to learn supervision skills with their peers.

Expectations and Evaluation of Intern Performance

Interns are expected to complete no less than 1750 hours as specified in their training plan and to complete the Consortium group supervision. Interns are expected to adhere to the work schedule of the internship site and to complete the work tasks provided by their site supervisors in a timely manner and consistent with professional ethical guidelines. The Consortium abides by the Intern Evaluation, Retention and Termination Policy, which can be found on page 25 of this handbook.

Consortium interns receive frequent feedback on their performance during their supervision sessions (both at the internship site and during the Consortium group supervision at GSAPP) and at other times as needed. This feedback is provided by site supervisors informally on a frequent basis, in the spirit of helping each intern improve toward competency over the course of the year.

Interns receive formal written evaluation of their performance and achievement of internship competencies three times per year. Interns are expected to achieve minimum levels of achievement on the APA Profession-Wide Competencies at a level of entry level school psychologists, as reflected in their end-of-year evaluation ratings by the supervising psychologists. Evaluations are conducted using the intern evaluation form, which can be found on page 34. The form includes comment spaces in which supervisors include specific written feedback regarding the interns' performance and progress. This evaluation is

intended to supplement ongoing dialogue between the supervisor and intern on the intern's progress and areas for growth. The evaluation form includes information about each intern's performance regarding all of the Consortium's expected training competencies and the related training elements, which are aligned with the American Psychological Association competencies. Supervisors are expected to review these evaluations with the interns and provide an opportunity for a response and discussion at each timepoint. The training director reviews, signs, and retains copies of all evaluations.

A minimum level of achievement on each competency is defined as an average rating of "2" (see below) across the learning elements for each competency. This average of 2 must be achieved by the time of completion of the internship. Prior to this, the supervising psychologist, in consultation with the training director, will identify competencies requiring significant improvement and develop a plan to address those weaknesses. Major areas of difficulty may result in the initiation of due process procedures. The anchors on the rating scale are:

4 = Exhibits competency of an **advanced** school psychologist; no additional supervision is needed

3 = Exhibits competency **beyond an entry level** school psychologist; no additional supervision is needed

2 = Exhibits competency of an **entry level school psychologist**; no additional supervision is needed

1 = Exhibits competency expected of a **beginning doctoral-level intern**; continues to need moderate guidance and supervision

0 = Has not exhibited **minimum competency** expected for a doctoral-level intern; needs intensive additional guidance and supervision

NA = Not Applicable; I do not have knowledge of the student's functioning in this area.

Meeting the hour requirement and obtaining sufficient ratings across competencies demonstrates that the intern has progressed satisfactorily through and completed the internship program. Intern evaluations and certificates of completion are maintained indefinitely by the Consortium training director in a secure digital file. The Consortium also maintains a description of the training experience indefinitely. Intern evaluations and any other relevant feedback to the interns' home doctoral programs are provided at a minimum at the fourth month, eighth month and end point of the internship year. Doctoral programs are contacted within one month following the end of the internship year and informed regarding whether the intern has successfully completed the program. If successful completion of the program comes into question at any point during the internship year, or if an intern enters into the formal review step of the due process procedures due to concerns of a supervisor or an inadequate rating on an evaluation, the home doctoral program also will be contacted. This contact is intended to ensure that the home doctoral program, which also has a vested interest in the interns' progress, is kept engaged in order to support an intern who may be having difficulties during the internship year. The home doctoral program is notified of any further action that may be taken by the Consortium as a result of the due process procedures, up to and including termination from the program.

In addition to the aforementioned evaluations, interns complete an evaluation of their supervisor and a program evaluation at the mid-point and end of the internship year, in order to provide feedback that will inform any changes or improvements in the training program. All evaluation forms are available in this Handbook and via the Consortium's website.

Intern Stipends and Benefits

The Rutgers Consortium abides by the Intern Stipend, Benefits, and Resources Policy (see page 22). Each intern receives a stipend of \$25,000. Interns follow the calendar of their sites and are afforded paid time off according to that calendar. Access to computers, administrative support, and internet technology (IT) support is provided by the interns' respective sites. In addition, interns will receive library privileges at Rutgers University (see Appendix for more details)

Intern Title

The intern uses the title "Psychology Intern" in the work setting, and signs all reports and other paperwork with this title. Interns identify themselves to clients and colleagues as such, and inform them that they are supervised and by whom. They make available contact information for their supervisors.

The Rutgers School Psychology Internship Consortium Partner Sites

1. The Center for Children with Special Needs and the Center for Independence

The Site: CCSN: The Center for Children with Special Needs is located in Glastonbury, Connecticut and is the largest private outpatient assessment and treatment facility specifically for Autism and related neurodevelopmental disorders in Connecticut. We are an interdisciplinary center specializing in the diagnosis, evaluation, and treatment of children, adolescents, and adults with complex developmental disabilities, in particular those with:

- **Autism, Asperger Syndrome, and related Pervasive Neurodevelopmental Disorders** with and without co-morbidities (e.g. Fragile X Disorder, Tuberous Sclerosis, Prader Willi Syndrome, and Fetal Alcohol Syndrome)
- **Pediatric Chronic Illness** (e.g. Spina Bifida, Cerebral Palsy, Muscle Disease, Diabetes)
- **Other developmental disabilities with concomitant mental health or severe behavioral presentations** (e.g., anxiety, depression, aggression and self-injury)

CCSN provides clinical services for patients from early childhood through late-adulthood both at our facilities and via telehealth. These services include: specific evaluation clinics for infants and toddlers, school-age children and adolescents, and adults addressing complex genetic, neurological, and psychosocial factors that impact development and functioning; specialized clinical services including group therapy, occupational therapy, and individual and family therapy (all clinical services are offered for individuals with varying degrees of cognitive and adaptive functioning); specialized treatment clinics for feeding disorders, sleep disorders, severe behavior disorders, and elimination disorders; academic services including a structured summer Reading Clinic for children with reading comprehension deficits; an ABA Clinic to provide center-based skill development programs; and Program Development and Consultative Services in which CCSN actively evaluates, designs, and implements school- and community-based programming designed to address the needs of individuals with substantial adaptive, social, and instructional delays.

Intern Experience: Interns have the opportunity to participate in all aspects of the program, including conducting evaluations, providing therapy and consultation. They are part of a dynamic team of highly skilled psychologists.

Supervising Psychologist: Heather Flynn, Ph.D., Director of Clinical Services

HFlynn@ccsnct.org, 860-430-1762.

2. Douglass Developmental Disabilities Center (Rutgers University, Graduate School of Applied and Professional Psychology)

The Site: The Douglass Developmental Disabilities Center was founded in 1972 to meet the needs of people with autism spectrum disorder (ASD) and their families. Currently, the center serves over 100 students across the school program, adult program, early intervention, and outreach services. We use the principles of applied behavior analysis (ABA) to organize our delivery of comprehensive services for individuals across the stages of their lives. Our treatment services focus on both teaching skill development and reducing challenging behavior. We work collaboratively with the families of children and adults we serve, and with the agencies that fund their treatment.

As a university-based program, our commitment includes the education of undergraduate and graduate students and the dissemination of knowledge through research, training, and consultative services. We also provide information about the treatment and education of individuals with ASD to the entire professional community and to the general public. In addition, we are committed to furthering understanding of the nature and treatment of ASD through research. Our research is integrated into our clinical practice and directly informs the services we provide to our students.

Intern Experience: Interns receive extensive training in Applied Behavior Analysis and behavior consultation. They are an important member of the intervention team and spend a great deal of time collaborating with teachers, classroom staff and BCBA's to coordinate assessment and intervention. Interns can also participate in public school consultation through the DDDC outreach division.

Supervising Psychologist: Kate Fiske Massey, Ph.D., Associate Director of Behavioral and Research Services, kfiske@dddc.rutgers.edu, 848-932-4500.

3. The Haven (Rutgers University, Graduate School of Applied and Professional Psychology)

The Site: The Haven is a school based mental health program which provides psychological services to school-age children (K-12 grades) and their families in Piscataway, New Jersey. Piscataway is a highly diverse community in terms of socio-economic and racial/ethnic diversity. The program is offered by the Piscataway Board of Education in partnership with the Center for Applied Psychology at Rutgers University. Our program is open during school hours and four evenings a week to see families with a remarkable range of presenting problems and demographic characteristics. During the school day, we provide individual and group counseling to high school students, as well as consultation and crisis intervention. Many of these students are high-risk, and one of our program goals is to help maintain them in the mainstream high school setting rather than being isolated in private special education schools. We also provide individual counseling services to the in-house alternative program at the high school.

Intern Experience: Under the supervision of the Director, Patrick Connelly, Psy.D., two doctoral internships are offered at the Haven. Both interns have the opportunity to participate in all aspects of the program. The positions include delivery of comprehensive mental health services to individual students, student groups, and families as well as consultation to teachers, parents and staff to enhance student academic performance and social-emotional well-being. Interns participate in additional group supervision at the Haven which includes educational components such as suicide assessment, family therapy, CBT, mindfulness and other topics. Interns have the opportunity to assist in running some of these supervision groups.

Supervising Psychologist: Patrick Connelly, Psy.D., Director
pconnelly@pway.org, 732-981-0700 x2249

4. Princeton High School (until June 2019)

The Site: Princeton High School (PHS) serves over 1,400 students in grades 9-12 enrolled in the Princeton Public School District. The school district is diverse racially, ethnically, culturally, and economically. 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.).

Intern Experience: The intern(s) serve two roles at PHS: 1) they work in the Bridges Program and 2) they participate as a member of the child study team. The facilitator of the Bridges Program, Dr. David Rosenfeld, serves as the intern supervisor and Jennifer Kuntz, PHS school psychologist. The internship is a full-time, 10-month position. Dr. Rosenfeld can be reached at 609.806.4284 ext. 3339.

Supervising Psychologist: David Rosenfeld, Ph.D., Bridges Program Facilitator
DavidRosenfeld@princetonk12.org, 609-806-4284 x3339

Please note Princeton High School will be leaving the Consortium in July of 2019 and will not be offering training positions for the 2019-2020 training year.

5. Shepard Schools

The Site: Shepard Schools are NJ state-approved private school programs for classified students with behavioral and/or learning problems. We service students in elementary, middle, and high school (grades 1-12). We are located in Morristown (Shepard Prep High School grades 9-12) and Kinnelon (Shepard School grades 1-8), New Jersey. Our current enrollment is comprised of over 120 students. Populations served are students in grades 1-12 with behavioral, emotional, and learning disabilities. Students are classified special education and sent from their public school districts to Shepard. Our population represents a wide range of psychiatric needs including, but not limited to, those associated with ADHD, anxiety, depression-mood, anger management difficulties, HFA, mild cognitive impairment, Tourette Syndrome, and personality difficulties. Academically, students range from those taking college prep, honors and AP courses to those who receive basic skills instruction. We also have older students (up to age 21) who attend our “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 New Jersey.

Behavioral-mental health programming services at Shepard fall under the umbrella of our School-wide evidenced based SEL/PBS program, the “Wolf Program.” Wolf Program services 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. We also provide professional development trainings for certified and para-professional staff on a regular basis

Intern Experience: Interns participate in all aspects of the Shepard program. Interns are responsible for a caseload that requires individual, group and crisis counseling. Also, students may require FBAs and BIPs, as well as case management activities. Interns are part of an experienced and supportive team.

Supervising Psychologist: Grace Zambelli, Ph.D.
gzambelli@shepardschools.org, 973-984-1600

6. South Brunswick Schools

The Site: 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.

Intern Experience: The internship is a full-time, 10-month position and will concentrate on working with students in grades K-5 with behavioral, social and emotional difficulties. The position is building based in 1-2 economically and culturally diverse elementary schools in South Brunswick Township. The position is primarily intended to support Response to Intervention (RtI) initiatives and students in general education. Additionally, psychological assessments for triennial reevaluations will be completed with the child study team. Serving as an RtI specialist, the intern will carry 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).

Supervising Psychologist: Rebecca Hye, Psy.D.

Rebecca.hye@sbschools.org, 732-297-7800.

7. Stevens Institute of Technology, Counseling Center

The Site: 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 3,100 undergraduate students and 3,500 graduate students.

The mission of Counseling and Psychological Services (CAPS) is to promote the personal growth and development of students at Stevens. Psychologists and staff strive to maximize students' potential to benefit from their academic environment and experience. We further seek to promote and be part of a healthy, caring and inclusive university community. The diverse staff at CAPS recognizes that many factors including race, ethnicity, age, gender, sexual orientation, religion, culture, ability or disability status, socioeconomic status, and other unique issues are significant in students' lives and identities. We value social justice and strive to create a safe space where thoughtful and appreciative exploration of diversity is the norm.

Intern Experience: Under supervision of licensed psychologists, doctoral interns provide direct clinical services, plans and delivers outreach and workshops, and consults with staff and faculty. They participate in the overall mission of promoting healthy psychological development for SIT students. They see a broad range of clientele from our student body. This is a full time, 40-hour/week, 12-month position. Interns work under the supervision of Dr. Melissa Zarin, Assistant Director for Counseling and Disability Services. Dr. Zarin can be reached at 201.216.5177.

Supervising Psychologist: Melissa Zarin, Ph.D. Assistant Director for Counseling and Disability Services, mzarin@stevens.edu, 201-216-5177.

Note: Stevens Institute of Technology will not be offering an internship for 2019-2020.

Rutgers School Psychology Internship Consortium Aims, Competencies, and Learning Elements

The aim of the Rutgers Consortium is to 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.

Profession-Wide and Program-Specific Competencies and Learning Elements

1. Research: To understand and engage competently in research and other scholarly activities that contribute new scientific, psychological, or professional knowledge.

1.1: Critically evaluates and synthesizes the research literature to formulate research questions and hypotheses.

1.2: Designs studies and applies principles of scientific method to generate new knowledge.

1.3: Critically interprets and applies empirical findings to address problems, make decisions, and enhance the social, behavioral, and/or academic functioning of children and youth.

1.4: Independently and critically evaluates and disseminates research or other scholarly activities at the local, regional, or national level.

2. Ethics and Legal Standards: To understand and apply ethical and legal principles to the practice of psychology in schools and other service delivery settings.

2.1: Demonstrates knowledge of and adherence to APA Ethical Principles, Code of Conduct, and relevant laws, professional standards, and guidelines governing psychological practice.

2.2: Recognizes ethical dilemmas as they arise, and applies ethical decision-making processes in order to resolve those dilemmas.

2.3: Conducts self in an ethical manner across professional activities.

3. Individual and Cultural Diversity: To display adequate knowledge and professional skills to address issues of human diversity, especially in terms of students in schools and other service-delivery settings, and to develop skills for working with individuals and groups from diverse racial, cultural/ethnic, linguistic, socioeconomic, gender, and other backgrounds.

3.1: Displays an awareness of how personal bias and cultural history, attitudes, and biases affect understanding and interactions with people different from themselves.

3.2: Demonstrates knowledge of current theoretical and empirical models to support human diversity across core professional roles.

3.3: Demonstrates the ability to consider and integrate cultural and diversity concepts in the design, implementation, and evaluation of programs, products, and services.

3.4: Works effectively with diverse individuals and groups, including those whose group membership, demographic characteristics, or worldviews create conflict with their own.

3.5: Demonstrates the ability to independently apply this knowledge and approach in working effectively with a diversity of individuals and groups.

4. Professional Values and Attitudes: To maintain self-awareness, beliefs, and behaviors that reflect the values and principles of school psychology.

4.1: Behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.

4.2: Exhibits behaviors that reflect an openness and responsiveness to feedback and supervision.

4.3: Engages in self-reflection and professional and personal growth activities to maintain and improve performance and professional effectiveness.

5. Communication and Interpersonal Skills: To demonstrate effective interpersonal and communication skills within schools, other professional practice settings, and community contexts, in the service of the psychological development and educational achievement of children and adolescents.

5.1: Develops and maintains effective relationships with students, teachers, parents, other health service professionals, and other stakeholders in the provision of psychological services.

5.2: Demonstrates skills in producing, comprehending, and integrating oral, nonverbal, and written communications that are informative and well-integrated across a range of situations, populations, and systems.

5.3: Demonstrates effective interpersonal skills and the ability to manage challenging interactions effectively and professionally.

6. Assessment: To demonstrate knowledge of and skills in administering, interpreting, and communicating about evidence-based assessments.

6.1: Selects and conducts psychological assessments that are multi-method and multisource, technically adequate, and relevant to service recipient needs and the goals of the assessment.

6.2: Interprets and uses assessment results that guide case conceptualization, classification, and recommendations while recognizing the multiple systems impacting student functioning.

6.3: Communicates orally and in writing assessment results in an accurate and effective manner sensitive to a range of audiences.

6.4: Demonstrates current knowledge of diagnostic classification systems, adaptive and maladaptive behaviors, and the impact of client behaviors on functioning.

6.5: Demonstrates the ability to apply knowledge of functional and maladaptive behaviors to the assessment and/or diagnostic process.

7. Intervention: To understand and apply evidence-based interventions across a range of professional contexts and populations.

7.1: Implements evidence-based interventions in classrooms, schools, and other service settings that are informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.

7.2: Identifies and develops evidence-based interventions in classrooms, schools, and other service settings that are informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.

7.3: Applies relevant literature and empirically-based principles to clinical decision making.

7.4: Modifies evidence-based approaches effectively when empirical data is lacking for a particular population, problem, or context.

7.5: Evaluates intervention effectiveness and adapts intervention goals and methods consistent with ongoing evaluation.

7.6: Establishes and maintains effective relationships with the recipients of psychological services.

8. Supervision: To understand and apply knowledge of effective supervision practices regarding the provision of school psychology practices.

8.1: Demonstrates knowledge of principles of effective supervision in professional settings.

8.2: Demonstrates knowledge of supervision approaches demonstrated to support the implementation of effective interventions for children and youth

8.3: Applies knowledge of effective supervision practices in direct or simulated practice with psychology trainees or other health professionals.

9. Consultation and Interprofessional/Interdisciplinary Skills: To collaborate effectively with professionals and stakeholders to address problems, share knowledge, or promote high quality service delivery.

9.1: Demonstrates knowledge of and respect for the diverse roles, beliefs, and competencies of professionals and stakeholders working in schools, mental health organizations, and other relevant settings.

9.2: Provides evidence-based consultation and technical assistance to teachers, administrators, parents, and other health service professionals in order to identify effective strategies for addressing educational, social, and emotional problems and needs.

10. Systems-Based Practices: To understand and apply a systems framework to school psychology research and practice at the individual and organizational levels.

10.1*: Demonstrates an understanding of the impact of multiple systems on student development and functioning.

10.2: Demonstrates an understanding of schools and other service delivery settings, including knowledge of principles of quality instruction, the profession of teaching, and regular and special education policy.

10.3: Utilizes knowledge of systems to design, implement, and evaluate assessment, intervention, consultation and/or other professional services.

*Element 10.1 is also relevant to the Assessment Competency (6).

Appendix A
Policies and Procedures

The Rutgers School Psychology Internship Consortium
Intern Selection and Academic Preparation Requirements Policy

Application Process

The Consortium currently offers nine full-time internship positions. The Consortium is partially affiliated with the Graduate School of Applied and Professional Psychology (GSAPP) at Rutgers University. As part of that affiliation, only students from GSAPP will be considered during Phase I. If positions are available after Phase I, applicants from all programs are welcome and encouraged to apply for Phase II consideration. If positions remain after Phase II, the Consortium participates in the Post-Match Vacancy Service

Students interested in applying for the internship program should submit an online application through the APPIC website (www.appic.org).

A complete application consists of the following materials:

1. A completed Online AAPI (APPIC's standard application)
2. Cover letter (as part of AAPI) indicating specific Consortium sites they are applying to.
3. A current Curriculum Vitae (as part of AAPI)
4. Three Standard Reference Forms, two of which must be from persons who have directly supervised your clinical work (as part of AAPI). ***Please submit no more than three SRFs.***
5. Official transcripts of **all** graduate coursework
6. Two exemplar clinical samples including **one** redacted assessment report and **one** clinical treatment summary that includes a case conceptualization.

All application materials must be received by the date noted in the current APPIC directory listing in order to be considered.

Application Screening and Interview Processes

The Consortium will base its selection process on the entire application package noted above; however, applicants who have met the following qualifications prior to beginning internship will be considered preferred:

1. A minimum of 350 intervention hours;
2. A minimum of 50 assessment hours;
3. Dissertation proposal defended;
4. Some experience or special interest in working with diverse populations;
5. Practicum experience in psychological assessment and treatment of children
6. Current enrollment and good standing in an APA-accredited doctoral program.

All complete applications received by the deadline will be screened by members of the Consortium's training committee, using a standard Application Rating Scale, and evaluated for potential goodness of fit with the internship program. Each application will be reviewed by two supervisors, at least one of whom is a training committee member. The training director may serve as the second reviewer if the site does not have a second reviewer available. All applicants will be notified of their interview status from the training director by e-mail on or before December 15th. Interviews will be scheduled in December and early January

and will occur in person with the supervisor of each site to which the applicant applied. Videoconference interviews are available if the cost of travel is prohibitive.

Participation in the APPIC Match

Each site will submit its own rank order list to the training director, who will submit these lists to the National Match System. The full application package and information gleaned from the interview process will be utilized in determining applicant rankings. As a member of APPIC, the Consortium will participate in the national internship matching process by submitting its applicant rankings to the National Matching Service. The Consortium 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 intern applicant. Questions regarding any part of the selection process or the Consortium's academic preparation requirements may be directed to the training director.

All interns who match to the Consortium must follow the hiring procedures of each member agency. These procedures may include providing proof of citizenship or legal residency and successfully passing a fingerprint-based background check before beginning employment. Interns may also need to provide results from a tuberculosis (TB) screening test from the previous 12-months. Instructions for providing this information will be sent to the interns who match to Consortium agencies with these hiring requirements. Questions regarding a specific site's hiring procedures may be addressed to the site's supervising psychologist. If matched interns do not meet site-level criteria, the match agreements will be terminated and the interns will not be allowed to complete their internship within the Rutgers' Consortium.

The Rutgers School Psychology Internship Consortium **Stipend, Benefits, and Resources Policy**

The Rutgers Consortium offers nine doctoral intern positions. Interns are employed by the site to which they match. The internship begins and ends in August each year. The annual stipend for all interns within the Consortium is \$25,000. All interns receive vacation days and other benefits according to the Consortium site to which they matched. Questions regarding specific benefits packages can be directed to the Training director. Interns should submit requests for time off to their primary supervisor at least two weeks in advance of the anticipated leave date. Interns are responsible for communicating anticipated absences to all supervisors for whom work will be missed. Sick leave must be communicated to the intern's primary supervisor as soon as the intern is physically able to do so. Supervisors are available for any questions related to time off or release time. In addition, interns are provided with two (2) hours per week of dedicated research time that may be used for dissertation and/or research activities at their site.

Consortium interns have access to numerous resources. All interns are provided with individual office space, a desk, laptop computer, office phone, voicemail, printers, software, ID badges, and basic office supplies. Intervention manuals, assessment materials, other training materials, and access to the DSM 5 and ICD-10 is provided by the Consortium. Additional materials that may be needed may be purchased using internship funding with training committee approval. Each intern additionally has access to administrative and IT support, as well as client scheduling support, via their primary site.

The Rutgers School Psychology Internship Consortium **Diversity and Non-Discrimination Policy**

The Consortium strongly values diversity and believes in creating an equitable, hospitable, appreciative, safe, and inclusive learning environment for its interns. Diversity among interns and supervisors enriches the educational experience, promotes personal growth, and strengthens communities and the workplace. Every effort is made by The Consortium to create a climate in which all staff and interns feel respected and comfortable, and in which success is possible and obtainable. The Consortium strives to make every effort to increase awareness, dispel ignorance, and increase comfort with multicultural experiences. The Consortium's training program includes an expected competency in diversity training, and multiple experiences are provided throughout the year to be sure interns are both personally supported and well-trained in this area.

The Consortium welcomes applicants from a diversity of backgrounds. The training program believes the diversity of the workforce contributes to the overall quality of the program. The Consortium provides equal opportunity to all prospective interns and does not discriminate because of a person's race, color, ethnicity, religion, sex, gender identity, national origin, age, disability status, or any other factor that is irrelevant to success as a psychology intern. Applicants are individually evaluated in terms of quality of previous training, practicum experiences, and fit with the internship. If an applicant or intern requires accommodations, she or he should contact the internship training director to initiate this process.

The Consortium's goal in diversity training is to ensure interns develop the knowledge, skills, and awareness necessary to provide competent psychological services to all members of the public. To this end, the Consortium's training program requires an expected competency in individual and cultural diversity. These competencies were developed to comply with the APA's statement on Preparing Professional Psychologists to Serve a Diverse Public: ". . . professional psychology training programs strive to ensure that psychology trainees demonstrate acceptable levels of knowledge, skills, and awareness to work effectively with diverse individuals." Diversity experiences and training are interwoven throughout the training program to ensure interns are both personally supported and well-trained in this area.

The Rutgers School Psychology Internship Consortium **Telesupervision Policy**

Videoconferencing is used to facilitate group supervision. Interns meet weekly, alternating between in-person and videoconferencing formats. This videoconferencing format is utilized in order to promote interaction and socialization among interns and to reduce the burden of travel, since interns are dispersed across separate training sites. Interns and a faculty facilitator meet in a virtual conference room and interact via high-quality real-time transmission of simultaneous video and audio. Group supervision in this format is required for all current Consortium interns for two hours weekly at a regularly scheduled time. The Consortium places high value on cohesion and socialization of intern cohorts, and virtual meetings via videoconferencing are an effective way to foster connection during the intervals between in-person meetings.

The Consortium recognizes the importance of supervisory and mentoring relationships. Group supervision is led by the training director and in some instances guest supervisors in order to provide interns with the opportunity to experience a breadth of supervisory relationships and supervision modalities. It is expected that the foundation for this supervisory relationship is cultivated during The Consortium's orientation, prior to engaging in videoconference supervision meetings. For all clinical cases discussed during the supervision, full professional responsibility remains with the intern's primary supervisor, and any crises or other time-sensitive issues are reported to that supervisor immediately. Interns are provided contact information for their direct supervisors including email and phone numbers, so crises and time-sensitive information can be reported as necessary.

All videoconferencing occurs over a secure network using Rutgers-administered HIPAA-compliant videoconferencing technology. Supervision sessions using this technology are never recorded, thus protecting the privacy and confidentiality of all trainees. All interns are provided with instruction regarding the use of the videoconferencing equipment at the outset of the training year. Technical difficulties that cannot be resolved on site are directed to the Office of Information Technology (OIT) Help Desk

The Rutgers School Psychology Internship Consortium **Intern Evaluation, Retention, and Termination Policy**

The Consortium requires that interns demonstrate minimum levels of achievement across all competencies and training elements. Interns are formally evaluated by their primary supervisor at the fourth month, eighth month and at the end of the internship year. Evaluations are conducted using the intern evaluation form, which can be found on page 34. The form includes comment spaces where supervisors include specific written feedback regarding the interns' performance and progress. This evaluation is intended to supplement ongoing dialogue between the supervisor and intern on the intern's progress and areas for growth. The evaluation form includes information about the interns' performance regarding all of the consortium's expected training competencies and the related training elements, which are aligned with the competencies disseminated by the American Psychological Association. Supervisors are expected to review these evaluations with the interns and provide an opportunity for a response and discussion at each timepoint. The training director reviews, signs and retains a copy of all evaluations.

A minimum level of achievement on each competency is defined as an average rating of "2" (see below) across the learning elements for each competency, as rated on either the second or third of three reviews. A score of 0 on any element during any review will also initiate the program's Due Process procedures. An average of 2 or higher must be achieved by the time of completion of the internship. Prior to this, the supervising psychologist, in consultation with the training director, will identify competencies requiring significant improvement and develop a plan to address those weaknesses. Major areas of difficulty may result in the initiation of due process procedures. The items on the rating scale are:

4 = Exhibits competency beyond an entry level school psychologist; no additional supervision is needed

3 = Exhibits competency of an entry level school psychologist; no additional supervision is needed

2 = Exhibits competency expected of a graduating doctoral-level intern; continues to need minimal guidance and supervision

1 = Exhibits competency expected of a beginning doctoral-level intern; continues to need moderate guidance and supervision

0 = Has not exhibited minimum competency expected for a doctoral-level intern; needs intensive additional guidance and supervision

NA = Not Applicable; I do not have knowledge of the student's functioning in this area.

Additionally, all Consortium interns are expected to complete 1750 hours of training during the internship year. Meeting the hour requirement and obtaining sufficient ratings on all evaluations demonstrates that the intern has progressed satisfactorily through and completed the internship program. Intern evaluations and certificates of completion are maintained indefinitely by the training director in a secure digital file. The Consortium also maintains a description of the training experience indefinitely. Intern evaluations and any other relevant feedback to the interns' home doctoral program is provided at minimum at the fourth month, eighth month and end point of the internship year. Doctoral programs are contacted within one month following the end of the internship year and informed that the intern has successfully completed the program. If successful completion of the program comes into question at any point during the internship year, or if an intern enters into the formal review step of the due process procedures due to concerns of a supervisor or an inadequate rating on an evaluation, the home doctoral program also will be contacted. This contact is intended to ensure that the home doctoral program, which

also has a vested interest in the interns' progress, is kept engaged in order to support an intern who may be having difficulties during the internship year. The home doctoral program is notified of any further action that may be taken by the Consortium as a result of the due process procedures, up to and including termination from the program.

In addition to the evaluations described above, interns complete an evaluation of their supervisor and a program evaluation at the mid-point and end of the internship year, in order to provide feedback that will inform any changes or improvements in the training program. All evaluation forms are available in this Handbook and via the Consortium's website.

Maintenance of Records

Intern records, including, at a minimum, a description of the training experience, all formal evaluations, and certificates of completion are maintained indefinitely by the training director in a secure digital file.

Rutgers School Psychology Internship Consortium

Due Process Procedures

Due Process Procedures are implemented in situations in which a member of the training team raises a concern about the functioning of a psychology intern. These procedures are intended to protect intern rights and are implemented in order to afford the intern with every reasonable opportunity to remediate problems and to receive support and assistance. These procedures are not intended to be punitive.

Definition of a Problem

For purposes of this document, a problem is defined broadly as an interference in professional functioning which is reflected in one or more of the following ways: 1) an inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior; 2) an inability to acquire professional skills in order to reach an acceptable level of competency; and/or 3) an inability to control personal stress, psychological challenges, and/or excessive emotional reactions which interfere with professional functioning.

It is a professional judgment made by the supervising psychologist in consultation with the training director as to when an issue becomes problematic rather than solely of concern. Intern trainees may exhibit behaviors, attitudes or characteristics that, while of concern and requiring attention, are not unexpected or excessive for professionals in training. Issues typically become identified as problems that require remediation when they include one or more of the following characteristics:

- 1) the problematic behavior potentially causes harm to a patient
- 2) the intern does not acknowledge, understand, or address the problem when it is identified;
- 3) the problem is not merely a reflection of a skill deficit which can be rectified by the scheduled sequence of clinical or didactic training;
- 4) the quality of services delivered by the intern is significantly negatively affected;
- 4) the problem is not restricted to one area of professional functioning;
- 5) a disproportionate amount of attention by training personnel is required;
- 6) the trainee's behavior does not change as a function of feedback, and/or time;
- 7) the problematic behavior has potential for ethical or legal ramifications if not addressed;
- 8) the intern's behavior negatively impacts the public view of the agency;
- 9) the problematic behavior negatively impacts the intern cohort;
and/or,
- 10) the problematic behavior violates appropriate interpersonal communication with agency staff.

Administrative Hierarchy and Definitions

The Consortium's Due Process procedure occurs in a step-wise fashion, involving greater levels of intervention as a problem increases in persistence, complexity, or level of disruption to the training program. Faculty roles included herein are defined as follows:

Supervisor: Any faculty member who provides direct supervision or teaching to an intern.

Training Director (TD): The supervisor who functions as the director of training. They lead the internship Training Committee and serve as a voting member.

Training Committee (TC): The Training Committee is comprised of the TD and the supervisors from each Consortium site. While two (or more) supervisors from each site may attend TC meetings, only one supervisor from each site acts as a voting member. The voting member is selected by the site.

Informal Review

When a supervisor believes that an intern's behavior is becoming problematic, the first step should be to raise the issue with the intern directly and as soon as feasible in an attempt to informally resolve the problem. Strategies to resolve the problem may include increased supervision, didactic training, and/or structured readings. This process should be documented in writing in supervision notes and discussed with the TD and TC, but will not become part of the intern's professional file.

Formal Review

If an intern's problem behavior persists following a documented attempt to resolve the issue informally, or if an intern receives a rating below a "1" on any learning element on a supervisory evaluation, the following process is initiated:

- A. **Notice:** The intern will be notified in writing that the issue has been raised to a formal level of review, and that a Hearing will be held.
- B. **Hearing:** The supervisor or faculty/staff member will hold a hearing with the TD and intern within 10 working days of issuing a Notice of Formal Review to discuss the problem and determine what action needs to be taken to address the issue. If the TD is the intern's direct supervisor, an additional supervisor and member of the TC will be included in the meeting. The intern will have the opportunity to provide a written statement related to their response to the problem.
- C. **Outcome and Next Steps:** The result of the Hearing will be any of the following options, to be determined by the TD and other faculty/staff members who were present at the Hearing. This outcome will be communicated to the intern in writing within 5 working days of the Hearing:
 - 1) Issue an "Acknowledgement Notice" which formally acknowledges:
 - a) that the TC is aware of and concerned with the problem;
 - b) that the problem has been brought to the attention of the intern;
 - c) that the TC will work with the intern to specify the steps necessary to rectify the problem or skill deficits addressed by the inadequate evaluation rating;
or,
 - d) that the problem is not significant enough to warrant further remedial action at this time.
 - 2) Place the intern on a Performance Improvement and Feedback Plan (PIFP) which defines a relationship such that the TC, through the supervisors and TD, actively and systematically monitor, for a specific length of time, the degree to which the intern addresses, changes and/or otherwise improves the problematic behavior or skill deficit. The PIFP period will depend upon the nature of the problem and will be determined by the intern's supervisor and the TD. A written PIFP is shared with the intern and the Director of Clinical Training at the intern's graduate institution and includes:
 - a) the actual behaviors or skills associated with the problem;
 - b) the specific recommendations for rectifying the problem;

- c) the duration of the PIFP during which the problem is expected to be ameliorated; and,
- d) the procedures designed to ascertain whether the problem has been appropriately rectified.

During the course of the PIFP, the intern's primary supervisor agrees to provide updates to the Training Committee regarding progress at a minimum of 30 day intervals following implementation. At the end of this designated PIFP, the TD will provide a written statement indicating whether or not the problem has been remediated. This statement will become part of the intern's permanent file and also will be shared with the intern and sent to the Director of Clinical Training at the intern's graduate institution.

3) In rare cases, the intern may be allowed to switch supervisors within The Consortium if a second licensed psychologist who is willing and qualified to provide supervision can be identified at the Consortium site. This option would be applicable in situations in which it is believed the intern's difficulties are the result of a poor "fit" between the intern and supervisor and the intern could be successful in a different supervisory relationship. This option would require a meeting of a review panel convened by the TD and consisting of her/himself, the intern's primary supervisor, and at least two other members of the TC. Additional parties who are knowledgeable about the intern's abilities may be involved in order to inform decision making. This meeting, if deemed necessary by the TD, will be convened within 10 working days of the original meeting discussed in step A.

- D. If the problem is not rectified through the aforementioned processes, or if the problem represents gross misconduct or ethical violations that have the potential to cause harm, the intern's placement within The Consortium may be terminated. The decision to terminate an intern's placement would be made by the entire TC and a representative of Human Resources from the employing agency and would represent a discontinuation of participation by the intern within every aspect of the training program. The TC would make this determination during a meeting convened within 5 days of the TD being notified of either of a lack progress on the PIFP or of the intern's gross misconduct. The TD may decide to temporarily suspend an intern's clinical activities during this period prior to a final decision being made, if warranted. In the event of dismissal, APPIC and the intern's Director of Clinical Training at the intern's home doctoral program would be contacted within two working days.

All aforementioned time limits may be extended by mutual consent within a reasonable limit.

Appeals Process

If the intern wishes to challenge the decisions made, he or she may request an Appeals Hearing before the TC. This request must be made in writing- an email will suffice- to the TD within five working days of notification regarding the decision made at any step of the aforementioned process. If requested, the Appeals Hearing will be conducted by a review panel convened by the TD and consisting of him/herself (or another supervisor, if appropriate), the intern's primary supervisor, and at least two other members of the TC. The intern may request a specific member of the TC to serve on the review panel. The Appeals Hearing will be held within 10 working days of the intern's request. The review panel will review all written materials and have an opportunity to interview the parties involved or any other individuals with relevant information. The review panel may uphold the decisions made previously or may modify them. The review panel has final discretion regarding outcome.

Notifying the Sponsoring Doctoral Program

If either the Acknowledgment Notice or the PIFP action occurs, the TD will inform the intern's sponsoring university within five working days, indicating the nature of the inadequate rating, the rationale for the action, and the action taken by the faculty. The intern shall receive a copy of the letter to the sponsoring university.

Once the Acknowledgment Notice or PIFP is issued by the TD, it is expected the status of the problem or inadequate rating will be reviewed no later than the next formal evaluation period or, in the case of PIFP, no later than the time limits identified in the PIFP. If the problem has been rectified to the satisfaction of the faculty and the intern, the sponsoring university and other appropriate individuals will be informed and no further action will be taken.

Grievance Procedures

Grievance Procedures are implemented in situations in which a psychology intern raises a concern about a supervisor or other faculty member or trainee, or about the internship training program. These guidelines are intended to provide the psychology intern with a means to resolve perceived conflicts. Interns who pursue grievances in good faith will not experience any adverse professional consequences. For situations in which an intern raises a grievance about a supervisor, staff member, trainee, or the internship program:

Informal Review

First, the intern should raise the issue as soon as feasible with the involved supervisor, staff member, other trainee, or TD in an effort to resolve the problem informally. If the concern is not resolved to the intern's satisfaction upon discussion with the individual being grieved, the concern should be raised with the TD, if the TD is not the grieved party. The TD will attempt to resolve any concerns through informal mediation and/or consultation.

Formal Review

If the matter cannot be satisfactorily resolved using informal means, the intern may submit a formal grievance in writing to the TD. If the TD is the object of the grievance, the grievance should be submitted to another member of the Training Committee. The individual being grieved will be asked to submit a response in writing. The TD (or TC member, as appropriate) will meet with the intern and the individual being grieved within 10 working days. In some cases, the TD or other TC member may wish to meet with the intern and the individual being grieved separately first. The goal of the joint meeting will be to develop a plan of action to resolve the matter. The plan of action will include:

- a) the behavior associated with the grievance;
- b) the specific steps to rectify the problem; and,
- c) procedures designed to ascertain whether the problem has been appropriately rectified.

The TD or other TC member will document the process and outcome of the meeting. The intern and the individual being grieved will be asked to report back to the TD or other TC member in writing within 10 working days regarding whether the issue has been adequately resolved.

If the plan of action fails, the TD or other TC member will convene a review panel consisting of her/himself and at least two other members of the TC within 10 working days. The intern may request a specific

member of the TC to serve on the review panel. The review panel will review all written materials and have an opportunity to interview the parties involved or any other individuals with relevant information. The review panel has final discretion regarding outcome.

If the review panel determines a grievance against a staff member cannot be resolved internally or is not appropriate to be resolved internally, then the issue will be turned over to the employer agency (i.e., either Rutgers in the cases of DDDC or The Haven or the sites in the cases of CCSN, South Brunswick, Princeton, Shepard Schools, and The Stevens Institute) in order to initiate the due process procedures outlined in the employment contract. If the review panel determines the grievance against the staff member potentially can be resolved internally, the review panel will develop a second action plan that includes the same components as the aforementioned. The process and outcome of the panel meeting will be documented by the TD or other TC member. The intern and the individual being grieved will again be asked to report back in writing regarding whether the issue has been adequately resolved within 10 working days. The panel will reconvene within 5 working days to again review written documentation and determine whether the issue has been adequately resolved. If the issue is not resolved by the second meeting of the panel, the issue will be forwarded to the employing agency in order to initiate the due process procedures outlined in the employment contract.

Please sign the following acknowledgement page and return to the internship training director.

Rutgers School Psychology Internship Consortium

Acknowledgment

I acknowledge that I have received and reviewed the Due Process and Grievance procedures of the Rutgers School Psychology Internship Consortium. I agree to abide by the procedures outlined in this document. I have been provided with a copy of the document to keep in my files.

Print Name

Signature

Date

Appendix B
Evaluation Forms

RUTGERS SCHOOL PSYCHOLOGY INTERNSHIP CONSORTIUM
SUPERVISOR RATING OF STUDENT COMPETENCIES FORM

Intern: _____ **Supervisor:** _____

Training Director: _____ **Site:** _____

Dates of Evaluation: _____ **Start Date:** _____ **End Date:** _____

Methods of Evaluation (Please check all that apply):

_____ Direct Observation	_____ Review of Audio/Video
_____ Case Presentation	_____ Documentation Review
_____ Supervision	_____ Comments from Staff/faculty

NOTE: This form is designed to provide interns with comprehensive, formal feedback on strengths and areas for growth. As described in the Intern Evaluation, Retention, and Termination Policy, a score less than 2 on any broad competency on either the second or third of three reviews will initiate the program's Due Process procedures. A score of 0 on any element during any review will also initiate the program's Due Process procedures. Interns must receive a rating of 2 or higher on all broad competencies to demonstrate that they are prepared for entry level independent practice and licensure, and to successfully complete internship.

DIRECTIONS: When making a rating about a student's skills for a given competency, please use the following criteria:

- 4** = Exhibits competency of an advanced school psychologist; no additional supervision is needed
- 3** = Exhibits competency beyond an entry level school psychologist; no additional supervision is needed
- 2** = Exhibits competency of an entry level school psychologist; no additional supervision is needed
- 1** = Exhibits competency expected of a beginning doctoral-level intern; continues to need moderate guidance and supervision
- 0** = Has not exhibited minimum competency expected for a doctoral-level intern; needs intensive additional guidance and supervision
- NA** = Not Applicable; I do not have knowledge of the student's functioning in this area.

0	1	2	3	4	NA
Not expected intern level	Beginning intern level	Entry psychologist	Beyond entry psychologist	Advanced psychologist	Not applicable

1. Research: To understand and engage competently in research and other scholarly activities that contribute new scientific, psychological, or professional knowledge.

1.1: Critically evaluates and synthesizes the research literature to formulate research questions and hypotheses.

0	1	2	3	4	NA
Not expected doctoral level	Beginning intern level	Entry psychologist	Beyond entry psychologist	Advanced psychologist	Not applicable

1.2: Designs studies and applies principles of scientific method to generate new knowledge.

0	1	2	3	4	NA
Not expected doctoral level	Beginning intern level	Entry psychologist	Beyond entry psychologist	Advanced psychologist	Not applicable

1.3: Critically interprets and applies empirical findings to address problems, make decisions, and enhance the social, behavioral, and/or academic functioning of children and youth.

0	1	2	3	4	NA
Not expected doctoral level	Beginning intern level	Entry psychologist	Beyond entry psychologist	Advanced psychologist	Not applicable

1.4: Independently and critically evaluates and disseminates research or other scholarly activities at the local, regional, or national level.

0	1	2	3	4	NA
Not expected doctoral level	Beginning intern level	Entry psychologist	Beyond entry psychologist	Advanced psychologist	Not applicable

Mean for Competency 1 - Research

Sum Total Score for Elements

1.1 to 1.4 (max total score 16): _____ /4 = _____

Comments about the intern’s competence in Research (Optional):

2. Ethics and Legal Standards: To understand and apply ethical and legal principles to the practice of psychology in schools and other service delivery settings.

2.1: Demonstrates knowledge of and adherence to APA Ethical Principles, Code of Conduct, and relevant laws, professional standards, and guidelines governing psychological practice.

0	1	2	3	4	NA
Not expected doctoral level	Beginning intern level	Entry psychologist	Beyond entry psychologist	Advanced psychologist	Not applicable

2.2: Recognizes ethical dilemmas as they arise, and applies ethical decision-making processes in order to resolve those dilemmas.

0	1	2	3	4	NA
Not expected doctoral level	Beginning intern level	Entry psychologist	Beyond entry psychologist	Advanced psychologist	Not applicable

2.3: Conducts self in an ethical manner across professional activities.

0	1	2	3	4	NA
Not expected doctoral level	Beginning intern level	Entry psychologist	Beyond entry psychologist	Advanced psychologist	Not applicable

Mean for Competency 2 - Ethics and Legal Standards

Sum Total Score for Elements

2.1 to 2.3 (max total score 12): _____ /3 = _____

Comments about the intern's competence in Ethics and Legal Standards (Optional):

3. Individual and Cultural Diversity: To display adequate knowledge and professional skills to address issues of human diversity, especially in terms of students in schools and other service-delivery settings, and to develop skills for working with individuals and groups from diverse racial, cultural/ethnic, linguistic, socioeconomic, gender, and other backgrounds.

3.1: Displays an awareness of how personal bias and cultural history, attitudes, and biases affect understanding and interactions with people different from themselves.

0	1	2	3	4	NA
Not expected doctoral level	Beginning intern level	Entry psychologist	Beyond entry psychologist	Advanced psychologist	Not applicable

3.2: Demonstrates knowledge of current theoretical and empirical models to support human diversity across core professional roles.

0	1	2	3	4	NA
Not expected doctoral level	Beginning intern level	Entry psychologist	Beyond entry psychologist	Advanced psychologist	Not applicable

3.3: Demonstrates the ability to consider and integrate cultural and diversity concepts in the design, implementation, and evaluation of programs, products, and services.

0	1	2	3	4	NA
Not expected doctoral level	Beginning intern level	Entry psychologist	Beyond entry psychologist	Advanced psychologist	Not applicable

3.4: Works effectively with diverse individuals and groups, including those whose group membership, demographic characteristics, or worldviews create conflict with their own.

0	1	2	3	4	NA
Not expected doctoral level	Beginning intern level	Entry psychologist	Beyond entry psychologist	Advanced psychologist	Not applicable

3.5: Demonstrates the ability to independently apply this knowledge and approach in working effectively with a diversity of individuals and groups.

0	1	2	3	4	NA
Not expected doctoral level	Beginning intern level	Entry psychologist	Beyond entry psychologist	Advanced psychologist	Not applicable

Mean for Competency 3 - Individual and Cultural Diversity

Sum Total Score for Elements

3.1 to 3.5 (max total score 20): _____ /5 = _____

Comments about the intern’s competence in Individual and Cultural Diversity (Optional):

4. Professional Values and Attitudes: To maintain self-awareness, beliefs, and behaviors that reflect the values and principles of school psychology.

4.1: Behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.

0	1	2	3	4	NA
Not expected doctoral level	Beginning intern level	Entry psychologist	Beyond entry psychologist	Advanced psychologist	Not applicable

4.2: Exhibits behaviors that reflect an openness and responsiveness to feedback and supervision.

0	1	2	3	4	NA
Not expected doctoral level	Beginning intern level	Entry psychologist	Beyond entry psychologist	Advanced psychologist	Not applicable

4.3: Engages in self-reflection and professional and personal growth activities to maintain and improve performance and professional effectiveness.

0	1	2	3	4	NA
Not expected doctoral level	Beginning intern level	Entry psychologist	Beyond entry psychologist	Advanced psychologist	Not applicable

Mean for Competency 4 - Professional Values & Attitudes

Sum Total Score for Elements

4.1 to 4.3 (max total score 12): _____ /3 = _____

Comments about the intern’s competence in Professional Values and Attitudes (Optional):

5. Communication and Interpersonal Skills: To demonstrate effective interpersonal and communication skills within schools, other professional practice settings, and community contexts, in the service of the psychological development and educational achievement of children and adolescents.

5.1: Develops and maintains effective relationships with students, teachers, parents, other health service professionals, and other stakeholders in the provision of psychological services.

0	1	2	3	4	NA
Not expected doctoral level	Beginning intern level	Entry psychologist	Beyond entry psychologist	Advanced psychologist	Not applicable

5.2: Demonstrates skills in producing, comprehending, and integrating oral, nonverbal, and written communications that are informative and well-integrated across a range of situations, populations, and systems.

0	1	2	3	4	NA
Not expected doctoral level	Beginning intern level	Entry psychologist	Beyond entry psychologist	Advanced psychologist	Not applicable

5.3: Demonstrates effective interpersonal skills and the ability to manage challenging interactions effectively and professionally.

0	1	2	3	4	NA
Not expected doctoral level	Beginning intern level	Entry psychologist	Beyond entry psychologist	Advanced psychologist	Not applicable

Mean for Competency 5 - Communication & Interpersonal Skills

Sum Total Score for Elements

5.1 to 5.3 (max total score 12): _____ /3 = _____

Comments about the intern’s competence in Communication and Interpersonal Skills (Optional):

6. Assessment: To demonstrate knowledge of and skills in administering, interpreting, and communicating about evidence-based assessments.

6.1: Selects and conducts psychological assessments that are multi-method and multisource, technically adequate, and relevant to service recipient needs and the goals of the assessment.

0	1	2	3	4	NA
Not expected doctoral level	Beginning intern level	Entry psychologist	Beyond entry psychologist	Advanced psychologist	Not applicable

6.2: Interprets and uses assessment results that guide case conceptualization, classification, and recommendations while recognizing the multiple systems impacting student functioning.

0	1	2	3	4	NA
Not expected doctoral level	Beginning intern level	Entry psychologist	Beyond entry psychologist	Advanced psychologist	Not applicable

6.3: Communicates orally and in writing assessment results in an accurate and effective manner sensitive to a range of audiences.

0	1	2	3	4	NA
Not expected doctoral level	Beginning intern level	Entry psychologist	Beyond entry psychologist	Advanced psychologist	Not applicable

6.4: Demonstrates current knowledge of diagnostic classification systems, adaptive and maladaptive behaviors, and the impact of client behaviors on functioning.

0	1	2	3	4	NA
Not expected doctoral level	Beginning intern level	Entry psychologist	Beyond entry psychologist	Advanced psychologist	Not applicable

6.5: Demonstrates the ability to apply knowledge of functional and maladaptive behaviors to the assessment and/or diagnostic process.

0	1	2	3	4	NA
Not expected doctoral level	Beginning intern level	Entry psychologist	Beyond entry psychologist	Advanced psychologist	Not applicable

Mean for Competency 6 - Assessment

Sum Total Score for Elements 6.1 to

6.5 *plus 10.1* (max total score 24): _____ /6 = _____

Comments about the intern’s competence in Assessment (Optional):

--

7. Intervention: To understand and apply evidence-based interventions across a range of professional contexts and populations.

7.1: Implements evidence-based interventions in classrooms, schools, and other service settings that are informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.

0	1	2	3	4	NA
Not expected doctoral level	Beginning intern level	Entry psychologist	Beyond entry psychologist	Advanced psychologist	Not applicable

7.2: Identifies and develops evidence-based interventions in classrooms, schools, and other service settings that are informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.

0	1	2	3	4	NA
Not expected doctoral level	Beginning intern level	Entry psychologist	Beyond entry psychologist	Advanced psychologist	Not applicable

7.3: Applies relevant literature and empirically-based principles to clinical decision making.

0	1	2	3	4	NA
Not expected doctoral level	Beginning intern level	Entry psychologist	Beyond entry psychologist	Advanced psychologist	Not applicable

7.4: Modifies evidence-based approaches effectively when empirical data is lacking for a particular population, problem, or context.

0	1	2	3	4	NA
Not expected doctoral level	Beginning intern level	Entry psychologist	Beyond entry psychologist	Advanced psychologist	Not applicable

7.5: Evaluates intervention effectiveness and adapts intervention goals and methods consistent with ongoing evaluation.

0	1	2	3	4	NA
Not expected doctoral level	Beginning intern level	Entry psychologist	Beyond entry psychologist	Advanced psychologist	Not applicable

7.6: Establishes and maintains effective relationships with the recipients of psychological services.

0	1	2	3	4	NA
Not expected doctoral level	Beginning intern level	Entry psychologist	Beyond entry psychologist	Advanced psychologist	Not applicable

Mean for Competency 7 - Intervention

Sum Total Score for Elements

7.1 to 7.6 (max total score 24): _____ /6 = _____

Comments about the intern’s competence in Intervention (Optional):

8. Supervision: To understand and apply knowledge of effective supervision practices regarding the provision of school psychology practices.

8.1: Demonstrates knowledge of principles of effective supervision in professional settings.

0	1	2	3	4	NA
Not expected doctoral level	Beginning intern level	Entry psychologist	Beyond entry psychologist	Advanced psychologist	Not applicable

8.2: Demonstrates knowledge of supervision approaches demonstrated to support the implementation of effective interventions for children and youth

0	1	2	3	4	NA
Not expected doctoral level	Beginning intern level	Entry psychologist	Beyond entry psychologist	Advanced psychologist	Not applicable

8.3: Applies knowledge of effective supervision practices in direct or simulated practice with psychology trainees or other health professionals.

0	1	2	3	4	NA
Not expected doctoral level	Beginning intern level	Entry psychologist	Beyond entry psychologist	Advanced psychologist	Not applicable

Mean for Competency 8 - Supervision

Sum Total Score for Elements

8.1 to 8.3 (max total score 12): _____ /3 = _____

Comments about the intern’s competence in Supervision (Optional):

9. Consultation and Interprofessional/Interdisciplinary Skills: To collaborate effectively with professionals and stakeholders to address problems, share knowledge, or promote high quality service delivery.

9.1: Demonstrates knowledge of and respect for the diverse roles, beliefs, and competencies of professionals and stakeholders working in schools, mental health organizations, and other relevant settings.

0	1	2	3	4	NA
Not expected doctoral level	Beginning intern level	Entry psychologist	Beyond entry psychologist	Advanced psychologist	Not applicable

9.2: Provides evidence-based consultation and technical assistance to teachers, administrators, parents, and other health service professionals in order to identify effective strategies for addressing educational, social, and emotional problems and needs.

0	1	2	3	4	NA
Not expected doctoral level	Beginning intern level	Entry psychologist	Beyond entry psychologist	Advanced psychologist	Not applicable

Mean for Competency 9 - Interprofessional/Interdisciplinary Skills

Sum Total Score for Elements

9.1 to 9.2 (max total score 8): _____ /2 = _____

Comments about the intern’s competence in Interprofessional/Interdisciplinary Skills (Optional):

--

10. Systems-Based Practices: To understand and apply a systems framework to school psychology research and practice at the individual and organizational levels.

10.1*: Demonstrates an understanding of the impact of multiple systems on student development and functioning.

0	1	2	3	4	NA
Not expected doctoral level	Beginning intern level	Entry psychologist	Beyond entry psychologist	Advanced psychologist	Not applicable

10.2: Demonstrates an understanding of schools and other service delivery settings, including knowledge of principles of quality instruction, the profession of teaching, and regular and special education policy.

0	1	2	3	4	NA
Not expected doctoral level	Beginning intern level	Entry psychologist	Beyond entry psychologist	Advanced psychologist	Not applicable

10.3: Utilizes knowledge of systems to design, implement, and evaluate assessment, intervention, consultation and/or other professional services.

0	1	2	3	4	NA
Not expected doctoral level	Beginning intern level	Entry psychologist	Beyond entry psychologist	Advanced psychologist	Not applicable

*Element 10.1 is also relevant to the Assessment Competency (6).

Mean for Competency 10 - Systems-Based Practices

Sum Total Score for Elements
10.1 to 10.3 (max total score 12): _____ /3 = _____

Comments about the intern’s competence in Systems-Based Practices (Optional):

Comments on intern's OVERALL performance, including identified strengths and areas for growth:

Intern’s signature Date

Supervisor’s signature Date

Training Director’s signature Date

Rutgers School Psychology Internship Consortium
Doctoral Internship Program Evaluation
To be completed by intern

Intern: _____

Internship Site: _____ Training Year: _____

Evaluation Interval (Please Circle): Mid-Point End of Year

This Program Evaluation is utilized by the Consortium to continually improve and enhance the training program. All responses are reviewed by the training committee, and your feedback is carefully considered. Any ratings of "Poor" or "Fair" will result in action by the training committee to address the problematic item, so please include detailed explanatory comments wherever applicable in order to help us respond most effectively.

OVERALL INTERNSHIP EXPERIENCE

Overall quality of training

Poor *Fair* *Good* *Excellent*

Opportunities for professional socialization with intern cohort

Poor *Fair* *Good* *Excellent*

Breadth of clinical intervention and assessment experience

Poor *Fair* *Good* *Excellent*

Satisfaction with number and diversity of client contacts

Poor *Fair* *Good* *Excellent*

Clarity of expectations and responsibilities for intern

Poor *Fair* *Good* *Excellent*

Case load was appropriate to meet educational needs

Poor *Fair* *Good* *Excellent*

Please provide any additional comments/feedback about your experience and provide explanations for any "poor" or "fair" ratings:

GROUP TRAINING OPPORTUNITIES

Monthly Didactics

Poor *Fair* *Good* *Excellent*

Group Supervision

Poor *Fair* *Good* *Excellent*

Please provide any additional comments/feedback about the group training activities and provide explanations for any "poor" or "fair" ratings:

QUALITY OF TRAINING WITHIN REQUIRED COMPETENCY AREAS

For the following questions, please consider training you have received through didactic seminars and professional development opportunities, as well as experiential training.

Evidence-Based Practice in Assessment

Poor *Fair* *Good* *Excellent*

Comments:

Evidence-Based Practice in Intervention

Poor *Fair* *Good* *Excellent*

Comments:

Ethical and Legal Standards

Comments:

Individual and Cultural Diversity

Poor *Fair* *Good* *Excellent*

Comments:

Research

Poor *Fair* *Good* *Excellent*

Comments:

Supervision

Poor *Fair* *Good* *Excellent*

Comments:

Professional Values and Attitudes

Poor *Fair* *Good* *Excellent*

Comments:

Interprofessional and Interdisciplinary Consultation

Poor *Fair* *Good* *Excellent*

Comments:

Communication and Interpersonal Skills

Poor *Fair* *Good* *Excellent*

Comments:

Systems Practices

<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Excellent</i>
-------------	-------------	-------------	------------------

Comments:

Please provide additional comments/feedback related to your training in the required competency areas and provide explanations for any "poor" or "fair" ratings:

Please provide any other feedback and recommendations that you believe might be helpful or might improve the internship:

Please provide any feedback that you think would help improve this program evaluation survey:

Supervisor's Signature _____ Date: _____

Intern's Signature _____ Date: _____

Rutgers School Psychology Internship Consortium
Evaluation of Supervisor
To be completed by intern for each individual supervisor

Intern: _____

Supervisor: _____

Internship Site: _____ Training Year: _____

Evaluation Interval (Please Circle): Mid-Point End of Year

Note: This supervisor evaluation is used by the Consortium to continually improve and enhance the training program. All responses are reviewed by the training committee, and your feedback is carefully considered. Any ratings of "Poor" or "Fair" will result in action by the training committee to address the problematic item, so please include detailed explanatory comments wherever applicable in order to help us respond most effectively.

Treats intern with respect and courtesy

Poor *Fair* *Good* *Excellent*

Presents as a professional role model consistent with the program's aims.

Poor *Fair* *Good* *Excellent*

Sets clear objectives and responsibilities throughout the supervised experience.

Poor *Fair* *Good* *Excellent*

Schedules supervision meetings and is available at the scheduled times.

Poor *Fair* *Good* *Excellent*

Keeps sufficiently informed of cases

Poor *Fair* *Good* *Excellent*

Maintains appropriate interpersonal boundaries with clients and supervisees.

Poor *Fair* *Good* *Excellent*

Provides constructive and timely feedback on supervisee's performance

Poor *Fair* *Good* *Excellent*

Encourages appropriate degree of independence

Poor *Fair* *Good* *Excellent*

Provides a level of case-based supervision appropriate to supervisee's training needs.

Poor *Fair* *Good* *Excellent*

Assists in coherent conceptualization of clinical work.

Poor *Fair* *Good* *Excellent*

Supports intern in navigating and responding to clients' cultural and individual differences

Poor *Fair* *Good* *Excellent*

Promotes clinical practices in accordance with ethical and legal standards.

Poor *Fair* *Good* *Excellent*

Assists in translation of conceptualization into techniques and procedures.

Poor *Fair* *Good* *Excellent*

Promotes intern's general acquisition of knowledge, skills and competencies

Poor *Fair* *Good* *Excellent*

Please provide additional comments/feedback about your supervision experience and provide explanations for any "poor" or "fair" ratings

Describe how the supervisor contributed to your learning

Describe how supervision could be enhanced.

Any other suggestions/feedback for your supervisor.

Supervisor's Signature

Date

Intern's Signature

Date

Appendix C

Other Forms

**Rutgers School Psychology Internship Consortium
Training Plan**

Name of Intern: _____

Date of Plan: _____

Consortium Site: _____

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 Goals

Description of Planned Internship Activities (describe the specific types of activities the intern will perform in order to reach stated goals, above):

Assessment:

Direct Intervention:

Consultation:

Program Planning:

Program Evaluation and Research:

Administrative Activities and Planning Activities:

Leadership Activities:

Other:

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:

Intern Signature: _____

Individual Supervisor Signature: _____

Training Director Signature: _____

**Rutgers School Psychology Internship Consortium
Activities and Hours Log**

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, grant writing:

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, in-service 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 Training Director_____

Appendix D

Didactics Calendar

Rutgers School Psychology Internship Consortium Didactics Calendar

September

Consultation with Parents and Schools

October

Working with African American Families

Nancy Boyd-Franklin, Ph.D.

November

NJ PREPARE; School Emergency Preparedness

December

Diversity in Schools: Approaches to Teacher Training

Grief and Loss

Intersectionality

January

Mindfulness Approaches in Therapy and Schools

Intern Presentations

February

Trauma and Schools

Trauma Focused Cognitive Behavioral Therapy

Intern Presentations

March

Therapy with Children: CBT, Art and Family Therapy

Intern Presentations

April

Career Opportunities in School Psychology

Guest Panel TBD

Intern Presentations

May

Behavioral Interventions in Schools

Intern Presentations

June

Systems Challenges in School Psychology

Year-end Self Reflection and Program Evaluation