EDP 8340

Division: Theoretical and Behavioral Foundations
Program Area: Educational Psychology
Course Number: EDP 8340
Course Title: Internship in Clinical Procedures II
Term/Year: Fall and Winter
Course Location: Clinical Site
Day/ Time: Arranged
Instructor: Dr. Stephen Hillman
Office Address: 343 Education
Office Hours: Mondays and Wednesdays 1:00 p.m. – 4:30 p.m.
Office Phone: (313) 577-1391
E-mail: s.b.hillman@wayne.edu
Website: http://coe.wayne.edu/tbf/edp/

Course Description: EDP 8340: Admission to Ph.D. program in Educational Psychology. Placement as a psychology intern in appropriate organized health care setting under the supervision of a licensed psychologist.

Course Outcomes:

1. Interns will demonstrate professional competence in administering both standardized and projective testing instruments, with an emphasis on batteries of tests; interpreting test scores and writing clear, concise, comprehensive, and professional psychological assessment reports.

2. Interns will demonstrate competence in integrating knowledge of human development and developmental delays, learning theory, and psychopathology into clearly and concisely written DSM diagnoses for both initial assessment and final diagnosis of their client’s disorders. Diagnoses must demonstrate a comprehensive understanding of the client and of the disorder.

3. Interns will demonstrate competence in conducting interviews and psychotherapy sessions with children, adolescents, adults, couples, and families and maintaining clear, concise, and current session/process notes that are HIPAA compliant.

4. Interns will demonstrate the development of appropriate professional relationships with clients and staff from diverse cultural backgrounds.

5. Interns will demonstrate competence in establishing, in appropriate situations, counseling relationships with clients and their families, and consulting relationships with other professionals (e.g., psychiatrist, teacher, case worker, etc.) who may also be involved with the intern’s clients (with appropriate signed release).

6. Interns will demonstrate the ability to establish therapeutic and empathic relationships with clients, their families, other professionals, and/or staff, and the public in a professional manner that complies with the APA code of ethics and Michigan law.
Course Assignments:

The program requires a 2,000 hour pre-doctoral internship at an approved clinical site, described in more detail later in this section. The purpose of this internship is to integrate and apply skills and knowledge obtained thus far through formal coursework and accompanying practicum experiences into practice in a clinical field setting. Although the site should be focused on school-aged children (preschool-emerging adult/late adolescent), it is expected that students intern at a site that will permit a broad range of experiences with adults and families as well, as the entire family system is of critical focus in a doctoral level school psychology training framework.

The 2,000 hours may be done full time (40 hours per week) over one calendar year or half-time (20 hours per week) over two calendar years. Students will be supervised by both university faculty and qualified clinical psychologists in their field placements. Both Michigan Law and National Register Guidelines are followed; each is described below.

**Michigan Law.** The Psychology--General Rules for Michigan are summarized below and can also be found at the following website:


1. The internship takes place in an organized health care setting, or other arrangement receiving approval of the State of Michigan Board of Psychology. Organized health care setting means “an organized governmental entity, nonprofit organization, or a private agency, institution, or organization engaged in the delivery of health care services which provides an opportunity for continuous professional interaction and collaboration with other disciplines, an opportunity to utilize a variety of theories, and an opportunity to work with a broad range of populations and techniques”.

2. The internship requires students to work not less than 20 clock hours per week in the internship program.

3. The internship requires not less than 2,000 clock hours of psychological work completed in not more than 2 consecutive years. Interns must work either full (40 hours/week) or half time (20 hours/week), though the law reads that in any given week throughout the maximum of two years “the experience shall be accumulated at not less than 16 clock hours per week nor more than 40 clock hours per week.”

4. The applicant is supervised by a psychologist who is licensed in Michigan, eligible for licensure in Michigan, or who is licensed or certified at the independent practice level in the state where the internship takes place.

5. The applicant shall meet individually and in person with his or her clinical supervisor for a minimum of 8 hours a month during the internship program.
National Register Internship Standards. The program also follows the internship guidelines of the National Register of Health Service Providers in Psychology. These are entitled the “Guidelines for Defining an Internship or Organized Health Service Training Program in Psychology” and are used by the National Register to “identify organized health service programs or internships in psychology.” They are itemized verbatim below. (http://www.nationalregister.org/internship_guidelines.html)

1. An organized training program, in contrast to supervised experience or on-the-job training, is designed to provide the intern with a planned, programmed sequence of training experiences. The primary focus and purpose is assuring breadth and quality of training.

2. The internship agency had a clearly designated staff psychologist who was responsible for the integrity and quality of the training program and who was actively licensed/certified by the State/Provincial Board of Examiners in Psychology.

3. The internship agency had two or more psychologists on the staff as supervisors, at least one of whom was actively licensed as a psychologist by the State/Provincial Board of Examiners of Psychology.

4. Internship supervision was provided by a staff member of the internship agency or by an affiliate of that agency who carried clinical responsibility for the cases being supervised. At least one or more psychologists provided half of the internship supervision.

5. The internship provided training in a range of assessment and treatment activities conducted directly with patients seeking health services.

6. At least 25% of trainee's time was in direct patient contact.

7. The internship included a minimum of two hours per week (regardless of whether the internship was completed in one year or two) of regularly scheduled, formal, face-to-face individual supervision with the specific intent of dealing with health services rendered directly by the intern. There must also have been at least two additional hours per week in learning activities such as: case conferences involving a case in which the intern was actively involved; seminars dealing with clinical issues; co-therapy with a staff person including discussion; group supervision; additional individual supervision.

8. Training was post- clerkship, post-practicum and post- externship level.

9. The internship agency had a minimum of two interns at the internship level of training during applicant's training period.

10. Trainee had title such as "intern," "resident," "fellow," or other designation of trainee status.

11. The internship agency had a written statement or brochure which described the goals and content of the internship, stated clear expectations for quantity and quality of trainee's work and was made available to prospective interns.

12. The internship experience (minimum 1500 hours was completed within 24 months).
**Internship Sites.** Students will collaborate with Dr. Yoon and Dr. Hillman, who are the university supervisors for pre-doctoral internships, to determine an appropriate site, ensure proper training agreements with the site, and establish communication and a plan for regular contact with the field supervisor. Schools are not accepted sites by the Michigan Board of Psychology for a clinically-based internship, regardless of the activities performed in the school setting. The typical pre-doctoral internship site is a non-profit or government agency that is not funded by private insurance, as students at the pre-doctoral level do not hold credentials that are eligible for reimbursement by private insurance companies. Internships are generally unpaid. Some recent sites have included Catholic Social Services, Detroit Children’s Center, Providence Hospital, Children’s Hospital of Michigan, and Oakland University Health Services.

**Affiliation Agreement.** The document, included in the course syllabus, must be signed by the internship site. It is an agreement by the internship site that the intern will be placed at that site, and that the resources indicated will be provided to the intern. This must be done at the time of securing the internship.

**Internship Plan.** Based on the above mentioned criteria and standards for internship, the WSU Internship Plan, as included in the course syllabus, must be developed collaboratively between intern and site supervisor. This plan should outline the trainee's opportunities, roles, and responsibilities during the internship. This must be typewritten, and must be signed by student, site supervisor, and university supervisor, as indicated on the form. It must be done within the first two weeks of beginning the internship and submitted to the university supervisor for approval. Both breadth and depth of experiences is expected.

**Supervisor Evaluation.** A supervisor evaluation must be also completed at the end of each semester and a final evaluation is due at the end. See the supervisor evaluation form in the course syllabus. The supervisor completes the evaluation and then must review it with the student. Both then sign it and forward to the university supervisor. Students must submit a copy of the completed evaluation to the university supervisor by the last day of class in each semester.

**Site Evaluation.** At the completion of the internship experience, students complete a site evaluation and submit a signed copy to the faculty. This form is included in the syllabus.

**Internship Logs.** Students must document types and duration of activities using the internship logs included in the Appendix. These can be typed or hand-written. Because placements may have varying work weeks/hours, it is the student’s responsibility to make sure he/she accumulates the minimum hours required from internship. Any changes to the internship plan and schedules must be approved by the university supervisor and the site supervisor. Also, for each internship and log, students must tally total hours by category as well as calculate a grand total before turning in their final logs. These tallies can be type or hand written directly on the logs.

**University Based Supervision/Seminar.** Students are expected to attend all supervision/seminar meetings scheduled at the university during the internship sequence. These sessions are very important for group supervision and discussions of internship experiences, but also critical in learning about certification and licensure requirements and applications, preparing for the national examination (EPPP), and other professional preparation issues.
**Additional Student Responsibilities During Internship.** All of the following must also be carefully followed by students on internship.

1) As is required throughout the program, during internship experiences students must exhibit professional conduct that is consistent with the ethical code of the American Psychological Association. As a representative of the School and Community Psychology Program at WSU, each student is responsible to perform at the highest level of functioning at all times.

2) Students are expected to follow the field placement policies and procedures of the program at WSU. A compliance form (see appendix) should be completed by each student and filed with the internship supervisor prior to the internship sequence. Any changes to requirements and schedules have to be approved by both the university internship supervisor and field-based supervisors.

3) Each student is responsible for carrying liability insurance throughout the internship sequence. There are several options for this, including APAIT (American Psychological Association Insurance Trust). Rockport and Harjes Agency are additional reputable companies with reasonable policy prices. Students should secure an “occurrence” (not “claims made”) policy. It is standard that the policy will include coverage up to $1 million dollars per incident, $3 million dollars total.

4) Prior to internship, students may be required to attend an orientation meeting at their assigned internship sites and to complete a TB test and a FIA clearance (fingerprinting). Individual sites will vary in their requirements.

5) Students must communicate any questions and concerns that arise while completing their internships and alert the university supervisor immediately in the event of any problems.

6) Supervision is a critical aspect of the internship. Students are expected to initiate contact with field-based and university supervisors as required and as needed. Students need to be aware of one’s own professional limitations and to effectively communicate with supervisors.

7) Students should prepare for supervision in advance in order to use supervision time effectively. Make a list of specific questions and issues to be explored and discussed prior to supervision.

**Plagiarism:** Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. If you are in doubt about the use of a source, cite it. Students caught plagiarizing information from other sources will receive a failing grade in the course. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty. To enforce this policy, all outside references must be submitted with assignments.

**Grading System:** All grades for the internship will be Satisfactory or Unsatisfactory and determined through evaluation feedback from your site supervising psychologist and University supervisor.
 Withdrawal Policy: Students who withdraw from a course after the end of the 4th week of class will receive a grade on the work due to date of WP (withdraw passing), WF (withdraw failing), or WN (withdraw with insufficient materials submitted to give a grade).

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Withdrawals can be requested at any point from the fifth week of class through the study day.

Attention Students with Disabilities: If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

SDS News: Effective Fall semester 2010 Student Disability Services will be implementing a revised alternative testing form when a student schedules classroom exams/quizzes administration at SDS. As before the student and instructor each have a portion to complete. Exams are to be mailed to a new password protected email address: sdsexams2010@wayne.edu.
**INTERNSHIP PLAN**

School Psychology Doctoral Program  
Completed by Site Supervisor & Intern, and approved by University Supervisor

*(to be completed in first two weeks of placement)*

Intern: ___________________________ Beginning Date: _______ Ending Date: _______

Supervisor (including credentials): __________________________________________

Internship Site: _________________________________________________________

Check one:  
______ Full-time placement (40 hours/week over one calendar year)  OR  
______ Half-time placement (20 hours/week over two calendar years)

Please provide a description and approximate number of hours per week that the intern will be spending on the following professional activities. It will be helpful to review the portfolio requirements while writing this plan. Interns are expected to gain experience in each area.

**PSYCHOTHERAPEUTIC INTERVENTIONS (INDIVIDUAL AND GROUP)**

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<tr>
<th>Description:</th>
<th>Approx. hours per week:</th>
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**CASE MANAGEMENT ACTIVITIES**

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<tr>
<td><strong>ASSESSMENT AND REPORT WRITING</strong></td>
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<td><strong>FUNCTIONAL BEHAVIORAL ASSESSMENT &amp; BIP PLANS</strong></td>
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<td><strong>BEHAVIORAL AND ACADEMIC CONSULTATION WITH PARENTS &amp; TEACHERS</strong></td>
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<td><strong>CASE CONFERENCING (e.g., with psychiatrists, other therapists, etc. – NOT supervision)</strong></td>
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** SUPERVISION (a minimum of two hours per week/8 hours per month required) **

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** IN SERVICE/CONFERENCE ATTENDANCE OR PARTICIPATION **

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** MISCELLANEOUS/OTHER **

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<th>Description:</th>
<th>Time Percentage:</th>
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Internship Field Supervisor: ____________________________

signature

Intern: ____________________________

signature

WSU Supervisor: ____________________________

signature

** Please return this form to the Wayne State University Internship Supervisor within the first two weeks of internship placement. Thank you. **
INTERNSHIP SITE EVALUATION FORM  
School Psychology Doctoral Program  
Completed by Intern

Intern: ___________________________  Beginning Date: _____  Ending Date: ______

Supervisor: ___________________________  Form Completion Date: ______

Internship Site: ___________________________

Please respond to the following questions:

1. Indicate approximately how much you engaged in each of the following activities during the entire internship (use N/A if not applicable but answer all items):

<table>
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<tr>
<th>Activity</th>
<th>Hours per week</th>
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<tr>
<td>Individual therapy</td>
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<td>Marital therapy</td>
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<td>Other:</td>
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2. What primary mode(s) of treatment did you use? (check as many as apply)

   - cognitive-behavioral therapy
   - behavioral therapy
   - parent management training
   - psychoanalytic or psychodynamic approaches
   - family systems approaches
   - solution-focused treatment
   - other: ___________________________
   - other: ___________________________

3. How much consultation did you do and with whom?

<table>
<thead>
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<th>Role</th>
<th>How many cases</th>
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<td>parents</td>
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<td>other guardians/primary caregivers</td>
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<tr>
<td>teachers</td>
<td>______</td>
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<tr>
<td>other:</td>
<td>______</td>
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</table>
4. Did you do any forensic evaluations?
   ____ no    ____ yes  If yes, how many? ______
   If yes, describe briefly:

5. Did you perform any court-appointed/court-mandated treatment?
   ____ no    ____ yes  If yes, how many? ______
   If yes, describe briefly:

6. How much testing did you do (how many cases)?: ______

7. What were the referral questions? (check all that apply)
   ___ Emotional issues                                     how many cases? ______
   ___ Social issues                                      how many cases? ______
   ___ Behavioral issues                                  how many cases? ______
   ___ Academic issues                                    how many cases? ______
   ___ Cognitive processing issues                        how many cases? ______
   ___ Autism Spectrum Disorder/ PDD concerns             how many cases? ______
   ___ Inattention, Impulsivity, Hyperactivity concerns    how many cases? ______

8. Did you attend any problem solving team meetings at schools?
   ____ no    ____ yes  If yes, describe how many and for what referral questions:

9. Did you attend any MET/IEP meetings at schools?    ____ yes    ____ no
   ____ no    ____ yes  If yes, describe how many and for what referral questions:
10. Which experiences did you benefit most from?

11. Which experiences do you wish would have been emphasized more? Please list.

12. How satisfied were you with the amount of supervision you received? (please circle one)

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<th>Somewhat Satisfied</th>
<th>Neutral</th>
<th>Somewhat Unsatisfied</th>
<th>Fully Unsatisfied</th>
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Comments:________________________________________________________________________

13. How satisfied were you with the approach used by your supervisor? (please circle one)

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<th>Fully Satisfied</th>
<th>Somewhat Satisfied</th>
<th>Neutral</th>
<th>Somewhat Unsatisfied</th>
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Comments:________________________________________________________________________

14. Would you recommend this site for future interns? (please circle one)

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3 of 4
15. Please write any additional comments about your experiences at this site:

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Intern's Signature                                        Date
SUPERVISOR EVALUATION FORM
EDP8340 Internship in Clinical Procedures II
Ph.D. Program in Educational Psychology
School Psychology Concentration

Student's Name: ____________________________

Period of Internship: Beginning: ________________ Ending: ________________

Agency's Name: ____________________________ Address: ____________________________

Supervisor's Name: ____________________________ Telephone No.: ____________________________

Average No. of Hours per Week at Agency: ____________________________

The ratings provided on this form are intended to guide the student and the program in evaluating the student’s readiness for supervised or independent practice following the internship. Please use the following rating scale in evaluating the student on each of the dimensions below. Send the completed form and any direct questions regarding practicum students to the University Supervisor. Thank you for providing supervision to the student and assisting in the student’s professional development.

Rating Scale:

N/A Not applicable. Student was not observed practicing this skill, and it may not be appropriate for practice in this setting.

1 Unsatisfactory. Student’s performance reflects lack of critical knowledge and skill. Consultation with University Supervisor is recommended.

2 Need improvement. Student’s performance and skills are relatively weak. Close supervision and frequent monitoring are required.

3 Developing. Student’s skills are developing in this area. Plans should be made to assure student has continued supervised practice in this area.

4 Competent. Student’s skills in this area are well developed and performed at an expected level. Student practices independently with appropriate supervision. This is the most common rating, as it is the expected level of performance.

5 Exceptional. Student demonstrates an unusually complete mastery of skill for a student at the internship level. This rating is reserved for unusually high performance.
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|   | N/A | 1 | 2 | 3 | 4 | 5 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 1. | Clearly identifies the nature of the referral problem and the purpose of the assessment. | N/A | 1 | 2 | 3 | 4 | 5 |
| 2. | Uses appropriate assessment procedures and is sensitive to sources of bias when selecting, administering, and interpreting tests. | N/A | 1 | 2 | 3 | 4 | 5 |
| 3. | Appropriately administers and scores tests. | N/A | 1 | 2 | 3 | 4 | 5 |
| 4. | Analyzes and interprets test results in a meaningful and thorough fashion. | N/A | 1 | 2 | 3 | 4 | 5 |
| 5. | Presents assessment information to clients and other in an understandable and concise manner. | N/A | 1 | 2 | 3 | 4 | 5 |
| 6. | Moves logically from the conclusions reached as a result of an evaluation to the choice of intervention(s). | N/A | 1 | 2 | 3 | 4 | 5 |
| 7. | Translates assessment results into empirically-based decisions about service delivery. | N/A | 1 | 2 | 3 | 4 | 5 |

II. Consultation and Collaboration in Case Conferences and Meetings

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|   | N/A | 1 | 2 | 3 | 4 | 5 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 1. | Collaborates effectively with others regarding treatment planning. | N/A | 1 | 2 | 3 | 4 | 5 |
| 2. | Communicates and listens effectively. | N/A | 1 | 2 | 3 | 4 | 5 |
| 3. | Is tolerant of others’ values and viewpoints. | N/A | 1 | 2 | 3 | 4 | 5 |
| 4. | Is assertive in problem-solving when needed. | N/A | 1 | 2 | 3 | 4 | 5 |
| 5. | Shows concern, respect, and sensitivity for others. | N/A | 1 | 2 | 3 | 4 | 5 |

III. Effective Instruction and Development of Cognitive/Academic Skills

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|   | N/A | 1 | 2 | 3 | 4 | 5 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 1. | Demonstrates knowledge of cognitive and learning processes and techniques to intervene in these processes. | N/A | 1 | 2 | 3 | 4 | 5 |
| 2. | Develops appropriate cognitive and academic goals for students, as needed. | N/A | 1 | 2 | 3 | 4 | 5 |
| 3. | Implements interventions to achieve identified goals, considering cognitive and academic functioning and needs. | N/A | 1 | 2 | 3 | 4 | 5 |

Page 2 of 5
IV. Socialization and Development of Life Skills

1. Develops appropriate behavioral, affective, adaptive and social goals for clients. N/A 1 2 3 4 5
2. Implements interventions to achieve identified behavioral, affective, adaptive, and social goals. N/A 1 2 3 4 5
3. Evaluates effectiveness of interventions addressing goals, which may include consultation, behavioral intervention, and counseling. N/A 1 2 3 4 5
4. Develops interventions that utilize the strengths of the client. N/A 1 2 3 4 5

V. Diversity in Development and Learning

1. Demonstrates knowledge of the potential influence of biological, social, cultural, ethnic, social-economic, gender-related and linguistic factors. N/A 1 2 3 4 5
2. Demonstrates sensitivity and skills needed to work with diverse individuals. N/A 1 2 3 4 5
3. Implements strategies selected and/or adapted based on individual characteristics, strengths, and needs. N/A 1 2 3 4 5
4. Achieves comfortable interactions with individuals of other ethnic and cultural backgrounds. N/A 1 2 3 4 5
5. Understands influence of own culture, values, and belief system. N/A 1 2 3 4 5
6. Recognizes limits of own cultural and linguistic competencies. N/A 1 2 3 4 5

VI. School and Systems Organization, Policy Development, and Climate

1. Understands mental health that plays a role in their clients’ lives, schools, hospitals, and other settings as systems. N/A 1 2 3 4 5
2. Demonstrates an understanding of general education, special education, and other educational related services in the school setting. N/A 1 2 3 4 5

VII. Prevention, Crisis Interventions, and Mental Health

1. Demonstrates knowledge of how human development and psychopathology influence human behavior. N/A 1 2 3 4 5
2. Establishes rapport with clients. N/A 1 2 3 4 5
3. Identifies common affective and behavioral difficulties in clients. N/A 1 2 3 4 5
4. Demonstrates skill in the application of individual therapy techniques. N/A 1 2 3 4 5
VII. Prevention, Crisis Interventions, and Mental Health (continued)

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Demonstrates skill in the application of group counseling techniques.</td>
<td>N/A</td>
</tr>
<tr>
<td>6</td>
<td>Knows and is able to apply principles for responding to crisis (suicide, death, natural disaster, violence, sexual harassment, etc).</td>
<td>N/A</td>
</tr>
</tbody>
</table>

VIII. Home/School/Community Collaboration

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Effectively involves school/psychiatrist/pediatrician in collaborative consultative relationships.</td>
<td>N/A</td>
</tr>
<tr>
<td>2</td>
<td>Demonstrates knowledge of family systems and how families influence student development, learning, and behavior.</td>
<td>N/A</td>
</tr>
<tr>
<td>3</td>
<td>Involves families in service delivery.</td>
<td>N/A</td>
</tr>
<tr>
<td>4</td>
<td>Works effectively with families, educators, and community members.</td>
<td>N/A</td>
</tr>
<tr>
<td>5</td>
<td>Demonstrates an awareness of community agencies and programs.</td>
<td>N/A</td>
</tr>
</tbody>
</table>

IX. Research and Program Evaluation

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Consults appropriate literature when gathering information, planning assessments and interventions, and making recommendations.</td>
<td>N/A</td>
</tr>
</tbody>
</table>

X. Professional Development and Practice

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Presents a professional appearance.</td>
<td>N/A</td>
</tr>
<tr>
<td>2</td>
<td>Is punctual for appointments and meetings.</td>
<td>N/A</td>
</tr>
<tr>
<td>3</td>
<td>Aptly prepared for appointments and meetings.</td>
<td>N/A</td>
</tr>
<tr>
<td>4</td>
<td>Follows through with tasks and responsibilities in a prompt, well-organized manner.</td>
<td>N/A</td>
</tr>
<tr>
<td>5</td>
<td>Manages time realistically and efficiently.</td>
<td>N/A</td>
</tr>
<tr>
<td>6</td>
<td>Displays initiative and resourcefulness.</td>
<td>N/A</td>
</tr>
<tr>
<td>7</td>
<td>Adaptable to changing or unknown situations</td>
<td>N/A</td>
</tr>
<tr>
<td>8</td>
<td>Demonstrates an awareness of competency level and doesn’t accept responsibilities beyond this level.</td>
<td>N/A</td>
</tr>
<tr>
<td>9</td>
<td>Understands and applies ethical, professional, and legal standards in professional activities.</td>
<td>N/A</td>
</tr>
</tbody>
</table>
X. Professional Development and Practice (continued)

10. Keeps supervisor informed of events and activities, as well as routine matters.  N/A  1  2  3  4  5

11. Accepts and responds constructively to criticism and suggestions from supervisor(s).  N/A  1  2  3  4  5

12. Accepts responsibility for own behavior and shows evidence of continued self-evaluation.  N/A  1  2  3  4  5

XI. Information Technology

1. Has knowledge of information sources and technology relevant to their work.  N/A  1  2  3  4  5

Comments

Please comment concerning the student’s strengths and weaknesses, with particular attention to their training and level of expertise. Any other notes to university supervisors can go here or on an attached page.

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Signature of On-Site Supervisor

Date

________________________________________

Signature of Student*

Date

*Signature indicates that the evaluation has been discussed with the student.
Maintaining Logs of Internship Hours

Internship logs are important to maintain with detail, in every setting in which you practice. Keeping detailed logs is a requirement of EDP 8340 Internship in Clinical Procedures II.

Next is a form that you use to log your hours each day. The categories should be able to capture all of your activities well. See below for a key to each category. You may change dates to fit your internship calendar. You cannot change the activity category names or order. But if an additional column is necessary for you, given a unique role you may experience, add an additional column to the far right of the log, or put it under the existing category “special projects”.

You can copy and paste the “model internship log” below into an MSWord document. This file can also be read into excel or SPSS if you prefer to work with those programs instead.

Weekly and by calendar month, create tallies for the whole week or month. At the end of each period of time, create weekly and/or monthly totals. At the end of the internship period, calculate grand totals and percentages of total time for each category.

See next page for a key to the internship log activity categories. Be sure to record your time on the log in 15 minute increments, i.e., .25 for 15 minutes, .5 for 30 mins, .75 for 45 mins, 1.0 for an hour, 1.25, 1.5, 1.75, 2.0, etc.

Categories for Internship Logs

Learning=reading manuals & articles, etc., anything not direct contact but helps you learn.

Assess=all of the time you spend on traditional assessments, chart reviews, testing, scoring tests, teacher and parent interviews, data collection from outside parties, etc.--all data collection time,

Reports=all time spent sifting through test results and other materials/files and writing reports.

Formmeet=formal meetings (e.g., assistance team/problem solving team meetings, IEPT meetings, staff meetings, etc.)

Infmeet=informal meetings. Time spent informally discussing cases with the teachers, parents, administrators, other psychologists, social workers, and other team members, that is not a formal meeting, but part of the process nonetheless.

Superv=supervision. You are to be spending and documenting a minimum total of 2 hours per week in supervision. Supervision hours can include both formal, scheduled meetings, and spontaneous as needed time spent with your supervisor or other persons holding the full certificate discussing your case(s).

Admin=a category for miscellaneous administrative things that you have to deal with, i.e., phone calls from outside service providers—pediatricians, therapists, etc., Medicaid billing, time spent
dealing with procedural and systemic issues, etc. In the beginning, your internship plan drafting time will go here, building orientations, hiring paperwork time, etc.

**Interv** = Direct interventions that you provide, e.g., modeling skills with a teacher, crisis intervention, groups, individual counseling.

**Research** = any research projects you conduct.

**Inservic** = your presentation of inservices to teachers, parents, etc.

**Conteduc** = any continuing education/professional development that you attend, which formally advances your knowledge, from district and/or building level inservice trainings by either internal or external staff, to attendance at formal conferences (e.g., MPA, MASP, NASP), etc.

**SpecProj** = special projects. Create additional categories as needed for special projects that you get involved in, e.g., if you somehow get put on a curriculum task force, for example.