

RUTGERS SCHOOL PSYCHOLOGY CONSORTIUM

INTERNSHIP HANDBOOK

August 2015

**School Psychology Program
Graduate School of Applied & Professional Psychology,
Rutgers University
Piscataway, New Jersey**

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Rutgers Consortium Purpose and Philosophy

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

Training Goals

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

Internship Timeframe

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

The Rutgers Consortium Curriculum

Interns have training experiences in a broad range of school psychological service delivery including psychological and educational assessment, individual and group intervention/counseling, development and implementation of behavioral intervention plans, school-wide mental health/social-emotional prevention, teacher and parent consultation, parent training, teacher professional development, program planning and evaluation, research, and individual case management, with an emphasis on evidence-based practice. These services will be provided to address a variety of client problems such as disruptive and/or aggressive behavior; academic/learning problems; emotional problems such as anxiety, depression, and anger; social interaction problems; and mental health and learning problems related to physical health conditions and disabilities. Interns have experiences in prevention and development of systems supports, as well as with direct intervention for client problems. Intern leadership abilities are developed through program planning, implementation, and evaluation activities.

Each Intern develops an internship contract which provides detail about the specific activities the Intern will be engaged in. In developing the contract, the Intern, the Supervising Psychologist, and the Director of the Consortium consider the Intern's existing knowledge and skills, and the Intern's training needs and areas of interest. Interns spend at least 25% of their time in face-to-face direct service delivery with clients. Interns have experiences dealing with cultural and individual diversity as a result of the diverse populations served through the Consortium Partner settings.

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

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

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

Settings and Client Populations

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

Supervision

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

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

Intern Title

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

Expectations for Intern Performance

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

Intern Evaluation

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

Intern Stipends

Each intern receives a stipend of \$25,000.

Rutgers School Psychology Consortium Partner Sites

I. Douglass Developmental Disabilities Center

Rutgers, The State University of New Jersey
151 Ryders Lane
New Brunswick, New Jersey 08901-8557
Phone: 848-932-4500
<http://dddc.rutgers.edu>

Description of the Organization

The Douglass Developmental Disabilities Center was founded in 1972 to meet the needs of people with autism spectrum disorders 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 the 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 people with autism spectrum disorders to the entire professional community and to the general public. In addition, we are committed to furthering the understanding of the nature and treatment of autism spectrum disorders through research. Our research is integrated into our clinical practice and directly informs the services we provide to our students.

Position

The DDDC will offer one doctoral internship position under the supervision of Kate Fiske Massey, Ph.D., BCBA-D. The full-time, 10-month position will begin with the start of the 2015 ESY on June 22, 2015.

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

Responsibilities

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

Behavior Reduction

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

Skill Acquisition

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

Qualifications

- Experience working with children/adolescents in a school setting required
- Background working in special education settings preferred
- Initiation or completion of course sequence in behavior analysis preferred but not required
- Willingness to work with individuals with sometimes severe challenging behavior and learning deficits required
- Certification in School Psychology by the state of N.J.

II. Stevens Institute of Technology, Student Counseling and Disability Services

Howe Center, 7th Floor

Castle Point on Hudson, Hoboken NJ 07030-5991

Phone: 201.216.5000

<https://www.stevens.edu/sit/counseling>

Description of the Organization

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

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

Stevens Student Counseling and Disability Services (SCADS) primary mission is to provide short-term, solution-focused personal counseling services to the students of Stevens Institute of Technology. Further, SCADS aims to serve as a resource for students, faculty and staff at SIT when addressing psychological and emotional concerns that may range from mild concerns to crises. Second, SCADS aims to coordinate disability accommodations and services. Third, SCADS supports the academic mission of SIT by providing advanced training for psychologists, establishing collaborations with area graduate programs and facilitating on-site research in the areas of best practices to enhance SCADS services. We welcome all students with respect and are sensitive to diversity. We value students' individuality. We provide a supportive environment in which identity issues can be discussed.

What Services Are Available?

- Free and confidential counseling to all enrolled Stevens students
- Disability eligibility determinations, accommodations & advocacy
- Workshops and Training seminars
- Referrals to outside agencies when needed or requested
- Consultations to staff, faculty & students
- Group Therapy
- Psychiatric services for students who cannot access healthcare

Position

This is a full time, 40-hour/week, 12-month position commencing in the Fall semester, 2015.

Under supervision, the doctoral intern provides direct clinical services, plans and delivers outreach, and consults with staff and faculty. S/he participates in overall mission of promoting

healthy psychological development for SIT students. S/he will see a broad range of clientele from our student body.

Responsibilities

- The primary focus of this position is the provision of direct clinical services. This includes initial assessments, crisis/triage assessments, referrals, case management and individual brief counseling (18 session model) and group psychotherapy.
- Planning and development of campus outreach programs to undergraduate and graduate students.
- Program Development, Implementation and Evaluation.
- Report and note writing, case consultation, case management, professional development, consultation and collaboration with faculty, and staff. Scoring and interpretation of rating scales and other screening/evaluation measures.
Additional administrative roles and special projects may also be required depending on the needs of Student Counseling and Disability Services.
- One evening per week is required.
- Continued professional development.
- Learning Disabilities/Testing experience is a plus.
- There may be an opportunity to co-facilitate a group with a staff psychologist.

Supervision:

- 2 hours of individual supervision per week with a licensed psychologist
- Weekly case conference with clinical team; weekly staff meetings (regularly scheduled learning activities)
- Weekly GSAPP School Psychology Internship Seminar.

Qualifications

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

III.Highland Park Community Teen Center and Educational Services, Highland Park High School

102 North 5th Avenue
Highland Park, NJ 0804
Phone: 732-572-2400
<http://hs.hpschools.net>

Description of the Organization

The Community Teen Center is a School Based Youth Services Program which has been an integral part of Highland Park community since its inception about 10 years ago. The program is a model for all School Based Youth Services Programs in New Jersey .The School Based Youth Services Program is currently managed by the Department of Children and Families and provides “one stop shopping” for teens in a school-based setting. Services that facilitate healthy development, the acquiring of essential skills, and availability of enhanced educational and employment opportunities are easily accessed in this setting. Over the years, the Highland Park Community Teen Center has promoted student’s well being through services that promote educational, social, emotional, physical and emotional health and stability. Through collaboration with Guidance, the Child Study Team, school administrators, individual teachers and other community based programs, the Teen Center has been able to provide effective interventions for many students who successfully graduated from high school and went on to college or work. Our current goal is to adopt a holistic model for service provision by enhancing the connection between student, school, and home through activities that engage the community.

Position

The internship is a planned, supervised, full year (1750 hour) training experience. The intern’s time is divided between the Highland Park Teen Center and the Highland Park High School Educational Services Child Study Team. School Psychology Interns are trained to deal with culturally and linguistically diverse youth with a variety of problems such as disruptive and/or aggressive classroom behavior, academic/learning problems, emotional problems such as anxiety, depression, and anger, social interaction problems, and school refusal. Interns assist in the development and implementation of programs designed to educate youth with special needs in their home school districts and to successfully transition them back to their home school district and out of more restrictive educational placements.

The intern will receive two hours of individual supervision per week and one hour of group supervision per week provided by the Supervising Psychologist at the Teen Center who is a licensed psychologist.

Responsibilities

- Psychological and Educational Assessment
- Individual and group intervention/counseling
- Development and implementation of behavioral intervention plans
- Classroom-wide and school-wide mental health/social-emotional prevention
- Crisis intervention
- Program planning/program evaluation
- Parent training

- Staff professional development
- Child study team case management

Qualifications

- Certification as a School Psychologist

IV. The Haven, Piscataway Township High School

100 Behmer Road
West Wing, Entrance 30, Room B147
Piscataway, NJ 08854
Phone: 732-981-0700 x2250
Haven@pway.org

Description of the Organization

The Haven is a school based mental health program which provides 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.

The Piscataway Board of Education established the Haven, a partnership with the Rutgers University Center for Applied Psychology. The Board acknowledges that parents and schools must work together to encourage academic success and personal development. Haven services are driven by the goals developed by and for each child, their family, and their teachers. Haven staff will meet in homes, at schools, and at our family clinic located at Piscataway High School. We work closely with school staff to ensure effective communication.

Our services include:

Family Support

- We work closely with parents to build healthy structure and support in the family, and assist in accessing needed services, such as parent training and support groups.

Group Counseling

- Groups are designed to help students manage stress and other feelings more effectively, develop positive connections and support with each other, and build skills for personal, school, and career success.

Crisis Intervention & School Consultation

- Staff helps school personnel and families to navigate crisis situations and work collaboratively with school personnel.

Position

- two doctoral internships will be offered; the positions require two evenings per week

- both positions include delivery of comprehensive mental health services to individual students, student groups, and families
- consultation to teachers, parents and staff
- This is a full-time, 10-month position commencing mid-August.

Responsibilities

Along with the director, coordinate services to K – 8 students including case management, communication with district staff, visits to other schools, etc.

- Along with the director, coordinate services to 9-12th grade students, including case management, coordination with high school staff and contact with parents and guardians.
- Assist in individual counseling, psycho-educational groups and behavior consultation for alternative high school program.
- Conduct clinical intakes and coordinate treatment with Haven counselors and district staff.
- Conduct social-emotional and behavioral assessments in coordination with district staff.
- Provide crisis assessment and intervention.
- Provide individual, family and group intervention with students related to social-emotional well being and academic functioning.
- Develop and present educational workshops on issues related to enhancing the emotional, social and academic development of students
- Consultation with faculty, staff, administration, and parents on student-related mental health and academic issues
- Review and interpretation of educational and psychological tests for purposes of treatment and educational planning.
- Assist in development and refinement of outcome measures and monitoring.
- Research and data collection as appropriate, in particular for program evaluation purposes.
- Development, implementation, and evaluation of programs that address primary and secondary prevention.
- Participate in weekly individual supervision (2 hours), weekly group supervision (2 hours) and other learning activities.
- Participate in week-long staff training (final week of August)

Qualifications

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

V. Project: Natural Setting Therapeutic Management

41 Gordon Rd. Suite A
Piscataway, NJ 08854
Phone: 848-445-2704
<http://nstm.rutgers.edu>

Description of the Organization

Project: Natural Setting Therapeutic Management (NSTM) is a behavioral training and consultation program that focuses primarily on classified students who present with behavioral, emotional, and/or social challenges. Project: NSTM has provided behavioral consultation to school districts and private school programs throughout the State of New Jersey since 1992, and in-home behavioral training to parents of individuals with developmental disabilities for 35 years. In the schools, NSTM consultants work directly with school administration, classroom teachers, and paraprofessionals to develop class-wide behavior management systems, individual behavior support plans, and social deficit interventions for students with behavioral challenges.

NSTM consultants work on-site to train classroom staff in the methods of functional assessment, classroom modifications, and behavioral intervention development. Behavior consultants also provide consistent support for the implementation of developed interventions, in order to assist with the challenges. As all staff members supporting challenging students are faced with increased demands on time, energy, and emotional resources, NSTM staff emphasizes the development of practical, “real-world” interventions that represent the application of evidence-based intervention that is based on the assessment of four contextual factors. Also, in some school districts we provide individual and/or group counseling services, which are focused on addressing social, emotional, and behavioral concerns through focused goals and consistent monitoring of any behavioral interventions.

NSTM is concerned with improving the quality of life; therefore, we teach strategies that will enhance the ability of family, staff, and consumer to experience positive interactions with each other. NSTM believes in the importance of the natural environment becoming a therapeutic one in which family and staff are skilled managers and teachers. The program focuses on the strengths and resources of all concerned (parents, teachers, staff, social workers, medical professionals, and the person with the disability), to create a network of supports that will strengthen the ability of the family, staff, and person to meet future challenges. identified them.

NSTM supports community living and assists persons with developmental disabilities in achieving their potential, as an alternative to more restrictive living and working placements. However, we also recognize that persons with developmental disabilities can exhibit complex behavior problems. With this in mind, our program seeks to help families and staff manage those problem behaviors.

Position

One pre-doctoral internship position will be available, with the opportunity to gain a variety of experiences providing behavior consultation services to school districts, counseling to students (availability depending on the specific services requested by the district(s) served by the intern), and in-home behavioral training to parents of individuals with developmental disabilities.

Upon approval from the clinic director, the intern would also have the option to work with clients at the Rutgers Anxiety Disorders Clinic on Busch Campus if he or she has the necessary background and training to do so. The position is a full-time, 10-month positions that begins in mid-August 2015.

Responsibilities

- Provide behavior consultation services to school districts 2-3 days per week (school district locations vary depending on referrals and need).
- Conduct functional behavioral assessments using qualitative and quantitative data collection methods in both special education and general education classrooms.
- Create behavior intervention plans that are based upon assessment data and practical for the classroom environment for which they are created. Monitor implementation of plans.
- Develop crisis intervention plans in conjunction with behavior intervention plans in order to address severe behaviors that may occur in the classroom.
- Collaborate with school administration in the development of school-wide positive behavioral supports in selected schools.
- Attend relevant IEP and I&RS meetings for referred students to present assessment findings and propose intervention plans to parents and school staff.
- If requested, provide behaviorally-focused counseling services (a mixture of group and individual sessions) to referred students in the public school setting.
- Provide in-home behavior consultation and training to parents of individuals with developmental disabilities as part of a two-member treatment team. There also may be the opportunity to work with agencies serving adults with intellectual and developmental disabilities in the community. The intern may be asked to participate in this type of work if scheduling challenges make the home-based work impossible.
- Conduct research and related evaluation activities, typically related to district needs assessment and evaluation of services provided to school districts.
- Participate in weekly individual supervision (2 hours), weekly group supervision (2 hours), and additional professional development activities including, but not limited to: conference presentations, colloquia, case presentations, and research article summaries.
- Participate in staff training and orientation to be scheduled in August (prior to the beginning of the school year).

Qualifications

- Certification as a New Jersey School Psychologist

VI. Shepard Schools

8 Columba St · Morristown, NJ 07960 · Tel: (973) 984-1600 ·
2 Miller Road · Kinnelon, NJ 07405 · Tel: (973) 850-6130
www.ShepardSchools.org

Description of Organization

Shepard Schools are NJ state-approved private school programs for classified students with behavioral and/or learning problems. We service students in middle school (grades 5-8) and high school (grades 9-12). We are located in Morristown and Kinnelon, New Jersey. Our current enrollment is comprised of over 120 high school and middle school age children. The school day operates from 8:50 a.m. to 2:20 p.m.

Population served are students in grades 5-12 with behavioral, emotional, and learning disabilities. Students are classified special education and sent from their public school districts to Shepard. Population represents a wide range of psychiatric needs including, but not limited to, those associated with ADHD, HFA/Aspergers, anxiety, depression-mood, anger management difficulties, 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 NJ as well as New York City and State.

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.

Responsibilities

Psychology Interns work with "Wolf" Program components including:

- Individual counseling
- Developing and running counseling groups
- Social skills instruction
- Program evaluation and development
- Crisis counseling
- Conducting FBA's
- Staff trainings
- Conducting psycho-ed evaluations and report writing
- Participation in IEP meetings
- Depending upon interest, work at our ESY summer program

Supervision

- One hour individual face to face supervision weekly with a licensed psychologist
- Theoretically, the behavioral-mental health services at Shepard are primarily grounded in CBT, but a range of strategies, techniques, theories, and methods are utilized and incorporated
- Group supervision

Qualifications

- Certification as a school psychologist in NJ

VII. Perth Amboy Public Schools Department of Special Services

Administrative Headquarters Building
178 Barracks Street
Perth Amboy, NJ 08861
Phone: (732) 376-6206
www.paps.net

Description of the Organization

Perth Amboy, a historic 4.5 square mile municipality, is located along the shores of the beautiful Raritan Bay in Middlesex County. Perth Amboy is a predominantly Hispanic community that operates Early Childhood Centers (3 to 5 year olds), 5 Elementary Schools (Grades K-4), 2 Middle Schools (Grades 5-8), 1 High School (Grades 9-12) that consists of 4 Academies, and an Adult Education Center. Each of our schools offers state-of-the-art technology, housed in modern innovative facilities, led by well-qualified staff dedicated to providing a solid academic foundation in a safe and healthy environment. Perth Amboy is committed to providing an environment for learning and work that is free from all forms of discrimination and bias. Perth Amboy goes beyond the mandated State and Federal guidelines to provide equal educational and employment opportunities for all.

Current district initiatives include Quantum Learning, Reading Horizons, Professional Learning Communities, Instructional Rounds and newly opened High School Academies. For the 2013-14 school year the district is looking to implement a Behavior Disabilities program at the high school level and develop an alternative high school.

Position

This is a full-time traditional school psychology position on a child study team with primary responsibilities including case management of approximately 25 students, psychological assessment, developing individualized education plans, and parent and teacher consultation. There is a potential to fill three internship positions.

Responsibilities

- Primary responsibilities: Case management of approximately 25 students, psychological assessment, developing individualized education plans, and parent and teacher consultation.
- Secondary responsibilities: Individual and group counseling, behavioral consultation, crisis management and response, program planning activities.
- Potential for professional development opportunities within the district; interns are also encouraged to seek additional opportunities for themselves
- Weekly individual supervision will be provided by a Doctoral level school psychologist with additional daily supervision from a school-based school psychologist.

Qualifications

- Applicants for this position must hold or be eligible for NJ certification as a School Psychologist and should have strong knowledge of the New Jersey Administrative Code, Special Education Chapter 6A:14
- Thorough understanding of conducting psychological assessments
- Excellent written and verbal communications skills
- Well developed interpersonal skills
- Applicants should possess a strong desire to learn.
- While bilingual speaking skills are a plus, this is not a requirement.

VIII. The Pingry School Office of Student Counseling

131 Martinsville Road
Basking Ridge, New Jersey 07920
Phone: 908-647-5555
www.pingry.org

Description of the Organization

Founded in 1861, The Pingry School is an independent, coeducational, college preparatory day school for students in Kindergarten through Grade 12. Situated on two campuses in Basking Ridge and Short Hills, New Jersey, the school draws students of varied talents and diverse backgrounds from over 100 communities in the central New Jersey region. Together, our two campuses in Short Hills (K-5) and Basking Ridge (6-12) serve approximately 1,000 students. Pingry students participate in a demanding academic program, complemented by extensive co-curricular opportunities.

The Pingry School was founded in Elizabeth, N.J. in 1861 to provide students with a classical education, emphasizing strong moral development and a commitment to service. Three decades later, the school relocated to a larger campus in Elizabeth, and, in 1953, it moved again to Hillside. Two milestones occurred during the 1970s: Pingry merged with the Short Hills Country Day School in 1974, and the first female students graduated in 1976. Then, in 1983, at the suggestion of a Trustee, Pingry's Middle and Upper Schools moved to the current location in Basking Ridge, near the intersection of two major highways, to position itself for New Jersey's future population growth.

Pingry is situated on two spacious campuses in central New Jersey that are easily accessible from major highways. The Short Hills Campus houses the Lower School (Kindergarten-Grade 5), while the 200-acre Basking Ridge Campus is home to the Middle and Upper Schools (Grades 6-12). Of special note, Grade 6 moved from Short Hills to Basking Ridge in 2007 when Pingry opened the 29,000 square-foot Carol and Park B. Smith '50 Middle School for Grades 6-8.

Responsibilities

Under the supervision of the Director of Counseling, the intern will be an active participant of the Counseling team. As a non-traditional placement, the intern will provide individual counseling to Upper and Middle School students. The intern will consult with teachers on student's social-emotional concerns, conduct behavioral observations and collaboratively work with various school personnel. In addition, the intern will play a significant role in the expansion of prevention programming for the Upper School's Stress Seminar series and participate in development of the Middle School Advisory program. Within these opportunities, the intern will conduct needs assessments and evaluate the efficacy of these programs.

This is a full-time, 10-month appointment beginning in August and commencing in mid-June.

- Provide short-term individual goal-directed and/or supportive counseling to Upper and Middle school students.
- Assess student needs and appropriate level of intervention.
- Consult with the Director of Academic Services regarding academic needs of the student population. Intern will be exposed to the academic support process as it pertains to private school education.
- Development, implementation, and evaluation of programs that address primary and secondary prevention. Such programming may include, but is not limited to: eating disorders, relationships, stress, and academic difficulties.
- Consultation with faculty, staff, administration, and parents on student-related mental health and academic issues.
- Facilitation of advisory meetings with Middle School students.
- Participation in psychoeducational groups with freshman addressing issues regarding transitions, stress prevention, emotional health, coping and bullying.
- Participate in weekly, on-site individual supervision, weekly staff meetings and other learning activities.
- Participation in the Upper School Peer Leadership Program (student to student mentoring) which includes required attendance at off-site retreats
- Research and data collection on counseling service delivery issues and observation of student social, emotional, and behavioral presentation in formal and informal settings.

Supervision

- On-site individual supervision conducted two hours per week
- Two hours weekly individual supervision by a NJ licensed psychologist will be arranged by GSAPP and conducted off-site
- Regular Counseling Department meetings with counseling staff for case consultation and case conceptualization. The intern will have the opportunity to present cases and receive feedback from the counseling staff.
- Group supervision with other doctoral psychology interns will be provided through the weekly School Psychology Internship Seminar at GSAPP.

Qualifications

- Experience in school settings and with child/adolescent populations is expected.
- Experience with multicultural populations is preferred.
- This individual must be flexible in their approach (educational, preventive and therapeutic).
- Effective time management, including ability to manage time independently.
- Experience with program development and implementation preferred.

VIII. Bridges Program---Princeton Child Study Team, Princeton High School

151 Moore Street
Princeton, NJ 08540
Phone:609-806-4280
<http://phs.princetonk12.org>

Description of Organization

Princeton High School (PHS) serves over 1,400 students in grades 9-12 enrolled in the Princeton Public School District. The district is diverse racially, ethnically, culturally, and economically. The intern selected for the position will serve two roles:

- 1) working in the Bridges Program and
- 2) serving as a member of the child study team.

The Bridges Program, housed in PHS, serves special education students with psychiatric, psychological, and emotional difficulties (e.g., students diagnosed with anxiety disorders, mood disorders, attention deficit hyperactivity disorder, developmental disabilities, et al). The bridges Program represents an alternative to an out of district placement for some students and include a more intensive counseling component. Interns will also work closely with the other PHS school psychologist on the child study team. This part of the internship involves activities that are consistent with the school psychologist's role on the multidisciplinary team that works with students with disabilities.

Responsibilities

The internship is a full-time, 10-month position that starts the last week in August. The selected intern will:

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

Supervision

- Participate in weekly individual supervision with Dr. Rosenfeld
- Participate in regularly scheduled learning opportunities at PHS and/or coordinated by Dr. Rosenfeld
- Participate in 2 hours individual supervision (offsite of PHS) with a NJ licensed psychologist arranged through GSAPP
- Participate in weekly School Psychology Internship Seminar conducted at GSAPP

Qualifications

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

Rutgers School Psychology Internship Consortium Goals, Objectives, and Competencies

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

Objective 1.1 – To increase intern skill in psychological assessment.

Competency 1.1 – Intern formulates and conducts psychological assessments that are technically adequate, accurate, relevant, and useful for decision making and planning purposes.

Objective 1.2 – To increase intern skill in intervention and prevention.

Competency 1.2 – Intern selects, develops, implements, and evaluates interventions that are relevant to the client, problem, context, and that are empirically supported.

Objective 1.3 – To increase intern skill in consultation.

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

Objective 1.4 – To increase intern skill in program planning and evaluation.

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

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

Objective 2.1 – To increase intern skill in the use of scientific evidence to select and develop interventions.

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

Objective 2.2 – To increase intern skill in the evaluation of client progress linked to intervention delivery.

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

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

Objective 3.1 – To increase intern skill in the evaluation of the impact of systems on clients.

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

Objective 3.2 – To increase intern skill in the development of interventions and implementation strategies that reflect systems understanding.

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

Goal 4 – To increase intern skill in working with individuals and groups from diverse racial, cultural, ethnic, linguistic, socio-economic, and gender-related backgrounds.

Objective 4.1 – To increase intern skill in identification of client diversity characteristics that may influence client behavior.

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

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

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

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

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

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

Goal 6 – To increase intern understanding of ethical professional practice, and professional values, attitudes and behaviors.

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

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

Objective 6.2 – To understand and appreciate the importance of schooling and healthy development of all children and adolescents.

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

Goal 7 - To increase intern skill in engaging in supervision.

Objective 7.1 – To increase intern skill in using supervisory feedback in a productive manner.

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

Objective 7.2 – To develop intern skill in providing supervision to others.

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

Council of Directors of School Psychology Programs (CDSPP)
Doctoral Level Internship Guidelines
Initial Version Approved by the Membership, May, 1998
Revised Version approved by the Membership, November, 2012

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

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

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

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

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

needs of the clients. Interns should have experiences with prevention and development of system supports, as well as with direct intervention for client problems, and should have experiences dealing with cultural and individual diversity.

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

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

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

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

6. Full-time internships are completed in no less than 10 months; part-time internships may extend to no more than 24 months. The internship includes a minimum of 1,500 hours in activities described above. Interns and university training programs should consult relevant credentialing (e.g., state licensure, certification) requirements to determine the number of internship hours required for licensure and other desired credentials. In addition, the National Association of School Psychologists (NASP) has established requirements for internship (e.g., completion of at least 600 hours in a school setting). For more information, consult the relevant NASP standards and credentialing documents.

7. Internship agencies and the intern's university training program jointly issue to the intern written documentation (e.g., a certificate, letter, or "Certificate of Completion") reflecting successful completion of the psychology doctoral internship.

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

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

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

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

12. Internship supervision may be provided through synchronous audio and video format where the supervisor is not in the same physical facility as the intern. Supervision through electronic means may not account for more than one hour (50%) of the minimum required two weekly hours of individual supervision (as described in # 9 above), and two hours (50%) of the

minimum required four total weekly hours of supervision (as described in #9 and #10 above). The use of telesupervision should be consistent with the program's overall model and philosophy of training, with assurance that relationships between supervisors and trainees are established prior to engaging in telesupervision. The rationale for the use of telesupervision with interns at a particular site, and the scheduling and means for telesupervision should be clearly articulated. As with usual forms of supervision, the supervisor will retain full professional responsibility for all clinical services provided by the intern(s). Programs utilizing any form of telesupervision have a formal policy that includes procedures to address issues of non-scheduled consultation, crisis coverage, and handling of privacy and confidentiality. These policies and procedures are established in advance and shared among the training program, the internship site, and the intern(s). Technology and quality requirements, as well as training in the use of the technology, are available for the supervisor and the intern. Internships using telesupervision adhere to best practices and ethical, legal, and professional guidelines.

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

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

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

Rutgers School Psychology Doctoral Internship Contract

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

Internship Site Contact Information:

Address _____

Phone _____

Name of Intern _____

Intern Contact Information:

E-Mail _____

Address _____

Phone _____

Rutgers School Psychology Doctoral Internship Guidelines

1. A School Psychology Internship is an organized training program that is designed to provide the intern with a planned, programmed sequence of training experiences. The internship consists of a range of activities including assessment, evidence-based prevention/intervention, consultation, and program development and evaluation, designed to meet the psychological, educational, and health needs of clients.
2. The intern spends at least 25% of his or her time in providing direct (face to face) psychological services to clients. The intern engages in research activity which includes evaluating the outcome of services delivered and the effectiveness of the intern's own training.
3. The internship agency has a written statement, brochure, or website which describes the goals and content of the internship program, and states clear expectations for the quality of trainees' work, training, and supervision. The intern is given a written statement that includes, but is not limited to salary, benefits, reimbursable travel, holidays, and other relevant data.
4. Due process procedures for interns are made available to interns prior to the beginning of the training period.
5. Full-time internships are completed in no less than 10 months. The internship year includes a minimum of 1750 hours in activities described above.
6. The internship agency issues to the intern written documentation reflecting successful completion of the psychology doctoral internship.
7. The internship agency employs a clearly designated doctoral level psychologist, who is currently licensed/certified and is responsible for the integrity and quality of the internship experience.
8. The full-time internship includes at least two hours per week of regularly scheduled individual supervision, dealing with the psychological services rendered by the intern, by a doctoral level psychologist licensed for practice at the independent level in the state in which the psychological services are rendered.

9. In addition to individual supervision, the intern spends at least two additional hours per week in scheduled group or individual supervision provided by a doctoral level psychologist. This condition may be met through intern participation in the Rutgers School Psychology Internship Seminar.
10. The intern has regularly scheduled, supervised training activities with other psychology doctoral interns such as professional development/in-service training; case conferences involving a case in which the intern is actively involved; seminars dealing with professional issues; or observing delivery of mental health, educational, and/or health services. This condition may be met through intern participation in the Rutgers School Psychology Internship Seminar.
11. Reports by the intern for consumers, other agency or school personnel, or other relevant publics are co-signed by the licensed/certified psychologist supervisor for the intern.
12. The intern must have the title "psychology intern" as the designation of their trainee status.
13. The internship supervisor must, at a minimum, provide a written evaluation of the intern's performance consistent with the training objectives of the Rutgers School Psychology Internship Consortium at the end of each semester, using the Rutgers School Psychology Internship Progress Report form.
14. The intern must submit a log and summary of internship activities at the end of each semester to the Rutgers School Psychology Internship Consortium Director using the Rutgers School Psychology Doctoral Internship Activities Summary and Log.

Name of Primary Supervisor at Internship Site _____

Credential of Primary Supervisor (include license number) _____

Contact Information:

E-mail _____

Address _____

Phone _____

Name of Additional Supervisor _____

Credential of Additional Supervisor (include license number) _____

Contact information:

E-mail _____

Address _____

Phone _____

Description of Internship Site (Site demographics, number and type of clients served, nature of services, staffing):

Description of Internship Goals (in what ways will the intern seek to increase professional skills and knowledge?):

Description of Planned Internship Activities (describe the specific types of activities the intern will engage in):

Assessment:

Direct Intervention:

Consultation:

Program Planning:

Program Evaluation and Research:

Administrative Activities and Planning Activities:

Leadership Activities:

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:

Description of Financial Arrangements:

Signatures:

Licensed Psychologist Supervisor _____ Date _____

Additional Site Supervisor _____ Date _____

Intern _____ Date _____

School Psychology Internship Coordinator _____ Date _____

School Psychology Program Director _____ Date _____

Return original contract to: Julie Skorny, Administrative Assistant, Rutgers University – GSAPP, 152 Frelinghuysen Road, Piscataway, NJ 08854



Graduate School of Applied and Professional Psychology
Rutgers, The State University of New Jersey
152 Frelinghuysen Rd
Piscataway, NJ 08854-8020

<http://gsappweb.rutgers.edu>
Phone: 848-445-2000
Fax: 732-445-4888

DEPARTMENT OF APPLIED PSYCHOLOGY
SCHOOL PSYCHOLOGY COMPETENCIES EVALUATION FORM
INTERNSHIP PROGRESS REPORT

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

Academic Year: _____ Semester: Fall _____ Spring _____ Summer _____

Name of Intern _____

Name of Internship Agency _____

Name of Primary Supervisor _____

Name of Other Supervisor(s) _____ (Title: PhD/PsyD)

NA 0 1 2

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

NA 0 1 2

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

NA 0 1 2

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

NA 0 1 2

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

NA 0 1 2

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

NA 0 1 2

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

NA 0 1 2

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

NA 0 1 2

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

NA 0 1 2

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

NA 0 1 2

Rutgers School Psychology Internship Consortium Activities and Hours Log

Graduate School of Applied and Professional Psychology Rutgers University

Name of Intern _____

Internship Site _____

Name of Site-Based Supervisor _____

Start Date of this Log _____

End Date of this Log _____

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

Assessment Hours _____

Describe client characteristics and instruments used:

Direct Intervention Hours _____

Describe client characteristics, and intervention strategies/programs:

Consultation Hours _____

Describe consultee and client characteristics, and consultation approaches used:

Program Planning Hours _____

Describe nature of program, client population, role in implementation, if applicable

Program Evaluation and Research Hours _____

Describe research and program evaluation activities:

Administrative Activities and Planning Hours _____

Case management, documentation responsibilities

Leadership Activities Hours _____

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

Supervision Hours _____

Describe the format and schedule of supervision:

Individual:

Group:

Professional Development/Learning Activities Hours _____

In accordance with requirement for regularly scheduled, training activities with other doctoral psychology interns, describe participation in workshops, inservice training, seminars, and/or other learning activities:

Total Internship Hours for this Semester _____

Total Internship Hours _____

Signature of Intern: _____

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

Date: _____

Signature of Internship Supervisor _____

Rutgers School Psychology Internship Consortium

Due Process Procedures

Intern-identified Problems with Internship Site

1. If an Intern has a complaint about the internship, the complaint should first be discussed with the Site Supervisor.
2. If the complaint is not resolved with the Site Supervisor, the complaint should be discussed with the Director of the Internship Consortium.
3. If the complaint is not resolved after discussion with the Site Supervisor and the Director of the Internship Consortium, the Intern may present the complaint in writing to the Director of the School Psychology Program.
4. If the complaint is not resolved at that level, the Intern may present the complaint in writing to the Dean of the Graduate School of Applied and Professional Psychology, who will make the final determination about the resolution of the complaint.

Issues of Intern Performance

1. When a deficiency in Intern performance is identified, the internship Site Supervisor provides supervisory feedback to the Intern.
2. If initial feedback does not result in resolving the performance problem, the Site Supervisor develops a remediation plan with the Intern. The plan includes specific activities and target dates for completion. The Site Supervisor provides a written copy of the plan to the Intern and the Director of the Internship Consortium.
3. The Site Supervisor monitors Intern progress and informs the Intern, in a meeting and in writing, of his/her progress in meeting the goals of the plan. The Site Supervisor informs the Director of the Internship Consortium about the Intern's progress in meeting the goals of the plan through a copy of the written progress report.
4. If internship performance continues to be deficient, the Intern may receive a grade of "NC, no credit" (unsatisfactory) for the semester and may be terminated from the internship prior to the end of the semester.
5. The Intern may appeal the decision to provide a grade of "NC, no credit" or to terminate the Intern from the internship prior to the end of the semester in writing to the Director of the Internship Consortium.
6. After receiving the decision of the Director of the Internship Consortium on the appeal, the intern may, within 5 work days of receipt of this decision, further appeal the decision in writing to the Director of the School Psychology Program. After receiving the decision of the Director of the School Psychology Program on the appeal, the Intern may, within 5 work days of receipt of this decision, appeal the decision in writing to the Dean of the Graduate School of Applied and Professional Psychology, who will make the final determination about the appeal.

**Graduate School of Applied and Professional Psychology
Department of Applied Psychology**

**Rutgers School Psychology Internship Consortium
Student Evaluation of Internship Site**

Name of Internship Site _____

Date _____

Please use this scale to rate the degree to which your internship helped you achieve the following competencies:

1 = not at all

2 = a little

3 = an adequate amount

4 = to a great extent

N/A = not applicable to this internship

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

N/A 1 2 3 4

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

N/A 1 2 3 4

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

N/A 1 2 3 4

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

N/A 1 2 3 4

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

NA 0 1 2

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

NA 0 1 2

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

NA 0 1 2

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

NA 0 1 2

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

NA 0 1 2

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

NA 0 1 2

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

NA 0 1 2

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

NA 0 1 2

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

NA 0 1 2

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

NA 0 1 2

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

NA 0 1 2

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

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

How might the internship be changed to enhance the professional development of future interns?

INTERNSHIP IN SCHOOL PSYCHOLOGY SEMINAR

18:826:633:01

School Psychology Program
GSAPP, Rutgers University

Monday 5-7:45 PM
Room: 258
Fall 2015

Karen L. Haboush, PsyD
haboush@rci.rutgers.edu
Phone: 732-249-2777,

Office: 237A

848-445-3946 (GSAPP)

Introduction:

The school psychology doctoral internship is the culminating supervised training experience for doctoral students. It consists of an organized sequence of training experiences designed to prepare interns for full time employment as doctoral level school psychologists. Supervised training includes professional practice experiences as well as didactic training, and individual and group supervision, including the Internship Seminar.

This Seminar meets the CDSPP Guidelines for “regularly scheduled, supervised, and documented training activities with other doctoral psychology interns “, as well as group supervision requirements. All interns in the Rutgers Internship Consortium are required to participate in the Seminar. Interns in non-Consortium sites which provide regularly scheduled, supervised, and documented training activities with other doctoral psychology interns, consistent with CDSPP Guidelines, along with group supervision, are not required to participate in the Seminar; however, those training activities require approval by the School Psychology Internship Coordinator.

Successful internships involve ongoing collaboration between the GSAPP School Psychology program and internship sites to ensure the completion of professional activities which are consistent with School Psychology Program competencies and CDSPP and APA internship guidelines. Regular Seminar meetings will provide a forum for ensuring that training experiences are satisfactory and interns are receiving appropriate supervision along with maintaining a connection between the university and internship site. Avenues for troubleshooting problems and addressing intern’s concerns will also be addressed. Evaluation of interns occurs in both a summative and formative manner at each internship site. Both on-site supervision and supervision provided through the Internship Seminar constitute sources of performance feedback and evaluation data. On-site supervisors submit written documentation of performance feedback at the end of each semester when they complete the Internship Progress Report. Additionally, a site visit by the Internship Coordinator is required for non-APPIC, non-APA sites at the end of each semester. This meeting may be conducted at the internship site or through electronic means by the Internship Coordinator and Supervising Psychologist. Interns are also required to submit their Internship Logs at the end of each semester, which includes their supervisor’s signature. All written documentation must be received and reviewed by the Internship Coordinator and Program Director for students to receive credit for successfully completing their internship

Activities which support the consolidation of intern's professional identity and preparation for full time employment constitute an integral part of the internship year and a focus of this Seminar. Relatedly, support and assistance in the development of a Professional Portfolio containing illustrative work samples will be provided through this Seminar. Interns are encouraged to develop portfolios with an eye toward job interviews. Time will be allocated for peer supervision during the Seminar for interns to receive feedback on their portfolios. Interns are also encouraged to maintain contact outside of the seminar as a way of furthering the development of professional networks, as well as providing ongoing support and resources for each other.

Format:

The Seminar meets weekly. Training activities will include: group supervision, guest speakers, didactic presentations, review and completion of required documentation such as internship logs and contracts, portfolio development, and discussion of articles and case presentations. Priority will be given to providing supervision for pressing practice issues. Interns should notify the group of their desire to discuss any pressing concerns at the start of that night's seminar.

The Seminar is intended to be interactive, collaborative and highly participatory. Didactic presentations and guest lectures are intended to reflect topics from the required text, intern's preferences, and current issues within the field of school psychology. An additional emphasis is on preparation for the professional practice of psychology and licensure. Interns are strongly encouraged to specify those topics they are interested in learning more about through guest speakers and/or other learning activities so that these training opportunities can be arranged.

Each intern will be responsible for: 1) leading one Seminar meeting based on the book chapter under discussion, and 2) facilitating one group supervision, either individually or with a partner, per semester.

Active participation in the group discussion is expected each week. It is understood that interns may not have a pressing matter to discuss each week; however, participation can take the form of asking questions and providing resources, support, empathy, and peer supervision.

Supervision Competencies:

Because APA Standards include supervision, and many interns will eventually conduct supervision in their full time positions, each intern will be asked to lead 1 group supervision session per semester.

Group Process:

As much of the work of school psychologists involves effective collaboration and teamwork with others, it is anticipated that all Seminar participants conduct themselves professionally, demonstrate self awareness, and display respectful behavior toward other participants, including fellow interns, guest speakers, and the group facilitator. Respect for others is consistent with APA Ethical Guidelines. At times, the group process within the Seminar may be an appropriate focus of group processing and discussion, although this is not a process group

per se. However, school psychologists spend a considerable amount of time in group meetings so that understanding group process and self-awareness of one's role within that context is an important professional skill set.

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

Electronic Devices:

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

GOALS:

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

REQUIRED BOOK:

Newman, D. S. (2013). Demystifying the school psychology internship. New York: Routledge.

RECOMMENDED BOOKS:

Bransbetter, R. (2012.). The school psychologist's survival guide. San Francisco: Jossey-Boss.

Thompson, P.D. (2012). The school psychology licensure exam guide, second edition. New York: Springer.

BASIS FOR INTERN EVALUATION:

Professionalism:

- Regular attendance at scheduled Seminar meetings, excluding religious observances* (see Outline)
- Promptness: the Seminar will start promptly at 5:15 PM. Promptness is an essential part of professional decorum
- Active participation in Seminar meetings
- Discussion of assigned readings from required text
- Demonstration of respectful & collaborative behavior with peers, instructor & guest speaker in accordance with APA Ethical Guidelines
- Refraining from use of technological devices (phones, laptops during the Seminar) unless for educational purposes
- Self Assessment of Competencies

Required Documentation:

- **Internship Contract:** Completion & submission of Internship Contract (**due by 9/30/15**). Please submit a DRAFT of your contract to the internship Coordinator and Program Chair to review BEFORE obtaining your supervisor’s signatures. The contract should be very specific in terms of proposed activities and supervision arrangements so as to demonstrate adherence to APA and CDSPP guidelines. Samples of completed contracts are available on the gsappweb. Submission of the Contract is required to receive a grade for Internship.
- **Internship Log:** Submission of Internship Activities and Summary Log at the end of each semester (the following log is the REQUIRED format; it is also available on gsappweb). Please note total internship hours on logs and Progress Reports should be consistent. Submission of the log is required to receive a grade for Internship.
- **Portfolio:** Development of a portfolio which includes work samples in the domains of required internship responsibilities: assessment, direct intervention, consultation, etc. Time will be allotted for development of portfolios during the Seminar. Interns should submit their portfolio for review at the end of each semester with the understanding that its development is in progress; however, submission is required as part of your grade. Qualitative feedback will be provided by peers and Internship Coordinator during the Seminar. Submission of your portfolio is required to receive a grade for the Seminar.

FALL 2015

DATE	FORMAT	TOPIC	FACILITATOR

9/14/15 ROSHASHANA--- (SHANA TOVA) (PLEASE NOTE: RELIGIOUS HOLIDAY)*	GROUP	INTRODUCTION	KH
9/21/15 YOM KIPPUR (PLEASE NOTE: RELIGIOUS HOLIDAY)*	GROUP	OVERVIEW OF SITES, ROLES & RESPONSIBILITIES	KH
9/28/15 SUKOT (PLEASE NOTE: RELIGIOUS HOLIDAY)*	GROUP, SELF ASSESSMENT & GOAL SETTING	FEATURES OF INTERNSHIP TRAINING	KH
10/5/15	GROUP SUPERVISION, INTERN CO-LEADERS	THE INTERNSHIP PLAN: NEWMAN CH.1	INTERN CO-LEADERS TBA
10/12/15	GROUP SUPERVISION, GUEST SPEAKER	DEVELOPING PROFESSIONAL RELATIONSHIPS	GUEST SPEAKER, KH
10/19/15	GROUP SUPERVISION, INTERN CO-LEADERS	THE INTERNSHIP PLAN: NEWMAN CH.2	INTERN CO-LEADERS TBA
10/26/15	GROUP SUPERVISION, GUEST SPEAKER	PROFESSIONAL IDENTITY	GUEST SPEAKER, KH
11/2/15	GROUP SUPERVISION, PORTFOLIO DEVELOPMENT	CASE DISCUSSION	KH
11/9/15	GROUP SUPERVISION, INTERN CO- LEADERS	ENTRY INTO SYSTEMS: NEWMAN CH. 3	INTERN CO-LEADERS TBA
11/16/15	GROUP SUPERVISION, GUEST SPEAKER	SELF REGULATION & PROFESSIONAL IDENTITY	GUEST SPEAKER, KH
11/23/15	INTERN CO-LEADERS, GROUP	INTERN PROFESSIONAL IDENTITY:	INTERN CO-LEADERS TBA

	SUPERVISION	NEWMAN CH. 4	
11/30/15	GUEST SPEAKER, GROUP SUPERVISION	PROFESSIONAL IDENTITY, ETHICS, & ADMINISTRATIVE CAREERS	GUEST SPEAKER, KH
12/7/15	GROUP SUPERVISION, PORTFOLIO DEVELOPMENT	CASE DISCUSSION	KH
12/14/15	INTERN CO-LEADERS, GROUP SUPERVISION	THE PROACTIVE INTERN: NEWMAN CH.5	INTERN CO-LEADERS TBA
12/21/15	GROUP SUPERVISION; SUBMIT LOGS & PORTFOLIOS	END OF SEMESTER REVIEW, SUMMATION & CELEBRATION	KH

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