Illinois State University

Graduate Programs in School Psychology

**Doctoral Internship Plan**

(due September 1)

Doctoral Intern:

Special Education/Local District:

Supervisor:

Clinical Psychologist Licensure No.:

State of Licensure:

Internship Starting Date:

Internship Ending Date:

1. The doctoral internship program at the special education/local district       (Program) will provide internship education and training in psychology, one goal of which is to prepare the intern for the practice of professional psychology. The internship will be carried out according to the Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association (2010).

2. The Program will allow the intern to provide services to a population of children, adolescents and their families sufficient in number and variability to provide adequate experiential exposure to meet the requirements for licensure under the Illinois Clinical Psychologist Licensing Act. The Program will provide didactic and experiential training fostering an understanding of cultural and individual diversity as it relates to professional psychology.

3. The internship training activities will be structured in terms of their programmed sequence, intensity, duration, and frequency. The activities will reflect the principle that psychological practice is based on the science of psychology, which, in turn, is influenced by the professional practice of psychology.

4. The primary training method will be experiential (i.e., service delivery in direct contact with service recipients). Tasks will include assessing, diagnosing, and treating individuals with mental, emotional, and behavioral disorders or conditions or individuals with developmental or learning disabilities and assisting clients or organizations in solving professional, personal, or personnel problems. Tasks will not be limited to repetitious and routine duties such as administering and scoring structured tests, conducting standardized interviews, or collecting data. The experiential training component will include socialization into the profession of psychology and will be augmented by other appropriately integrated modalities, such as mentoring, didactic exposure, role-modeling and enactment, observational/vicarious learning, and supervisory or consultative guidance.

5. The Program will be directed by a school psychologist who is licensed to practice in Illinois or the state in which the internship is located. The intern will be under the individual and personal supervision of the primary supervisor, who is a licensed clinical psychologist whose license is active and in good standing.

6. Reports by the intern to consumers, other agency personnel, or other relevant public must be cosigned by the primary supervisor. The trainee has a title such as “school psychology intern” or other designation of trainee status.

7. The Program will issue an official statement of internship completion to the intern upon successful completion of the internship program.

8. The Program will require the intern to demonstrate an intermediate to advanced-level of professional psychological skills, abilities, proficiencies, competencies, and knowledge in the areas of:

A. theories and methods of assessment and diagnosis and effective intervention (including empirically supported treatments);

B. theories and/or methods of consultation, evaluation, and supervision;

C. strategies of scholarly inquiry; and

D. issues of cultural and individual diversity relevant to all of the above.

9. The Program recognizes the rights of interns and staff to be treated with courtesy and respect. In order to maximize the quality and effectiveness of the school psychologist interns’ learning experiences, all interaction among interns, training supervisors, and staff will be collegial and conducted in a manner reflecting the highest standards of the profession as expressed in the APA “Ethical Principles of Psychologists and Code of Conduct.” The Program will inform interns of these principles and of avenues of recourse should problems arise.

10. Program staff will be accessible to the intern and will provide a level of guidance and supervision that encourages successful completion of the internship with at least two hours of face-to-face supervision per week by the licensed intern supervisor. The staff will provide appropriate professional role models and engage in action promoting the intern’s acquisition of knowledge, skills, and competencies consistent with the internship’s training goals.

11. The intern will receive, at least semi-annually, written feedback to the extent in which the intern is meeting the Program requirements and expectations for performance and continuance in the Program. The feedback will address the intern’s performance and progress in terms of professional conduct and psychological knowledge, skills, and competencies in the areas of psychological assessment, intervention, and consultation. Such feedback should include:

A. timely written notification of all problems noted and the opportunity to discuss them;

B. guidance regarding steps to remediate all problems (if remediable); and

C. substantive written feedback to the extent in which corrective actions are or are not successful in addressing the issues of concern.

**Individual Internship Plan**

The content of the internship training activities will address the application of psychological concepts and current scientific knowledge, principles, and theories to the professional delivery of psychological services to the consumer public, professional conduct and ethics, and standards for providers of psychological services.

General Range of Activities and Time Allocation

1. The internship will include a minimum of 1,750 hours in not less than 50 weeks and be at least 35 hours per week.

2. At least 10% (approximately 175 hours) of the intern’s time will be spent in each of these primary activities: assessment, direct intervention, and consultation. However, the intern will spend no more than 50% (875 hours) of the time in any one of these primary activities.

3. At least 30% (approximately 525 hours) of the intern’s time will be spent in direct client contact.

4. At least two hours each week will be spent in regularly scheduled formal, face-to-face individual supervision with the specific intent of dealing with the psychological services rendered directly by the intern. The primary supervisor must provide at least one hour per week of supervision but may delegate the other hour per week of supervision to appropriately certified members of the psychological series unit.

5. The intern must be involved in at least two hours per week in scheduled learning activities in addition to supervision. Examples include case conferences, seminars dealing with clinical issues, co-therapy with a staff person including discussion, group supervision, in-service training or additional individual supervision. In addition, regularly scheduled meetings with interns from other sites, coordinated by the Department of Psychology, Illinois State University, and taking place for several hours once per month may be part of the scheduled learning activities.

6. The intern may spend up to 25% (approximately 438 hours) of the total time in secondary professional activities: research (e.g., dissertation or participation in ongoing research projects of the Program), supervision (e.g., providing supervision), education (e.g., learning activities), and administration.

**Internship Plan Goals and Objectives**

Complete the Status of Activities section based on each Goal and its corresponding Activities and Responsibilities and the Evaluation Procedures for the intern.

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| **Goal A: The intern will gain knowledge of the psychological and health care services for children with special needs and their families offered by the Program within and outside of the public school system.** |
| **Activities and Responsibilities:**   1. Become involved (i.e., consultation, psychological assessment, and therapeutic intervention) with clients seeking psychological services for mental, emotional, or behavior disorders or for developmental or learning disabilities through the school district. Clients will range from infants to adolescents and their families. 2. Work cooperatively with the school district’s professional staff as well as community agencies and facilities in order to provide the most effective services possible to clients. |
| **Evaluation Procedures:**   * Discussion and review of work products and cases through weekly individual supervision, group supervision, co-therapy, and case conference. |
| **Status of Activities:** |

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| **Goal B: The intern will become familiar with the role and function of the school psychologist as a health care provider within the Program.** |
| **Activities and Responsibilities:**   1. Discuss with supervisors the administration of psychological services in the schools. 2. Attend and participate in meetings of the staff providing psychological services. 3. Attend staff in-service meetings as possible. |
| **Evaluation Procedures:**   1. Observation of the intern by the supervising school psychologists.   2-3. Discussion of meeting process and content during weekly supervision sessions. |
| **Status of Activities:** |

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| **Goal C: The intern will utilize collaborative consultation procedures with the Program staff and teachers, other mental health service providers, and parents regarding mental health, behavioral, and educational concerns of clients.** |
| **Activities and Responsibilities:**   1. Demonstrate the ability to collaborate and implement problem-solving techniques in individual and group/team meetings. 2. Attend and participate in multidisciplinary staff conferences with staff, parents, community agencies, etc. 3. Attend and participate in in-service training programs and workshops that focus on enhancing child psychological development and understanding the needs of exceptional children. |
| **Evaluation Procedures:**   * Observation and review of consultation contacts and other informal conferences during weekly supervision and/or case conferencing. * Observation and discussion of meeting or in-service content and process, and the participation and interaction of the intern. |
| **Status of Activities:** |

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| **Goal D: The intern will develop skills in utilizing assessment techniques appropriate for individuals who have mental, emotional, behavioral, or nervous disorders, developmental disabilities, or learning disabilities. The intern will develop the technical skills to choose approaches that meet assessment objectives, administer the approaches in standardized or otherwise appropriate ways, and interpret the results with accuracy and fairness.** |
| **Activities and Responsibilities:**   1. Conduct multifactored psychological assessments of children and youth as appropriate and demonstrate the ability to administer, score, and interpret measures used. Assessment may include evaluation in the areas of personality, emotional status, social skills and adjustment, intelligence and cognitive functioning, scholastic aptitude, adaptive behavior, language and communication skills, academic knowledge and achievement, sensory and perceptual-motor functioning, and family/environmental-cultural influences. Assessment techniques include interviews, observations, and behavioral evaluations. 2. Develop skills in conducting intake and diagnostic interviews with children, parents, staff, etc., to help determine individualized assessment and intervention plans. 3. Demonstrate the ability to administer, score, and interpret measures for infants and preschool-age children through adolescents and their families. 4. Demonstrate an awareness of cultural differences and an understanding of nonbiased assessment. 5. Demonstrate knowledge of DSM-IV diagnostic criteria. 6. Demonstrate the ability to monitor and synthesize data gathered from a number of professionals. |
| **Evaluation Procedures:**   * When possible, the intern will demonstrate assessment techniques by conducting individualized assessments. * Observation and/or review of testing, test protocols, and assessment techniques by supervisors through weekly supervision and case conferencing. * Discussion of the various assessment techniques, scoring, and interpretation with supervisors through weekly supervision and case conferencing. * Observation of the intern reporting the assessment data and its interpretation to other MDC participants. |
| **Status of Activities:** |

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| **Goal E: The intern will develop therapeutic skills for the prevention or treatment of mental health and behavioral difficulties in individuals or groups of individuals.** |
| **Activities and Responsibilities:**   1. Demonstrate an understanding of the theoretical and empirical bases and application of a variety of effective therapeutic intervention techniques for individuals with a range of difficulties (i.e., mental, emotional, behavior/nervous disorders, developmental disabilities, or learning disabilities). 2. Engage in counseling/therapy with individual clients or clients and their families. including the management of process notes and the development of treatment plans. 3. Become familiar with and implement, if necessary, individual crisis intervention techniques. 4. Co-facilitate a problem-focused or prevention-oriented group for individuals. 5. Demonstrate an awareness and understanding of cultural differences and counseling issues. |
| **Evaluation Procedures:**   * Discussion with supervisors regarding status of cases/clients through weekly supervision, case conferencing, or co-therapy. * Discussion of techniques through weekly supervision and case conferencing or co-therapy. |
| **Status of Activities:** |

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| **Goal F: The intern will develop skills in designing, implementing, and evaluating the efficacy of interventions for individuals who exhibit mental, emotional, behavioral, or nervous difficulties, and developmental or learning disabilities.** |
| **Activities and Responsibilities:**   1. Demonstrate the ability to develop effective interventions for social-emotional concerns. This ability should include the ability to identify skills and behaviors to be taught to increase the client’s social competence and the ability to identify and manipulate environmental features influencing the client’s social-emotional status. 2. Demonstrate the effective use of behavior management systems, including the knowledge of reward and punishment procedures to effectively increase appropriate behaviors and decrease inappropriate behaviors, and knowledge of maintenance and generalization techniques. 3. Demonstrate an awareness of cultural differences when designing interventions. 4. Demonstrate the ability to evaluate the efficacy of interventions through the use of progress monitoring and on-going program evaluation. 5. Demonstrate knowledge of psychopharmacological effects. 6. Demonstrate knowledge of when to refer to a physician or other professional for consideration of medication or other services. |
| **Evaluation Procedures:**   * Discussion of activities and review of intervention plans, progress monitoring, and work products through weekly case conferencing with supervisors. |
| **Status of Activities:** |

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| **Goal G. The intern will develop skills for effective written and oral communication of data (assessment, intervention, and consultation) to parents, staff, and other professionals.** |
| **Activities and Responsibilities:**   1. Integrate data (e.g., background, observations, diagnostic assessments, etc.) into a meaningful, thorough, concise case study report. 2. Develop appropriate and practical recommendations addressing referral questions based on the child’s situation and case study results. 3. Make appropriate recommendations for intervention-based or assessment results and consultative procedures. 4. Provide information to parents, staff, and other professionals regarding assessment results, consultative meetings, intervention planning, monitoring, etc. |
| **Evaluation Procedures:**   * Review of data and recommendations in report form through weekly supervision by supervisors. * Review of consultations and conferences with appropriate personnel regarding the formulation and implementation of the recommendations and their effectiveness. * Observation of the intern reporting assessment data and recommendations to parents, staff, and other professionals. |
| **Status of Activities:** |

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| **Goal H: The intern will develop skills in research design and program evaluation.** |
| **Activities and Responsibilities:**   1. Engage in accountability practices documenting the day-to-day activities of the intern (e.g., daily logs, case notes, treatment plans, etc.). 2. Evaluate the effectiveness of intervention efforts and other services and modifies practices as needed. 3. Function as a knowledgeable consumer of research by evaluating and making appropriate use of psychological literature (e.g., recommendation and implementation of empirically-based interventions and programs, utilization of current and effective techniques). 4. Demonstrate the ability to design, conduct, interpret, and disseminate results of psychological research as a means of contributing to the knowledge base of the profession by completing and defending the dissertation. 5. Schedule and attend periodic work days with the dissertation committee members at Illinois State University in order to complete the dissertation. |
| **Evaluation Procedures:**   * Discussion and review of work products (e.g., logs, intervention plans, presentations) through weekly supervision. |
| **Status of Activities:** |

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| **Goal I: The intern will engage in continuing education and professional growth activities pertinent to clinical and school psychology.** |
| **Activities and Responsibilities:**   1. Retain active membership in state and national professional organizations. 2. Attend professional conferences and workshops, including Illinois School Psychology Association conferences internship workshops and the School Psychology institute at Illinois State University. 3. Demonstrate familiarity with current research from psychoeducational and psychological journals. 4. Demonstrate knowledge of the most current legal and ethical practices and professional standards through acquisition and review of materials relating to special education mandates, state special education rules and regulations, confidentiality, APA/NASP ethical principles, abuse reporting mandates, and procedural safeguards (e.g., court cases and hearings). 5. Demonstrate knowledge of the most current professional issues through acquisition and review of relevant materials. 6. Attend the Program’s staff development and institute workshops/in-services as they become available. |
| **Evaluation Procedures:**   1. Membership renewal. 2. Discussion of conference or workshop content during weekly supervision.   3-6. Discussion of relevant issues and sharing of pertinent articles during weekly supervision and case conferencing with supervisors and other mental health professionals. |
| **Status of Activities:** |

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| **Goal J: The intern will be evaluated regularly.** |
| **Activities and Responsibilities:**   1. The supervising psychologist and intern will decide together if specific goals for the intern have been met and review the intern’s progress. 2. Modifications of goals will be made, as needed, by agreement of the supervisor and the intern. |
| **Evaluation Procedures:**   * Discussion and written narrations of evaluations. |
| **Status of Activities:** |

The advanced internship plan outlined above is approved by the Direct of Internship Experiences for the Graduate Programs in School Psychology at Illinois State University.

Signatures

Signature Date

Mark E. Swerdlik, Ph.D.

Internship Director, Illinois State University

Signature Date

(Name)

Illinois State University Internship Supervisor

Signature Date

(Name and Degree)

Supervising Psychologist Licensed Clinical Psychologist

License No.

Revised July 2012

**Internship Plan Addendum**

The skills and knowledge to be developed and enhanced during the internship experience are reflected in the following list of objectives.

A. Knowledge of public school organization and operation.

Experiences that would enable the intern to meet Objective 1 include, but are not limited to:

1. attending meetings of boards of education, building principals, classroom teachers, and school staff;

2. attending meetings of all new school employees at the beginning of the school year;

3. meeting periodically with the superintendent, building principals, and classroom teachers;

4 meeting with the directors of curriculum, special education, instruction, and business;

5. studying the district’s policy manual, The School Code of Illinois, Illinois Administrative Code 226 (i.e., Rules and Regulations to Govern the Administration and Operation of Special Education and the Illinois School Student Record Act);

6. participating in meetings of committees established to examine areas of concern to the school (e.g., school problems committee, human relations, union meetings, etc.);

7. observing various types of programs and classes; and

8. reading selected materials regarding public school organization.

B. Familiarization with the multiple roles and functions of the school psychologist.

Experiences that would enable the intern to meet Objective 2 include, but are not limited to:

1. discussing with the supervisor of psychological services difficulties and possible solutions in organizing and administering psychological services;

2. observing office and clerical procedures relevant to psychological services in the schools;

3. observing school psychologists in other school systems (Temporary assignments in another school system should be arranged, if at all possible.);

4. selecting current readings related to the multiple roles of the school psychologist;

5. participating in the school psychologist’s role in the following activities:

a. identifying needs of the school system for special education programs;

b. studying proposals for special education programs;

c. developing an understanding of special needs of development and implementation of special education programs;

d. formulating recommendations regarding the development and implementation of special programs; and

e. consulting with teachers, coordinators, and curriculum supervisors in special education.

6. Attending and participating in meetings of the local school psychology staff meetings of school psychologists from neighboring districts, as well as statewide and national meetings relating to the profession; and

7. Receiving training experiences at the elementary and secondary school level.

C. Effective usage of available community resources.

Experiences that would enable the intern to meet Objective 3 include, but are not limited to:

1. visiting child guidance clinics, child welfare agencies, family service agencies, speech and hearing centers, juvenile courts, residential treatment centers, city and county health departments, and residential centers for the blind, deaf, mentally retarded, and physically disabled (These visits should provide an opportunity to discuss with the director or other appropriate personnel the agency’s relationship to school psychological services.);

2. working cooperatively with community agencies and facilities (The intern is expected to learn how and when to make referrals, procedures for obtaining and sending information about children, and the ethical considerations involved in this type of activity.);

3. becoming familiar with state and federal services and programs, including vocational rehabilitation services, employment services and regional programs for mental health (School districts are encouraged to provide a library of publications describing these programs.);

4. attending conferences with representatives of community agencies concerning such issues as educational and therapeutic planning, referral, follow-up, etc.; and

5. attending meetings and becoming involved with parent groups, such as the PTA and local associations for parents of disabled children.

D. Development of skills in assessment.

Experiences that would enable the intern to meet Objective 4 include, but are not limited to:

1. Systematically evaluating different disabling conditions evidenced in children at various age levels, including mentally, physically, sensory, and speech impairments and students with learning disabilities, behavior disorders and multiple disabilities children;

2. being exposed to a variety of referral problems, including:

A. eligibility for early entry into school;

B. preschool screening program;

C. eligibility for placement in special programs;

D. classroom management problems;

E. children who have difficulty in school for a number of years but whose problems and their causes have never been clearly determined;

F. underachieving children;

G. eligibility for placement in gifted programs;

H. retention or promotion; and

I. student behavior.

3. developing proficiency in the administration, scoring, and interpretation of a wide variety of diagnostic instruments and in the use of observation behavior modification and other intervention techniques;

4. conducting diagnostic clinical interviews with students and others;

5. systematically observing children in various aspects of the educational program (e.g., behavioral observation and assessment in the classroom);

6. attending and participating in seminars and workshops designed to develop specific diagnostic and behavioral analysis skills, such as testing the blind, deaf, or severely health-impaired student; and

7. conferring frequently and regularly with the supervising school psychologist regarding collection of data, interpretation, report writing, etc.

E. Development of communication and consultative skills and the ability to engage in teamwork efforts.

Experiences that would enable the intern to meet Objective 5 include, but are not limited to:

1. being instructed by the supervising school psychologist or administrator regarding school policies, customary channels of communication, consultation procedures, etc.;

2. participating in formal case conferences with teachers, building principals, parents, representatives of community agencies, physicians, and specialized personnel in the school setting;

3. conferring informally with teachers, principals, and pupil personnel staff in the schools and developing the ability to function effectively in crisis situations;

4. attending and participating in in-service training programs for teachers and providing opportunities to discuss the role and function of the school psychologist with the school staff;

5. working with complicated diagnostic cases requiring cooperation with a number of other specialized personnel, such as school social workers, guidance counselors, school nurses, vocational counselors, etc.;

6. participating on a pupil personnel services team with responsibility for individual child study;

7. observing consultative activities in other applied settings (e.g., clinics, hospitals, community agencies, etc.); and

8. providing consultation on a pre-case study referral using an indirect service delivery model.

F. Development of individual/group counseling and consultative intervention skills.

Experiences that would enable the intern to meet Objective 6 include, but are not limited to:

1. maintaining an individual counseling load throughout the school year including regular and special education students;

2. providing group counseling as directed by the supervising school psychologist;

3. applying various interviewing techniques to students and parents to identify potential problems;

4. providing crisis intervention services to students, teachers, and administrators;

5. becoming familiar with various models of consultation such as mental health, organization-development and behavioral; and

6. developing and implementing various remediation or intervention strategies.

G. Skills in educational research and evaluation.

Experiences that would enable the intern to meet Objective 7 include, but are not limited to:

1. assisting in the identification of critical problems lending themselves to research;

2. conducting research or special studies of personal interest;

3. participating in ongoing research or evaluation studies in the schools;

4. Conducting simple, informal types of evaluation studies, such as a comparative analysis of group testing data, collection, and interpretation of data from cumulative school records, etc.;

5. interpreting research findings to teachers, parents, and administrators;

6. reviewing literature on specific research activity problems or on problems of particular interest to the intern;

7. reading appropriate journals and texts dealing with psychological and educational research;

8. systematically assessing the intern’s own effectiveness; and

9 evaluating the effectiveness of recommended special education placements.

H. Professional growth and development through continued in-service training, observation, and study, particularly with respect to ethical considerations and legal aspects, related to the practice of professional school psychology.

Experiences that would enable the intern to meet Objective 8 include, but are not limited to:

1. attending and participating in informal gatherings of school psychologists on a regional basis;

2. affiliating with professional organizations, such as the Illinois School Psychologists Association, Illinois Psychological Association, National Association of School Psychologists, American Psychological Association, Illinois Council for Exceptional Children, etc.;

3. attending meetings and conventions of professional school psychology organizations;

4. attending and participating in meetings concerned with ethics, legal concerns, and social issues;

5. reading selections from current professional publications regarding developments, trends and issues in the field of school psychology;

6. developing and understanding the applicable state and federal regulations affecting the practice of school psychology;

7. participating in in-service training programs to develop new skills and refine acquired skills;

8. conducting in-service training programs for school personnel; and

9. becoming familiar with professional standards governing school psychology adopted by professional school psychologist associations.

Revised July 2012