



Doctoral Field-Based Training Experiences in School Psychology

A Handbook for Students, Supervisors, and Faculty
School Psychology Program

College of Education

Lehigh University

March 2006

Overview

As part of the curriculum, students enrolled in the Lehigh University School Psychology Program are required to successfully complete a number of practicum experiences as well as a full-time internship. These experiences begin when the student enters the School Psychology Program and continue until the student graduates from the program. These field-based experiences are designed to provide each doctoral student with a wide range of supervised practical experiences that will enhance each student's growth and expertise as a professional psychologist. These practicum experiences have been sequenced so that each doctoral student can achieve certification as a school psychologist in Pennsylvania prior to beginning the pre-doctoral internship.

Each semester of the first year in the program, students may be required to take a non-credit observational practicum. This practicum is designed to give students with little or no school experience an orientation to the roles and environment of the school psychologist. This requirement can be waived by the Program Coordinator if the student is engaged in significant school-based activities during the first year of the program or enters the program with school-based experience that demonstrates that they are comfortable within school settings.

Several of the classes that students typically take their first and second year of the program require field-based projects or experiences. In some of the courses, the practicum projects are integrated into the course requirements and no additional University academic credit hours are awarded. In four courses extensive field-based experiences are required. As students take each of these courses, they will also take a one credit hour practicum in conjunction with the academic classwork.

During the third and fourth year of the program, students will take four different one semester practica. Across these practicum experiences, students will have accumulated a minimum of 1,000 clock hours of practicum and will qualify to be certified as school psychologists in Pennsylvania.

Following completion of coursework, practica, qualifying research and comprehensive exams,, a student will eligible for the pre-doctoral internship. The internship is a full-year (academic or calendar), full-time, field-based placement that is designed to serve as a culminating training experience.

A schematic representation of the entire clinical training experience throughout the program is provided in Figure 1.

PRACTICUM

Students in the Lehigh School Psychology Program will be required to successfully complete non-credit and credit practica. All formal practicum experiences are documented on the Lehigh University School Psychology Program Student Activity Log (Appendix A), including class-related practica. There are two types of non-credit practica in the school psychology program.

Non-Credit Practica

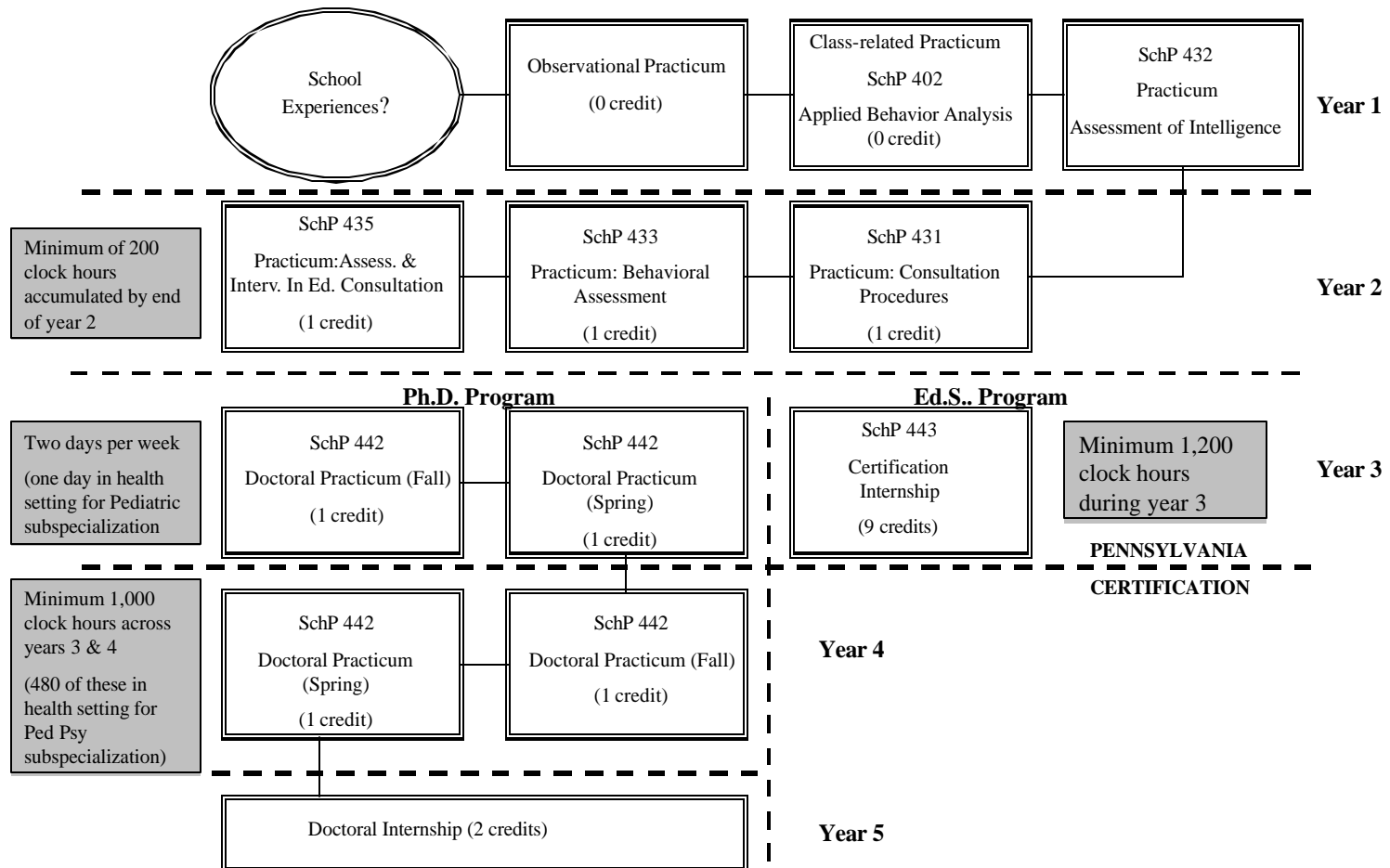
Observational Practica. Students will be required to take observational practica during their first academic year at Lehigh if they enter the program with limited school-based experience. The purpose of these practicum experiences is to increase the student's understanding of the school psychologist's role and function in applied settings. The exact location and times for these practica will vary according to the faculty advisor's assessment of the student's specific practica needs. The required time for these practica will not exceed eight hours per week. Unless prior arrangements are made, each student enrolled in the observational practica will be supervised by his/her assigned faculty advisor. During this practicum students will be required to complete the tasks listed in Appendix C. Students are expected to complete this requirement on their own by the beginning of their second year of the program and submit to their adviser a signed-off version of Appendix C. Those first year students whose involvement in faculty research includes significant school-based experiences will have this requirement waived by the Program Coordinator.

Applied Practica in Coursework. Several of the courses in the school psychology curriculum require students to complete classwork assignments in applied settings. These assignments are designed to teach students practical applications of the course content and to give students introductory experiences in the role and function of the school psychologist. The supervision of each student involved in applied project practica will come from the faculty member teaching the course.

Course-Based Credit Practica (SchP 431, 432, 433, 435)

Four courses in the school psychology student's professional core (SchP 412 - Consultation Procedures, SchP 423 - Behavioral Assessment, Schp 422 - Assessment of Intelligence, and SchP 425 - Assessment & Intervention in Educational Consultation) require students to be enrolled in a one-credit practicum. Across each of these practica, students are required to attain at least 50 clock hours of experience. These practica are generally taken the second semester of the first year and throughout the second year of the doctoral program. Supervision of each student involved in these practica will come from the school psychology faculty member teaching the course.

School Psychology Program Field Experiences



Doctoral Field Practicum (SchP 442)

During the third and fourth years of the doctoral school psychology program, students are required to take practica which provide different types of field-based experiences. These practica are designed to give the student first-hand exposure to the variety of settings in which school psychologists are employed. The exact type of practicum setting and the order in which the practica are taken will depend upon the availability of practicum sites from semester to semester.

All students spend at least 2 days per week in practica during their third and fourth years of the program. Students selecting the Students At-Risk or With Disabilities Subspecialization (formerly the Counseling Psychology/Special Education core) during the third year of the program, will spend two days per week in school settings. Typically, these experiences are completed in a local public school district. This experience may include one semester at Centennial School, Lehigh University's private, state-approved day program for children with serious emotional disturbance if the student has not had previous practicum experiences at Centennial School. The other semester may involve providing some type of consultation based services within a public school or clinical setting. Across the fourth year of the program, students spend two days per week in a public school district or intermediate unit. In both the third and fourth year, practica experiences are designed to follow the public school calendar and not the Lehigh academic year calendar. Thus, these experiences begin around September 1 and end around June 15.

For those selecting the Health/Pediatric Subspecialization, during the third year of the program students will spend a total of two days per week in applied settings as noted above, with one of these being within a health-care, pediatric setting. In the fourth year, students in this track will spend 2 days a week in a school setting and a third day per week in the health care/pediatric setting.

A number of different types of practicum experiences have been developed by the program. These include but are not limited to:

Practicum serving students with E/BD. In this practicum, students will work at the Centennial School, Lehigh University's private, state-approved day program for children with social and emotional disturbance or a similar type of school experience. Practicum students working at the settings serving E/BD students will be required to provide a number of clinical services which include: (a) evaluation and diagnostic psychoeducational services, (b) liaison services, (c) behavioral consultation with teachers and/or parents, (d) group and individual counseling, and (e) parent education.

Practicum serving at-risk pre-school students. In this practicum, students work as a consultant across preschool sites for students with developmental and behavioral disabilities. The practicum involves both assessment and intervention development.

Practicum in a general education setting. During this practicum students will be providing direct and indirect services in a private, parochial, or public school setting to students in a general education setting.

Practicum in a special education setting. This practicum will emphasize the range of services the school psychologist must provide in a special education environment.

Practicum in a health care/pediatric setting. This practicum will emphasize the range of services needed to provide care to children with health related difficulties. Students will specifically function in the role as liaison between the health care and school settings.

Supervision

The supervisor for the field practicum must be permanently certified as a school psychologist in Pennsylvania and must have a minimum of an Educational Specialist or equivalent degree. Every attempt to secure field-based doctoral level supervisors are made. However, given that there are a very limited number of psychologists in schools in the region with doctoral degrees, consistently securing such persons as supervisors can be difficult. Supervision and the principal responsibilities assigned to students in each of these practica will depend upon the agreement between the Lehigh University School Psychology Program and each practicum site. However, the training of each practicum student will be the joint responsibility of the field supervisor and the school psychology faculty supervisor. Each practicum student's work will be evaluated during the practicum in writing at least once a semester using the Lehigh University Practicum Rating Form (Appendix D). Meetings held at least bi-monthly with the university supervisor in individual or small group seminars, allow for case review and discussion of ethical/legal issues related to the practicum experiences.

Practicum Goals

Although each doctoral student's experiences during this practicum sequence will not be identical, there are some common experiences that each doctoral student must complete across the two year practicum sequence. A list of the required goals appear in the Lehigh University School Psychology Program Practicum Goal and Objectives (Appendix E). At the end of each semester, the practicum student's university supervisor should review the goals with the student and sign and date the goal to verify its completion. The signed copy of the Goals form will be placed into each student's academic folder in the School Psychology Program Office. Additionally, students complete the Practicum Placement Rating Form (Appendix F) on each site by the end of the semester of practicum.

Portfolio Assessment

As part of the portfolio review process, students will be required to produce case material that reflects acquisition of clinical competencies. This could include reports of assessments and interventions, consultation process notes, examples of in-service programs, and other such documents. These materials will be reviewed by the faculty as part of the comprehensive examination process.

Practicum Logs

All practica hours are to be recorded on the required field practica logs found in Appendix B. On a monthly basis, students complete the logs, obtain their field supervisors' signature and submit to the university supervisor. This fosters the university supervisor's ongoing monitoring of the students' field training.

DOCTORAL INTERNSHIP (SCHP 444)

The doctoral internship is designed to be a culminating clinical experience where doctoral students apply practical and theoretical training. Students are encouraged to consider internship experiences that will add to their already developed clinical repertoire, and that will provide a firm foundation for future career paths.

Eligibility

A student may enroll for a Doctoral Internship in School Psychology when the following criteria are met:

1. successful completion of all required courses;
2. successful completion of the General Exam (Portfolio);
3. substantial evidence toward the completion of an approved dissertation proposal.

Students are encouraged to consider delaying the start of their internship until they have formally proposed their dissertation.

Site Selection

Selection of sites for the doctoral internship occurs through an on-going consultative process between the student and his/her advisor. Students are encouraged to look for and select sites that will enhance, rather than duplicate, existing clinical skills. Internships in non-school settings are permitted. Students should consult frequently with their advisor during the fall semester to obtain guidance and support in the application process. Approval of internship sites usually occurs by February during the year prior to when students begin their internship experiences. Although students are encouraged to consider APA and APPIC approved sites, such internships are not required.

Students may desire to fulfill part or all of the internship requirements by working for the school district in which they are presently employed. **This type of internship experience is not permitted.** The experiences of the faculty and former school psychology interns have indicated that the learning experiences of the internship are compromised when former school district employees attempt to function as interns. Previous job roles and responsibilities inhibit the educational freedoms needed by the intern to explore the new niches filled by school psychologists.

Supervision

Field Supervisor. Supervision is primarily the responsibility of the field supervisor. The field supervisor shall hold a doctorate in psychology, with a preferred specialization in school psychology, and be a licensed psychologist. The field supervisor must be a full or contracted employee of the internship site. The field supervisor will provide at least two hours per week of direct, face-to-face individual supervision. At least two additional hours per week are required of scheduled professional activities such as case conferences, in-service, team meetings, etc.

The field supervisor shall provide the Lehigh University School Psychology Program with a written evaluation of the intern's performance at least once a semester using either the Lehigh University Doctoral Internship Rating Form (Appendix H) or an evaluation form used by the internship site. Work samples indicative of the intern's performance may be requested by the university supervisor, if needed. In addition, the field supervisor is encouraged to consult with the university supervisor at any time about the intern's progress.

University Supervisor. Administrative tracking of the doctoral internship rests with the university supervisor. The University supervisor will make contact with the intern and the field supervisor at least once each semester,.

In cases where field supervision is not available, students may still intern in those sites where arrangements can be made for University faculty to provide appropriate intern supervision or an appropriate intern supervisor can be hired to supervise the student in their internship site, as long as the supervisor is under a contracted agreement as an employee of the internship site. Such arrangements are considered only when on-site supervision is not entirely possible, and must have approval in writing from the Program Coordinator. **Student interns must recognize that such arrangements may not be viewed as acceptable internship experience by licensure boards and that the school psychology program cannot be held responsible if these types of arrangements result in the student being denied opportunity to seek licensure.**

Goals of Internship

At the beginning of the internship, the intern and the field-based internship supervisor will formulate internship goals, in each of the areas specified in the Guideline for Meeting Internship Requirements in School Psychology (e.g., supervision, education, direct client contact, research, and other) (see Appendices G). These internship goals will be entered on the Doctoral Internship Goals Form (Appendix G) and the form will be signed by the intern and the field supervisor. A copy of this completed form will be sent to the University Supervisor.

At the mid-point of the internship, the field supervisor will evaluate the intern's progress in meeting the internship goals using the Doctoral Internship Rating Form (Appendix H). A copy of the field supervisor's rating will be sent to the university supervisor. If deemed necessary, the internship goals may be revised during this point in the internship.

Activity Allocation

In accordance with the time guidelines set forth by the Council of Directors of School Psychology Programs (Appendix I), the doctoral internship should adhere to the following time guidelines:

1. the internship will be at least 1500 clock hours,
2. the intern will have at least two hours of supervision each week of individual, face-to-face meeting with the field supervisor.
3. the intern will have an average of two hours of scheduled learning activities per week (i.e., in-services, case conferences, workshops, etc.),
4. at least 375 hours of the internship will be direct client contact, and
5. the intern may spend up to 375 hours engaged in research activities.

Doctoral interns are required to record time spent in general types of activities using the Lehigh University Doctoral Internship Activity Log (Appendix K). This form should be completed by the intern and shall be signed by the field intern. Copies of this form should be retained by the intern and the originals shall be sent to the university supervisor monthly.

Student Ratings of the Internship

An important administrative facet of each student's internship is an evaluation of: (a) the appropriateness of the internship site and (b) the quality of the field-based supervision. Therefore, at the conclusion of the internship each student will complete the Internship Site and Supervision Rating Form (see Appendix K). The completed form will be given to the intern's university supervisor.

Previous Doctoral Intern Sites

Below is a list of previous doctoral interns and the site of their internship:

| Student | Site |
|-------------------------------|--|
| Christopher Skinner | Milton Hershey School, Hershey, PA |
| Jeffrey Friedman | Lancaster City Schools, Lancaster, PA |
| Barbara West | Children's Seashore House, Philadelphia, PA |
| Barry McCurdy | Reading Area School District |
| Tami F. Derr-Minnici | Lancaster-Lebanon Intermediate Unit, E. Petersburg, PA |
| Elizabeth Pinter-Lalli | Colonial-Northampton IU #20, Easton, PA |
| Mark Fugate | Sarah Reed Childrens' Center, Erie, PA |
| Audrey Lam | School District of Philadelphia |
| Diane Tromans | District of Columbia Schools |
| Stewart Shear | Children's Seashore House, Philadelphia, PA |
| Joel Fugate | Solenco School District, Quarryville, PA |
| Terry Brady | Nebraska Consortium, Lincoln, NE |
| Tanya Eckert | Children's Seashore House, Biobehavioral Unit, Philadelphia, PA |
| John Hintze | Children's Seashore House, Philadelphia, PA |
| Rudy Jackson, Jr. | Dallas Independent School District, Dallas, TX |
| Carolyn Jacoby | Warren Hills School District, Washington, NJ |
| Christine Bankert | Heartland Area Education Agency, Des Moines, IA |
| Ruth Ervin | Nebraska Consortium, Boys' Town, Omaha, NE |
| Tess Davenport | South Shore Mental Health, Chatham, MA |
| Amelia Lopez | Allentown School District, Allentown, PA |
| Kathy Bradley | Children's Seashore House, Philadelphia, PA |
| Jeanne Yugar | Nebraska Consortium, Lincoln Public Schools, Lincoln, NE |
| Kara Kyle | Children's Seashore House, Philadelphia, PA |
| Kristin Arndt | Norfolk Public Schools, Norfolk, VA |
| David Miller | Devereux Foundation, Devon, PA. |
| Kathy Hoff | Nebraska Consortium, Boys' Town, Omaha, NE |
| Ron Goldberg | CORA, Philadelphia, PA |
| Ed Snyder | Devereux Foundation, Devon, PA |
| Marcie Handler | May Institute, Norwood MA |
| Rosalyn Pitts | Children's Seashore House, Philadelphia PA |
| Romilia Ramirez | Colonial-Northampton IU #20, Easton PA |

| | |
|-----------------------------|---|
| Jessica Hoffman | Children's Hospital of Philadelphia, Philadelphia, PA |
| Kenji Ota | School district of Philadelphia |
| Tara Levinson | Ossining NY School District |
| Lori McCann-Sawyer | May Institute, Norwood MA |
| Adam Feinberg | May Institute, Norwood MA |
| Dave Gureasko-Moore | Virginia Beach Schools VA |
| Sammi Gureasko-Moore | Virginia Beach Schools VA |
| Kevin Kelly | Virginia Beach Schools VA |
| Robert Volpe | Centennial School, Bethlehem PA |
| Kristi Lorah | Syracuse NY City Schools |
| Tammi Marder | Kennedy Krieger Institute, Baltimore MD |
| Lourdes Sanchez | Allentown School District |
| Jen Coniglio | May Institute, Norwood MA |
| Michelle Nebrig | Devereux Institute, Devon PA |
| Lisa Marie Angello | Univ. of Fla. Family Safety Behavior Analysis Initiative |
| Cheryl Bartholomew | Cornwall-Lebanon School District PA |
| Karen Neifer | Devereux Institute, Devon PA |
| Patrick Heick | May Institute, Springfield MA |
| William Eng | Louisiana Internship Collaborative, New Orleans LA |
| Rebecca Vereb | Louisiana Internship Collaborative, New Orleans LA |
| Dustin Polis | Centennial School, Lehigh University |
| Stacy Martin | Centennial School, Lehigh University |
| Jennifer Mautone | May Institute, Chatham, MA |
| Rosemary Vilod Junod | BEST Program, Philadelphia, PA |
| Clarissa Henry | Ossing Union Free District |
| Mark Manella | Deverux Foundation, Devon, PA |

Appendix A

Lehigh University

School Psychology Program

Student Activity Log for Course-Based and Practica



Student Activity Log

Lehigh University School Psychology Program

| | |
|----------------|--|
| Student's Name | |
|----------------|--|

| | |
|---------------------|--|
| Student's Signature | |
|---------------------|--|

| |
|---|
| <input type="checkbox"/> Fall ____ |
| <input type="checkbox"/> Spring ____ |
| <input type="checkbox"/> Summer 1 ____ |

| | | | | | | |
|---|------------|------------|------------|------------|------------|------------|
| <input type="checkbox"/> Observational Practicum | | | | | | |
| <input type="checkbox"/> Course Practicum | | | | | | |
| <table style="margin: auto;"> <tr> <td>ÿ SchP 429</td> <td>ÿ SchP 433</td> </tr> <tr> <td>ÿ SchP 431</td> <td>ÿ SchP 434</td> </tr> <tr> <td>ÿ Schp 432</td> <td>ÿ SchP 435</td> </tr> </table> | ÿ SchP 429 | ÿ SchP 433 | ÿ SchP 431 | ÿ SchP 434 | ÿ Schp 432 | ÿ SchP 435 |
| ÿ SchP 429 | ÿ SchP 433 | | | | | |
| ÿ SchP 431 | ÿ SchP 434 | | | | | |
| ÿ Schp 432 | ÿ SchP 435 | | | | | |

| Date | Time From – To | Worksite | Description of Activity | Hours |
|------|----------------|----------|-------------------------|-------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

| | |
|-------------------|--|
| Supervisor's Name | |
|-------------------|--|

| | |
|------------------------|--|
| Supervisor's Signature | |
|------------------------|--|

| | |
|----------------------------|--|
| Total Hours for this Page | |
| Total Hours from Last Page | |
| | |

Appendix B

Lehigh University

School Psychology Program

Logs for Field-Based Practica

School Psychology Doctoral Practicum Log

| DATE | Assessment: IQ, Achv | Assessment: CBA | Assessment: | Report Writing | Intervention/Consultati | Counseling: Group | Counseling: Individual | Counseling: Social | Counseling: Crisis | Meeting: IEP/MDE | Meeting: IST/CST | Meeting: SAP | Meeting: Parent | Meeting: Other | In-Service/Conferences | Research | Supervision: Field | Supervision: Univ. | TOTAL HOURS | |
|------|----------------------|-----------------|-------------|----------------|-------------------------|-------------------|------------------------|--------------------|--------------------|------------------|------------------|--------------|-----------------|----------------|------------------------|----------|--------------------|--------------------|-------------|--|
| M | | | | | | | | | | | | | | | | | | | | |
| o | | | | | | | | | | | | | | | | | | | | |
| n | | | | | | | | | | | | | | | | | | | | |
| T | | | | | | | | | | | | | | | | | | | | |
| u | | | | | | | | | | | | | | | | | | | | |
| e | | | | | | | | | | | | | | | | | | | | |
| W | | | | | | | | | | | | | | | | | | | | |
| e | | | | | | | | | | | | | | | | | | | | |
| d | | | | | | | | | | | | | | | | | | | | |
| T | | | | | | | | | | | | | | | | | | | | |
| h | | | | | | | | | | | | | | | | | | | | |
| u | | | | | | | | | | | | | | | | | | | | |
| F | | | | | | | | | | | | | | | | | | | | |
| r | | | | | | | | | | | | | | | | | | | | |
| i | | | | | | | | | | | | | | | | | | | | |

Name: _____

Dates: _____

Internship Site: _____

Field Supervisor's Signature: _____

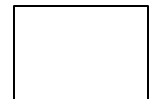
University Supervisor's Signature: _____

Comments:

Lehigh University
School Psychology Program

Total Hours this Week _____
Cumulative Hours _____

Cumulative Hours this Semester



School Psychology Doctoral Practicum Log

| DATE | Assessment: IQ, Achv | Assessment: CBA | Assessment: | Report Writing | Observational Activities | Counseling: Group | Counseling: Individual | Counseling: Crisis | Interagency | Meeting: Parent | Meeting: Staff | Meeting: Other | In-Service | In-service Attended | Staff Meetings/Case | Research | Supervision: Field | Supervision: Univ. | TOTAL HOURS | |
|------|----------------------|-----------------|-------------|----------------|--------------------------|-------------------|------------------------|--------------------|-------------|-----------------|----------------|----------------|------------|---------------------|---------------------|----------|--------------------|--------------------|-------------|--|
| | | | | | | | | | | | | | | | | | | | | |
| M | | | | | | | | | | | | | | | | | | | | |
| o | | | | | | | | | | | | | | | | | | | | |
| n | | | | | | | | | | | | | | | | | | | | |
| T | | | | | | | | | | | | | | | | | | | | |
| u | | | | | | | | | | | | | | | | | | | | |
| e | | | | | | | | | | | | | | | | | | | | |
| W | | | | | | | | | | | | | | | | | | | | |
| e | | | | | | | | | | | | | | | | | | | | |
| d | | | | | | | | | | | | | | | | | | | | |
| T | | | | | | | | | | | | | | | | | | | | |
| h | | | | | | | | | | | | | | | | | | | | |
| u | | | | | | | | | | | | | | | | | | | | |
| F | | | | | | | | | | | | | | | | | | | | |
| r | | | | | | | | | | | | | | | | | | | | |
| i | | | | | | | | | | | | | | | | | | | | |

Name: _____
 Dates: _____
 Internship Site: _____
 Field Supervisor's Signature: _____
 University Supervisor's Signature: _____
 Comments:

Pediatric/Health Subspecialization Logs
 Lehigh University School Psychology Program

Total Hours this Week _____
 Cumulative Hours _____

Cumulative Hours this Semester

Appendix C

Observational Practicum Requirements

Lehigh University

School Psychology Program

Observational Practicum Requirements

STUDENT'S NAME _____

ADVISOR _____

| | Location | Date | Sign Off - Initials |
|--|----------|------|---------------------|
| 1. observe a multidisciplinary meeting | | | |
| 2. observe a special education class for students with high incidence disabilities – learning support needs | | | |
| 3. observe a special education class for students with high incidence disabilities – emotional support needs | | | |
| 4. observe a special education class for students with low incidence disabilities | | | |
| 5. observe as special education program for students with visual impairments | | | |
| 6. observe as special education program for students with hearing impairments | | | |
| 7. observe a class of preschoolers with developmental delays | | | |
| 8. observe a class of general education students in the kindergarten to third Grade | | | |
| 9. observe a class of general education students in the fourth to sixth grade Level | | | |
| 10. observe a class of general education students in the 7th to 12th grade level | | | |
| 11. observe a school psychologist in his/her routine duties for an entire day | | | |

| | | | |
|---|--|--|--|
| 12. observe a behavioral assessment | | | |
| 13. observe a curriculum- based assessment | | | |
| 14. observe a psychologist interviewing a teacher | | | |
| 15. observe a school faculty meeting | | | |
| 16. observe school recesses | | | |
| Others as determined by advisor. | | | |
| | | | |
| | | | |
| | | | |

Appendix D

Lehigh University Practicum Rating Form

Lehigh University School Psychology Program
Doctoral Practicum Evaluation

Student's Name: _____

Supervising Psychologist: _____

Placement: _____ Date: _____

Please rate each item based on the scale below:

- 4: Superior ability. Demonstrates skill equivalent to that of an experienced school psychologist.
- 3: Competent without supervision at an entrance level or better for school psychologist; can function independently in this area.
- 2: Competent with some additional supervision at an entrance level for school psychologists; needs some general guidance in this area.
- 1: Minimally competent with much supervision at an entrance level for school psychologists; needs continued, direct supervision in this area.
- 0: Not competent at an entrance level for school psychologists in this area.

N/A: Not applicable or not available during practicum placement.

Area I: Assessment and Test Interpretation

- _____ 1. Demonstrates accuracy in scoring and administering basic psychological tests. (WISC-IV, WPPSI-III, Binet IV, etc.)
- _____ 2. Demonstrates knowledge of wide variety of testing instruments.
- _____ 3. Demonstrates ability to master and utilize new standardized testing instruments.
- _____ 4. Demonstrates appropriate selection of assessment methods based on individual cases.
- _____ 5. Demonstrates ability to conduct curriculum-based assessments of academic skills.
- _____ 6. Demonstrates ability to conduct direct observations in classroom settings.
- _____ 7. Demonstrates ability to use behavioral assessment instruments in making decisions regarding appropriate interventions for behavioral problems.

- _____ 8. Demonstrates ability to make accurate decisions about eligibility for special education from assessment results.
- _____ 9. Demonstrates ability to make meaningful and practical recommendations based on assessment results.
- _____ 10. Demonstrates ability to communicate finds of assessment through written reports.
- _____ 11. Demonstrates ability to recognize the need for related services and evaluation in areas such as physical disabilities, sensory disabilities, language disorders, etc.
- _____ 12. Demonstrates ability to adapt evaluation methods to accurately assess children from culturally and linguistically diverse backgrounds.

Area II: Interpersonal Skills

School Related

- _____ 1. Demonstrates ability to express ideas verbally in an understandable manner to school personnel.
- _____ 2. Demonstrates ability to establish effective rapport with all ages of school children.
- _____ 3. Demonstrates ability to interact in a supportive manner with school personnel.

Parent Related

- _____ 4. Demonstrates ability to be receptive to parental concerns during interview sessions.
- _____ 5. Demonstrates ability to communicate results of evaluation to parents in understandable manner.
- _____ 6. Demonstrates ability to effectively obtain an accurate case history.

Area III. System Knowledge

- _____ 1. Demonstrates familiarity with laws and ethical standards affecting the role and function of school psychologists.
- _____ 2. Demonstrates working knowledge of resources available for students and families both within the school and community.
- _____ 3. Demonstrates an understanding of the legal rights of parents and students.
- _____ 4. Demonstrates knowledge of available community resources outside of school setting.

Area IV: Consultation

- _____ 1. Demonstrates ability to effectively conduct a problem identification interview with teacher/parent.
- _____ 2. Demonstrates ability to effectively conduct a problem analysis interview and collect baseline data.
- _____ 3. Demonstrates ability to effectively consult with teacher/parent regarding intervention plan.
- _____ 4. Demonstrates ability to effectively graph and display results of consultation.
- _____ 5. Demonstrates ability to effectively communicate in writing and verbally the results of the consultation process to appropriate school/parent personnel.
- _____ 6. Demonstrates ability to effectively consult with and learn from multi-disciplinary team personnel such as reading specialists, speech therapists, instructional support teachers, etc.
- _____ 7. Demonstrates ability to effectively consult with and learn from agency personnel outside the school district (intermediate unit).
- _____ 8. Demonstrates ability to consult effectively with and learn from school administrators.
- _____ 9. Demonstrates ability to consult effectively with and learn from classroom teachers.

Area V: Counseling

- _____ 1. Demonstrates ability to effectively build a therapeutic rapport with children.
- _____ 2. Demonstrates ability to effectively identify appropriate goals for therapeutic intervention.
- _____ 3. Demonstrates ability to use effective therapeutic interviewing strategies during counseling sessions.
- _____ 4. Demonstrates ability to effectively handle crisis counseling situations with children.

Area VI: Supervision

- _____ 1. Demonstrates receptivity to criticism.
- _____ 2. Demonstrates ability to integrate the recommendations of supervisor into practice.
- _____ 3. Demonstrates ability to facilitate a free exchange of ideas with children.
- _____ 4. Demonstrates ability to recognize the need for supervision when appropriate.
- _____ 5. Demonstrates ability to work independently.

Comments: Please add any specific comments regarding the competency and/or effectiveness of the student.

Would you recommend this student for certification as a School Psychologist in Pennsylvania?

Yes No With Additional Supervision

Grade Assessment

Using the anchor points noted below, please indicate your estimation of a grade for practicum for this semester. Please consider the student's performance in relationship to the expected goals to be accomplished during the final five months of their practicum experience.

In considering the grade assignment, this is an overall judgment that incorporates a student's professionalism, interpersonal relationships, skills, and responsiveness to supervision.

A

Student has met or exceeded all goals set for the semester and has performed at a level clearly expected for a second semester doctoral practicum student. A grade of "A" indicates the student meets the criteria at a level of excellent to superior, a grade of "A-" indicates that the student meets the criteria at a strong level.

A-

B

Student has not met all goals set for the semester and has performed at a level below expectations for a second semester doctoral practicum student. However, the student has shown that they will be likely to reach entry level competency by the end of the doctoral practicum period in June (applicable only to fourth year doctoral students). A grade of "B" indicates some deficiencies in the criteria, a grade of "B-" indicates significant deficiencies in the criteria.

B-

C

Student has not met all goals set for the semester and has performed at a level far below expectations for a second semester doctoral practicum student. The deficiencies are severe enough that some question may be raised as to whether the student is likely to reach entry level competency by the end of the practicum period in June (applicable only to fourth year doctoral students).

**Lehigh University School Psychology Program
Pediatric School Psychology
Doctoral Practicum Evaluation**

Student's Name: _____

Supervising Psychologist: _____

Placement: _____ Date: _____

Please rate each item based on the scale below:

- 4: Superior ability. Demonstrates skill equivalent to that of an experienced school psychologist.
- 3: Competent without supervision at an entrance level or better for school psychologist; can function independently in this area.
- 2: Competent with some additional supervision at an entrance level for school psychologists; needs some general guidance in this area.
- 1: Minimally competent with much supervision at an entrance level for school psychologists; needs continued, direct supervision in this area.
- 0: Not competent at an entrance level for school psychologists in this area.

N/A: Not applicable or not available during practicum placement.

Area I: Assessment: Schools

- _____ 1. Demonstrates accuracy in scoring and administering basic psychological tests. (WISC-IV, WPPSI-III, Binet-IV, etc.)
- _____ 2. Demonstrates knowledge of wide variety of testing instruments.
- _____ 3. Demonstrates ability to master and utilize new standardized testing instruments.
- _____ 4. Demonstrates appropriate selection of assessment methods based on individual cases.
- _____ 5. Demonstrates ability to conduct curriculum-based assessments of academic skills.
- _____ 6. Demonstrates ability to conduct direct observations in classroom settings.
- _____ 7. Demonstrates ability to use behavioral assessment instruments in making decisions regarding appropriate interventions for behavioral problems.

- _____ 8. Demonstrates ability to make accurate decisions about eligibility for special education from assessment results.
- _____ 9. Demonstrates ability to make meaningful and practical recommendations based on assessment results.
- _____ 10. Demonstrates ability to communicate finds of assessment through written reports.
- _____ 11. Demonstrates ability to recognize the need for related services and evaluation in areas such as physical disabilities, sensory disabilities, language disorders, etc.
- _____ 12. Demonstrates ability to adapt evaluation methods to accurately assess children from culturally and linguistically diverse backgrounds.

Area IA: Assessment: Educational, Emotional, and Familial Impact of Medical and Psychological Disabilities

- _____ 1. Demonstrates ability to assess educational, emotional, and familial impact of congenital disorders of the CNS such as spina bifida, prenatal toxic exposure, seizure disorders, etc. for students with or at-risk for E/BD.
- _____ 2. Demonstrates ability to assess educational, emotional, and familial impact of acquired disorders of the CNS such as traumatic brain injury, brain tumor, lead toxicity, meningitis, for students with or at-risk for E/BD.
- _____ 3. Demonstrates ability to assess educational, emotional, and familial impact of disorders not involving CNS such as asthma, diabetes, cancer, muscular dystrophy, for students with or at-risk for E/BD.
- _____ 4. Demonstrates ability to assess educational, emotional, and familial impact of psychiatric and neurological disorders such as ADHD, depression, anxiety, and autism spectrum disorders.
- _____ 5. Demonstrates ability to conduct school-wide screening for students at-risk for health problems.
- _____ 6. Demonstrates ability to use systematic observation in the assessment of psychological and educational difficulties associated with medical conditions.
- _____ 7. Demonstrates ability to use appropriate informant report measures in the assessment of psychological and educational difficulties for students with or at-risk for E/BD associated with medical conditions.
- _____ 8. Demonstrates ability to use interviewing strategies in the assessment of psychological and educational difficulties associated with medical conditions.

- _____9. Demonstrates ability to use functional analysis procedures in the assessment of psychological and educational difficulties associated with medical conditions.
- _____10. Demonstrates ability to adapt assessment methods in evaluating psychological and educational difficulties associated with medical conditions for students from culturally and linguistically diverse backgrounds.

Area II: Intervention: Educational, Emotional, and Familial Impact of Medical and Psychological Problems.

- _____1. Demonstrates ability to intervene effectively to deal with the educational, emotional, and familial impact of medical problems of congenital disorders of the CNS such as spina bifida, prenatal toxic exposure, seizure disorders, etc. for students with or at-risk for E/BD.
- _____2. Demonstrates ability to intervene effectively to deal with the educational, emotional, and familial impact of acquired disorders of the CNS such as traumatic brain injury, brain tumor, lead toxicity, meningitis, for students with or at-risk for E/BD.
- _____3. Demonstrates ability to intervene effectively to deal with the educational, emotional, and familial impact of disorders not involving CNS such as asthma, diabetes, cancer, muscular dystrophy, for students with or at-risk for E/BD.
- _____4. Demonstrates ability to intervene effectively to deal with the educational, emotional, and familial impact of psychiatric and neurological disorders such as ADHD, depression, anxiety, and autism spectrum disorders.
- _____5. Demonstrates a knowledge base and practical experience in the design of research related to intervention for students with or at risk of health /psychiatric problems.

Area III: Health Promotion

- _____1. Demonstrates ability to facilitate curriculum development and evaluation of health promotion program.
- _____2. Demonstrates ability to consult with school and health professional personnel regarding curriculum development and evaluation of health promoting activities (i.e., physical education, nutrition, protection from abuse).
- _____3. Demonstrates knowledge of the development of health promotion programs in schools.
- _____4. Demonstrates a knowledge base and practical experience in the design of research related to service delivery/health promotion programming.

Area IV: Interpersonal Skills

School Related

- _____ 1. Demonstrates ability to express ideas verbally in an understandable manner to school personnel.
- _____ 2. Demonstrates ability to establish effective rapport with all ages of school children.
- _____ 3. Demonstrates ability to be receptive to child's concerns during interview/counseling sessions.
- _____ 4. Demonstrates ability to interact in a supportive manner with school personnel.
- _____ 5. Demonstrates ability to recognize personal cultural influences in relating to school personnel and children.

Parent Related

- _____ 6. Demonstrates ability to establish effective rapport with parents/guardians.
- _____ 7. Demonstrates ability to be receptive to parental concerns during interview and counseling sessions .
- _____ 8. Demonstrates ability to communicate results of evaluation to parents in understandable manner.
- _____ 9. Demonstrates ability to effectively obtain an accurate case history.
- _____ 10. Demonstrates ability to recognize cultural and linguistic differences that can influence parental interactions.

Health Care Professionals

- _____ 11. Demonstrates ability to effectively communicate educational and emotional concerns to health care professionals.
- _____ 12. Demonstrates ability to interact in a supportive manner to facilitate inter-agency collaboration.

Area V. System Knowledge

- _____ 1. Demonstrates familiarity with laws and ethical standards affecting the role and function of school psychologists.
- _____ 2. Demonstrates familiarity with laws and ethical standards affecting the role of health care providers.
- _____ 3. Demonstrates working knowledge of resources available for students and families both within the school and community.
- _____ 4. Demonstrates an understanding of the legal rights of parents and students.
- _____ 5. Demonstrates knowledge of available community resources outside of school setting.
- _____ 6. Demonstrates knowledge of health care community and its impact on educational performance of students.
- _____ 7. Demonstrates knowledge of available health care resources outside of school setting.
- _____ 8. Demonstrates knowledge of how cultural and linguistic differences influence provision of health and educational services.

Area VI: Consultation

- _____ 1. Demonstrates ability to effectively conduct a problem identification interview with teacher/parent, and health care professionals.
- _____ 2. Demonstrates ability to effectively conduct a problem analysis interview and collect baseline data.
- _____ 3. Demonstrates ability to effectively consult with teacher, parent, and health care professionals regarding intervention plan.
- _____ 4. Demonstrates ability to effectively graph and display results of consultation.
- _____ 5. Demonstrates ability to effectively communicate in writing and verbally the results of the consultation process to appropriate school, parent, and health care personnel.
- _____ 6. Demonstrates ability to effectively consult with and learn from multi-disciplinary team personnel such as reading specialists, speech therapists, instructional support teachers, etc.

- _____ 7. Demonstrates ability to effectively consult with and learn from interagency personnel outside the school district (intermediate unit) such as pediatricians, neurologists, developmental specialists, nurses, social workers and other health care professionals.
- _____ 8. Demonstrates ability to consult effectively with and learn from school and health care agency administrators.
- _____ 9. Demonstrates ability to consult effectively with and learn from classroom teachers.
- _____ 10. Demonstrates ability to adapt consultation methods to consider cultural and linguistic differences.

Area VII: Counseling

- _____ 1. Demonstrates ability to effectively build a therapeutic rapport with parents and children.
- _____ 2. Demonstrates ability to effectively identify appropriate goals for therapeutic intervention.
- _____ 3. Demonstrates ability to use effective therapeutic interviewing strategies during counseling sessions.
- _____ 4. Demonstrates ability to effectively handle crisis counseling situations with children and parents.
- _____ 5. Demonstrates ability to consider cultural and linguistic differences in providing counseling services to children and families.

Area VIII: Supervision

- _____ 1. Demonstrates receptivity to criticism.
- _____ 2. Demonstrates ability to integrate the recommendations of supervisor into practice.
- _____ 3. Demonstrates ability to facilitate a free exchange of ideas with children, parents, teachers, and health care professionals.
- _____ 4. Demonstrates ability to recognize the need for supervision when appropriate.
- _____ 5. Demonstrates ability to work independently.

Ped School Psy Practicum Evaluation
32

Comments: Please add any specific comments regarding the competency and/or effectiveness of the student.

Grade Assessment

Using the anchor points noted below, please indicate your estimation of a grade for practicum for this semester.

In considering the grade assignment, this is an overall judgment that incorporates a student's professionalism, interpersonal relationships, skills, and responsiveness to supervision.

A

Student has met or exceeded all goals set for the semester and has performed at a level clearly expected for a first (second) semester doctoral practicum student. A grade of "A" indicates the student meets the criteria at a level of excellent to superior, a grade of "A-" indicates that the student meets the criteria at a strong level.

A-

B

Student has not met all goals set for the semester and has performed at a level below expectations for a first (second) semester doctoral practicum student. However, the student has shown that they will be likely to reach entry level competency by the end of the doctoral practicum period in June (applicable only to fourth year doctoral students). A grade of "B" indicates some deficiencies in the criteria, a grade of "B-" indicates significant deficiencies in the criteria.

B-

C

Student has not met all goals set for the semester and has performed at a level far below expectations for a first (second) semester doctoral practicum student. The deficiencies are severe enough that some question may be raised as to whether the student is likely to reach entry level competency by the end of the practicum period in June (applicable only to fourth year doctoral students).

Appendix E
Practicum Goals

Lehigh University
School Psychology Program
Practicum Goals

Student's Name: _____

Practicum Supervisor: _____

Orientation to Public School Organization

_____ Goal 1: The practicum student will demonstrate a broad understanding of the organizational framework of the school district.

_____ Goal 2: The practicum student will be introduced to the administrative functioning of the school district.

_____ Goal 3: The practicum student will be introduced to the various roles and functions of specialists on the school staff.

Community Resources

_____ Goal: The practicum student will demonstrate the ability to locate community support resources for various academic and behavioral problems.

Consultation

_____ Goal: The student will demonstrate proficiency in conducting consultation for academic and behavior problems.

Direct Service Delivery

_____ Goal 1: The practicum student will demonstrate the ability to provide direct service for academic problems.

_____ Goal 2: The practicum student will demonstrate the ability to provide direct service for behavioral problems.

_____ Goal 3: The practicum student will demonstrate the ability to provide direct counseling services for students in crisis situation.

Assessment

- _____ Goal 1: The practicum student will demonstrate the ability to conduct a parent interview.
- _____ Goal 2: The practicum student will demonstrate the ability to conduct a teacher interview.
- _____ Goal 3: The student will demonstrate the ability to conduct a curriculum-based assessment.
- _____ Goal 4: The student will demonstrate the ability to conduct an intellectual assessment.
- _____ Goal 5: The student will demonstrate the ability to conduct a behavioral assessment.
- _____ Goal 6: The student will demonstrate the ability to make special education determinations.

Systems Impact & Prevention

- _____ Goal 1: The practicum student will develop and implement a program focused on system level consultation (classwide, schoolwide, or district wide level).
- _____ Goal 2: The practicum student will develop and implement at least one program focused on prevention of a academic and/or behavioral problem.

Written Communication

- _____ Goal 1: The practicum student will demonstrate the ability to write psychoeducational reports.
- _____ Goal 2: The practicum student will write at least one summary of the MDT report as consistent with the requirements of the site.
- _____ Goal 3: The practicum student will demonstrate the ability to contribute to the continued growth of school psychology.

Appendix F

Practicum Placement Evaluation Rating Form

Practicum Placement Rating Form

Placement: _____ Supervising Psychologist: _____

Student's Name: _____ Date of Practicum: _____

Part I: Please Rate Each Statement According to the Following Scale:

1 = Never 3 = Frequently

2 = Sometimes 4 = Always

1. Supervision

- _____ Offers criticism found helpful in fostering growth as a psychologist.
 _____ Available for consultation.
 _____ Fostered independence.
 _____ Open to other points of view.

2. Organizational Structure

- _____ School psychologists role clearly defined in site.
 _____ Roles of other pupil personnel staff clearly defined in site.
 _____ Pupil personnel staff works effectively together.
 _____ Site provides pleasant atmosphere in which to work.
 _____ Site provides atmosphere in which psychologist can be effective.

Part II: Please check those activities in which you had the opportunity to engage at least once during the semester. Write N/A if you did not have any opportunity to perform the particular activity.

- _____ Test Administration (Traditional: IQ, Projectives)
 _____ Test Administration (Neurological)
 _____ Curriculum based assessment
 _____ Classroom observation prior to assessment
 _____ Classroom observation without doing assessment

Evaluated children with:

- learning support needs
- emotional support needs
- life skills needs
- hearing impairments
- visual impairments
- other health impairments
- Other exceptionalities, please fill in _____

Exposed to variety of testing instruments other than commonly used measures (e.g., UNIT, Bayley, NEPSY, etc.). Specify instruments:

Worked with:

- Preschool age
- Elementary age
- Secondary age
- Team Based Evaluations
- Independent Evaluations

- Exposed to community resources
- Opportunity for independent research
- Engaged in individual counseling
- Opportunities to learn about law in relation to functioning of school psychologist

Part III:

1. Did you have the use of a permanent office and/or desk?

Yes No

2. Were testing conditions acceptable throughout the district buildings?

Yes No

3. Were all testing materials available in the district?

Yes No

If no, what materials did you have to provide?

4. How much travel was involved?

(a) < 1 hr. day (b) 1-2 hrs. per day (c) > 2 hrs. per day

5. Was support readily available for report preparation?

Yes No

6. Was computer support for scoring available?

Yes No Partial

7. What type of report was typically required?

Lengthy Moderate Sketchy

8. How many psychologists were you exposed to including your supervisor?

1 2 3 > 3

10. Overall, how would you rate the quality of your district supervisor?

1 2 3 4 5 6 7 8 9 10

Poor Fair Excellent

11. Overall, how would you rate the quantity of supervision your received?

1 2 3 4 5 6 7 8 9 10

Poor Fair Excellent

Part IV:

1. Fill in the following:

_____ Number of evaluations completed
_____ Number of days actually worked

2. Rank in order the following activities, please note the approximate percentage of your time spent in each area.

| | |
|--|---------|
| _____ Test Administration | _____ % |
| _____ Test Interpretation and Report Writing | _____ % |
| _____ Teacher Consultation | _____ % |
| _____ IST (or equivalent) involvement | _____ % |
| _____ Classroom Observation | _____ % |
| _____ Parent Conferences | _____ % |
| _____ Staffings of cases | _____ % |
| _____ Counseling | _____ % |
| _____ Attending in-services and workshops | _____ % |
| _____ Traveling | _____ % |
| _____ Supervision | _____ % |

Part V:

1. Overall, how would you rate your experience?

1 2 3 4 5

Inadequate
Preparation

Adequate
Preparation

Extraordinary
Preparation

Comments:

Appendix G

Lehigh University Doctoral Internship Goals

Lehigh University Doctoral Internship Goals

The school psychology intern and the field supervisor will set at least one goal in each of the following areas. The time allocated to each of these goals should conform to those established in the Guideline for Meeting Internship Requirements in School Psychology.

SUPERVISION

Goal: _____

How will this goal be evaluated?

Student's performance:

EDUCATION

Goal: _____

How will this goal be evaluated?

Student's performance:

DIRECT CLIENT CONTACT

Goal: _____

How will this goal be evaluated?

Student's performance:

RESEARCH

Goal: _____

How will this goal be evaluated?

Student's performance:

OTHER

Goal: _____

How will this goal be evaluated?

Student's performance:

Appendix H

Lehigh University Doctoral Internship Evaluation Form

DOCTORAL INTERNSHIP EVALUATION FORM

Student _____
Site: _____
Date: _____
Field Supervisor: _____

Please rate the student's abilities and performances using this scale:

- 4 - Superior ability. Demonstrates skill equivalent to that of an experienced psychologist.
- 3 - Competent without supervision at an entrance level or better for psychologist; can function independently in this area.
- 2 - Competent with some additional supervision at an entrance level for psychologists; needs some general guidance in this area.
- 1 - Minimally competent with much supervision at an entrance level for psychologists; needs continued, direct supervision in this area.
- 0 - Not competent at an entrance level for psychologists in this area.

NA-Not applicable or not available during internship placement.

Please rate the intern on the following skill areas:

- ___1. Assessment (testing, interviewing, observation),
- ___2. Writing a psychological report that was well organized, data based, with helpful recommendations,
- ___3. Knowledge of site policies, referral protocols, and possible service placements,
- ___4. Working knowledge of the state's rules and regulations for placements and laws (i.e., I.D.E I.A., mental health laws) for dealing with children and adolescents with disabilities,
- ___5. Performance of direct interventions (individual counseling, group skills, skills training programs),
- ___6. Service/clinical consultation to other personnel (including teachers),
- ___7. In-service training resource for the needs and personnel in the internship site,
- ___8. Resource for research questions and projects in the internship site,

- ___9. Professional interactions with teachers,
- ___10. Professional interactions with principals,
- ___11. Professional interactions with other personnel in the internship site,
- ___12. Interacting and providing services to parents of children and adolescents in a professional manner,
- ___13. Interacting and providing services to children and adolescents in a professional manner,
- ___14. Explaining test results, proposed interventions or placements to parents in an understandable manner,
- ___15. Performances and contributions in meetings,
- ___16. Responsibility with his/her time and functioning as an independent, professional psychologist,
- ___17. Overall intern rating.

18. This intern's greatest asset is: _____

19. The area this intern needs to improve the most is:

20. Is there anything that Lehigh University could have done to improve the student's experience in the site?

Appendix I

Guidelines for Meeting Internship Criteria in School Psychology

Comment of Directors of School Psychology Programs

American Psychological Association

COUNCIL OF DIRECTORS OF SCHOOL PSYCHOLOGY
DOCTORAL LEVEL INTERNSHIP GUIDELINES

(Approved by the Membership, May 1998)

In the absence of special circumstances, an organized training program in School Psychology meeting these guidelines will also be considered as meeting the “Guidelines for Defining an Internship or Organized Training Program in Psychology” used by the National Register to identify an acceptable internship or organized training program, one of the several requirements for listing in The National Register of Health Services Providers in Psychology.

1. A School Psychology internship is an organized training program which, 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 experience. The internship is the culminating 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 all coursework leading to the degree. The primary focus and purpose is assuring breadth and quality of training. The School Psychology internship is designed to meet the needs of the graduate students and should provide an extension of education and supervised training from the university program. The internship must include a range of activities such as consultation, assessment, intervention, supervision, and research that are designed to meet the health and psychological needs of the clients.
2. The intern shall spend time in research activity which may include evaluating the outcomes of services delivered and the effectiveness of the intern’s own training. This time shall not exceed 25% of the internship. The intern shall spend at least 25% of his or her time in direct (face-to-face) psychological services to clients or patients.
3. The internship agency has a written statement or brochure which describes the goals and content of the internship program, states clear expectations for the quality of trainees’ work, training, and supervision, and is made available 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 should have a written statement that includes, but is not limited to salary, benefits, reimbursable travel, holidays, and other relevant data.
4. Internship programs have documented due process procedures for interns which are given to interns at the beginning of the training period.
5. Full-time internships may be completed in no less than 9 months; part-time internships may extend no more than 24 months. The internship year must include a minimum of 1,500 hours in activities described above.
6. Internship agencies are required to issue a certificate or “Official Statement” of psychology internship completion to all who have successfully completed the internship program.

7. The internship agency employs a clearly designated doctoral-level psychologist, who: (a) is currently licensed/certified by the State Regulatory Board of Psychology to practice at the independent level, (b) is responsible for the integrity and quality of the internship program, and (c) is present at the training facility for a minimum of 20 hours per week. Intern supervision may be shared with other appropriately credentialed personnel in the psychological service unit, but the licensed/certified psychologist assumes 100% responsibility for the supervision provided. The psychological service unit providing the internship training has at least two psychologists on the staff.
8. The internship includes at least two hours per week of regularly scheduled, formal, face-to-face individual supervision with the specific intent of dealing with the psychological services rendered directly by the intern. The supervisor (described in #7 above) must provide at least one hour per week of supervision.
9. In addition to individual supervision (as described in #8 above), there is an additional average of at least two hours per week in scheduled learning activities such as case conferences involving a case in which the intern is actively involved, seminars dealing with professional issues, in-service training. These activities may be in conjunction with professionals other than school psychologists and may include such planned activities as attending school board meetings (if the internship is in a school) or observing other units in delivery of health and/or child care services.
10. The intern must have regularly scheduled, supervised, and documented training activities with other psychology interns. The internship must have two or more full-time equivalent interns. 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 areas 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.
11. Reports by the intern to consumers, other agency or school personnel, or other relevant publics must be co-signed by the licensed psychologist supervisor for the intern.
12. The trainee has a title such as “intern,” “resident,” or other designation of trainee status.

Appendix J
Lehigh University

School Psychology Program

Doctoral Internship and Practicum

Activities Logs



School Psychology Program
Doctoral Internship Activity Log

Date:

Student's Name

Supervisor's Name

Student's Signature

Supervisor's Signature

| | Monday | Tuesday | Wednesday | Thursday | Friday | This Week | Last Week | To Date |
|---|--------|---------|-----------|----------|--------|-----------|-----------|---------|
| Supervision 2 Hrs/week 75 Hrs. Min | | | | | | | | |
| Education 2 Hrs/week 75 hrs. Min | | | | | | | | |
| Direct Client Contact >13.5 hrs/week 375 hrs. min | | | | | | | | |
| Research < 10 hrs/week 375 hrs. max | | | | | | | | |
| Other | | | | | | | | |

Cumulative total for year

Appendix K

Internship Site and Supervision Rating Form

Lehigh University School Psychology Program

Internship Site and Supervision Rating Form

Internship Site _____

Field Supervisor _____

Student Intern completing this form _____ Date _____

| | | I Agree | | | | | I Do Not Agree |
|-----|--|------------|---|---|---|---|-------------------|
| 1. | My experiences in this internship site were important to my professional growth..... | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. | I would recommend this internship site to other Lehigh interns..... | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. | Getting adequate supervision was not a problem..... | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. | The internship site has reasonable expectations for the interns | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. | I would recommend my internship field supervisor to other interns..... | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. | My field supervisor seemed genuinely concerned about my professional growth..... | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. | This internship site provided me with valuable learning experiences..... | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. | At times I had some concerns about the professional ethics of my field supervisor... | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. | Most of the time I felt like the internship site was glad that I was working there..... | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. | My field supervisor provided me with an adequate amount of face-to-face supervision..... | 1 | 2 | 3 | 4 | 5 | 6 |

Comments
