INTERN HANDBOOK
2011-2012

Accredited by the
American Psychological Association
Welcome to the Louisiana School Psychology Internship Consortium! You are about to embark on an exciting training experience. You will have the opportunity to meet and work with other interns who have trained in programs all over the United States. Each of you brings unique skills, knowledge and perspectives to the internship. When shared, these will contribute to a rich and varied training experience. From the beginning, it will be important to discover what you may be able to teach others and what you may be able to learn from your peers. Sharing your own areas of expertise and appreciating the skills and knowledge of your colleagues can enrich and expand your experiences. You can expect to gain maximum benefits from your experiences if you allow yourself to move easily back and forth from learner to teacher. Be aware that this year offers you the opportunity to develop personal and professional relationships that can last a lifetime.

An internship facilitates the individual’s transition from graduate student to practicing school psychologist. We recognize that an internship experience is an essential and integral part of a training program. LAS*PIC was designed to build upon some features of graduate training, with formal instruction and supervised practice, and to include a range of experiences typical of the day-to-day activities for the school psychologist. This is the time for the intern to assume the role of “professional school psychologist”. This transformation occurs under the watchful eyes of various supervisors who can guide, mentor, instruct, listen, and ultimately encourage and support independent functioning. Interns are encouraged to explore their needs and build a variety of skills through supervised practice, self-reflection, and feedback from the training staff. By the end of the internship, you should have a thorough understanding of your strengths and needs, and you will have developed strategies for addressing those areas where you want to continue to develop.

The year ahead will hold challenges and triumphs, and there will also be some inevitable disappointments. Each of your experiences will provide opportunities for personal and professional growth. Your growth will depend on your ability to reflect on your experiences and to continually ask yourself, “What can I learn from this?” We do not expect you to do everything the “right” way. We do expect you to actively seek opportunities to grow and to learn, and to consistently demonstrate a strong commitment to your own professional development. We believe it is vital for you to be an active participant in this important process. We want each and every one of you to experience success during your internship. Therefore, our commitment to you is to provide not only instruction and supervision, but we also offer support and encouragement. We look forward to working with you.

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THE CONSORTIUM

The Louisiana School Psychology Internship Consortium is a joint venture among the Human Development Center (HDC) within the School of Allied Health Professions of LSU Health Sciences Center, the Louisiana State Department of Education (LASDE) and Local Educational Agencies (LEAs). The Internship Consortium (formerly called The Consortium for Assistance and Training in Related Services - CATRS) spans a broad area around New Orleans. It includes urban, suburban, and rural settings with populations rich in cultural and ethnic diversity. LAS*PIC is guided by an Advisory Board made up of representatives from each of the local education agencies and an intern representative. Staffing is primarily provided through the Human Development Center.

STATEMENT OF PHILOSOPHY

The primary purpose of the internship program is to prepare school psychology interns for entry into the professional practice of school psychology with a scientist-practitioner model of training. The mission of this internship is to provide a wide variety of experiences that will help the intern integrate knowledge, technical competence and social responsibility to form a coherent professional role which will, ultimately, enable the intern to advance and safeguard the rights of children. The internship program is committed to promoting empirically supported practices based on the literature in both psychology and education and developing expertise in both areas. Activities of the program encourage sensitivity to cultural diversity and respect for the uniqueness and human dignity of all individuals.

The intern role is significantly different from that of graduate student. The student engages in a variety of educational activities to master the content areas required to obtain a particular degree. The student’s expectations are shaped by the various instructors’ requirements. Students learn to size up the expected outcomes, demonstrate mastery, and earn the high grade they desire. In this process, it is common for students to accentuate areas of strength and minimize evidence of less strongly developed skill or knowledge. The internship year is a very important time in the development of professional habits of ethical practice and lifelong learning. The learning environment of the internship is one in which the intern receives needed support to gradually move toward greater autonomy. While some general expectations are built into the program, each intern is expected to set personal/professional goals to build upon their training and move toward meeting both short term and long term professional development goals. Meeting these goals requires self-awareness and the use of self-reflection to assess strengths and identify areas where growth is needed. Staff members strive to support open and honest exploration of professional strengths and needs. By the end of the internship, school psychology interns are expected to be able to identify their own areas of need and demonstrate effective strategies for getting their needs met.
The program is dedicated to interdisciplinary professional practices that extend and enhance the services provided to children and families, and to the pursuit of new knowledge through sound research practices. **Training and supervision activities are meant to enhance the growth of professional competence and integrity.** LAS*PIC staff evaluate intern’s knowledge and competence, as well as their interpersonal skills and interactions. An integral part of the internship is the continuous data collection to evaluate how well the goals and objectives of the program are being met. Finally, the program adheres to the belief that ethical practice is the only acceptable approach to professional training and service delivery. These points of philosophy are expressed throughout the curriculum and activities of LAS*PIC.

The internship operates within an ecological, developmental framework. Within this perspective, we recognize that development is an ongoing process and that our contact with individuals should not be used to define that individual but rather to (1) describe his/her functioning at one point on a life-long journey, and (2) to use information obtained to promote enhanced development. In addition, while services provided in this framework are family centered and child focused, the sources of influence that extend beyond the child and the family are recognized in planning comprehensive services. Within the same ecological framework, school psychology interns are expected to demonstrate understanding of their own functioning during the internship year in the context of their life-long professional learning. Interns are supported in exploring their experiences and applying their learning to the ongoing process of professional development. Interns learn from examining their intended and unintended impact on others, gain confidence and competence by reflecting upon successful and less successful experiences, and expand the ways in which they function effectively in their professional roles.
PROGRAM DESCRIPTION

The internship program is comprised of six integrated instructional elements. Each of these elements makes a distinct contribution to the effectiveness of the internship training. The six (6) elements are listed below and are described fully in the subsections that follow.

1. School-Based Placement
2. Integrated Curriculum
3. Life Skills Seminars
4. Experiential Rotations
5. Supervision
6. Summer Training (Pre-doctoral and non-SSD interns only)

1. **School-Based Placement.** Interns spend four days a week for just over 10 months in one of the Local Education Agency (LEA) members of the consortium. Training in the school setting begins with an orientation for interns in which the policies and procedures for that agency are described and explained. A meeting involving the intern, members of the multidisciplinary team with whom the intern is assigned to work, the administrative supervisor, and the professional supervisor is held to explicitly describe the supervisor’s role and relationship to the team and to describe the range of individual goals for the internship year. The intern usually shadows a school psychologist employed by the agency to learn how various cases are managed. As interns begin work on their own cases, they receive considerable guidance from either a mentor or their administrative supervisor. Interns are encouraged to ask questions and seek help from members of their own team, as well as from school psychologists and other pupil appraisal personnel in their district. Although many activities continue to be collaborative responsibilities shared with team members, over time, the intern’s work becomes increasingly independent.

The school-based placement provides interns with the opportunity to serve in the role of school psychologist, including working as a member of a multidisciplinary pupil appraisal team. The team usually includes a social worker, an educational diagnostician, and a speech therapist. Family members, teachers, and school administrators are key team members in problem-solving: gathering information, planning and implementing interventions, and making decisions. Ancillary members of a team include physical therapists, occupational therapists, school nurses, physicians, and other appraisal personnel as needed. In addition, interns are members of School Building Level Committees/Student Assistance Teams, which are used in Louisiana schools to provide preventative and intervention services to children, teachers, and parents. As a member of these teams, the intern will assist in providing a broad range of services to students with identified learning problems, adjustment problems, or other special needs. Specifically, intern opportunities include: providing consultation to teachers and families to aid in the development and implementation of behavioral and/or instructional interventions; evaluating students to determine the need for specialized services; participating in school restructuring projects; providing in-service training; and providing direct support services to children with learning, behavior, or social-emotional problems.
2. **The Integrated Curriculum.** Formal instruction in the curriculum is typically conducted on Mondays. Interns can expect to gain as much from their participation in the instructional activities as they put into it. Each intern is expected to come to trainings and rotation sites, having read assigned materials and ready to engage in the didactic and experiential learning activities. The curriculum is designed to:

- Expand the knowledge base of interns
- Fine tune interns’ interpersonal skills
- Enhance problem solving skills of interns
- Increase interns’ appreciation of human variability
- Facilitate the integration of discrete skills and information into a coherent professional role
- Strengthen the commitment of the intern to professional and social responsibility
- Increase interns’ understanding of their capacity to conceptualize human problems

The curriculum includes (a) didactic instruction and (b) current topics in psychology and/or education. A brief description of these areas follows:

(a) **Didactic Instruction.** Using a seminar format, interns receive formal instruction at the Human Development Center approximately one day each month. Information is presented, questions elicited and answered and practical application of the information is discussed. Topics covered germane to the practice of school psychology may include:

- Bulletin 1508: Louisiana’s Pupil Appraisal Handbook
- Teams and Teaming
- Ethics: Standards, Issues and Dilemmas
- Crisis Assessment and Prevention
- Child Abuse Reporting
- Interdisciplinary Practice

(b) **Hot Topics Forum.** Sessions are generally scheduled on four Saturdays. A wide variety of topics can be covered, incorporating topics raised by intern interests, topics from the recent professional literature, or recent internship activities. Topics may include:

- Controversial Issues in the Profession
- Current Research and Practices
- Ethical Issues
- Systemic Issues Related to the Psychology
- Advocacy Issues
- Summative Activity for an Experiential Rotation
3. **Life Skills Seminars.** The internship year marks the beginning of the professional career and concludes graduate school requirements, ending numerous years as a student. Although many interns enter the internship with a high tolerance for stress, the demands of internship can be overwhelming. A series of Life Skills seminars were added to the curriculum in an effort to provide support for interns in handling the stress they encounter and build on the growing body of literature in Positive Psychology. Stressful situations can be viewed as a disturbance and annoyance, or they can be viewed as an opportunity and occasion for growth. The goals of the Life Skills seminars are: (1) to foster professional development within a personal growth model, (2) to encourage interns to be more intentional in their decision making and actions and (3) to promote intern integrity. The seminars are designed to provide information about stress, increase intern’s self awareness, increase interns’ awareness of others, survey techniques for managing stress, and explore opportunities for professional development and personal growth. Interns are asked to approach the seminar with an open mind, to engage in self reflection and to share their insights and experiences with fellow interns. A Life Skills Seminar occurs approximately once per month on LSUHSC training Days.

4. **Experiential Rotations.** Interns are given rotation assignments from our experiential curriculum of interdisciplinary studies that require them to apply their knowledge and skills as a school psychologist. Interns will generally spend eight to nine days in a site performing a function with other disciplines that leads to a worthy product. These assignments allow interns to learn by doing. Discussion sessions allow interns to discuss their work with each other and supervisors for feedback. For example, a rotation may take place at the Louisiana School for the Deaf/Visually Impaired in which interns may need to work with other disciplines to produce an evaluation for eligibility or behavior support plans. The intern may perform some assessments, assist in the treatment, participate in staffing, and produce a treatment report at the end of the rotation (spread over the many weeks).

5. **Supervision.** Supervision has a high priority and is an integral part of internship training. LAS*PIC is fortunate to have extraordinary administrative support (in the form of funds and faculty time) so that quality supervision can be provided. Each intern is assigned a professional supervisor and receives administrative supervision in their LEA placement. In addition, interns are involved in regular peer supervision.

   a. **Goals and Nature of Supervision.** The goals of supervision are clearly stated and discussed in the orientation. These goals exemplify current professional standards:
      (1) Assisting the intern in self-assessment of needs and strengths;
      (2) Supporting the intern in developing self awareness as a reflective practitioner;
      (3) Facilitating the intern’s process of integrating many discrete skills into a coherent, complex professional role;
      (4) Aiding the intern in making the transition in identification from student to professional and;
      (5) Facilitating the intern’s entry and integration into both schools and school systems.
The nature of the supervisory relationship is discussed during orientation and the developmental nature of supervision is explained. The supervisory relationship is generally the most important vehicle for professional support, exploration, and growth, and as such, it requires honest and open interaction. The nature of supervision is expected to change over the course of the year, in response to changing needs, and as an intern gains competence and proficiency.

b. Supervision Formats. Each intern is assigned a doctoral-level, professional supervisor, who is trained and certified in school psychology. Interns typically meet with their professional supervisor for face-to-face supervision weekly in the afternoons or early evenings (additional meetings with supervisors may occur at other times in the week). The length of the weekly supervision meeting varies with the needs of the intern, but consistently meets or exceeds the APA standard of two hours of individual face-to-face contact each week. During the first month of the internship, the professional supervisor, in collaboration with the intern and within the framework of the internship’s goals and objectives, develops the Individualized Training Plan (ITP). It is important that each intern takes the time to openly and honestly explore the limits of their competence in order to accurately identify their needs during the internship. It is important to seek the support of the supervisor in identifying their professional growth goals and that an ongoing dialog is maintained between the supervisor and intern about progress toward attaining goals that have been identified. The ITP is described more fully in the “EVALUATION OF INTERNS” section of this handbook.

The professional supervisor takes primary responsibility for monitoring the intern’s progress as specified by the ITP. Supervisors will use multiple methods for gathering data in order to accurately assess an intern’s performance, including contacts with the program coordinator, LEA supervisor, contacts with team members and school personnel, and observations of the intern at work. In addition, the professional supervisor takes primary responsibility for the intern’s work by reading and signing all case notes, intervention plans, reports, and other written products.

Interns also receive administrative supervision on-site at the LEA. The administrative supervision may be provided by an administrator in the district or may be provided by a mentor or team members. Administrative supervision provides guidance and instruction about policies and procedures, as well as helping with case management and team functioning. Professional and administrative supervisors talk frequently to discuss progress and plan for additional activities. Both have frequent contact with the internship coordinator to report progress and to problem-solve as needed.

Internship supervision is provided by Dr. Hebert whereby he integrates what is required by the APA accredited internship, the professional supervisor, the LEA
supervisor, and sending university. Dr. Hebert will serve as the on-site supervisor for training activities, especially the experiential rotations. Quarterly meetings with the internship supervisor will take place to assess both the current standing of the intern and the perceived experience that the intern is having.

**Peer supervision** is often an important source of support and feedback for practicing school psychologists. Peer supervision offers a strong source of support as well as providing impetus for growth of professional skills. We believe it is important to give interns experience in critiquing the work of others, and providing others with constructive feedback. Peer supervision offers unique opportunities for interns to explore a variety of problem solving strategies. Peer supervision often provides an arena for exploring professional situations that are difficult to negotiate, time to vent frustrations, and provides an opportunity to obtain personal and professional support. While it is important to have an outlet for expressing frustration, members of the peer group are expected to invest their efforts in encouraging and offering support for exploring a variety of strategies for problem solving. Sharing a variety of resources and ideas that promote effective problem solving among peers is a rich potential source of growth for interns. Peer supervision is usually scheduled on each LSUHSC training day, but should occur more frequently as arranged by various interns.

6. **Summer Training.** When LEA duties are completed, summer training activities begin and continue through the end of July (four to six weeks for doctoral students). Summer training may be much like an experiential rotation as interns may become involved in a variety of activities in different settings within the community or school districts. Typically, interns are involved in working in an alternative setting for four days a week and are expected to approximate a 40 hour work week. Interns have provided therapy services in a variety of settings, conducted research, worked with Child Search teams, written training materials, engaged in grant writing, designed and carried out projects of their own design, and provided services to LEA personnel in systems change activities. During this time, interns may also negotiate some time to devote to conducting dissertation research.
PROGRAM GOALS

The American Psychological Association (APA) has emphasized the importance of working within a system of professional values that include "understanding the need for ethical behavior, tolerance of ambiguity, demonstration of skepticism and intellectual curiosity, attunement to scientific evidence, civic responsibility, and respect for human diversity. In addition, learning goals for students of psychology include “the ability to apply psychology to personal and professional development, to self-regulate and to display personal integrity.” (APA Board of Educational Affairs, 2002). Inherent in this expectation is the need to incorporate empirically supported practice into activities across professional roles.

Additionally, LASPIC’s efforts are heavily influenced by the ten elements of practice identified from the APA’s Division 16 which closely match typical competencies with the general practice of psychology. These include:

The assessment of abilities, achievement, social and emotional functioning, personality, and developmental status; use of interviews, observations, and performance assessments to understand learning and behavior problems: accountability for valid and reliable measures of behavior and treatment progress.

Diagnostic assessments to support eligibility for and delivery of services within statutorily regulated contexts that integrate diagnostic information from other professionals to support recommendations for educational modifications and community services.

Primary prevention programs to reduce the incidence of school violence, sexual abuse, teenage pregnancy, and programs to promote children's well-being through more appropriate educational and classroom accommodations; secondary prevention programs to assist students who have mild or transitory problems that interfere with school performance, such as poor peer relationships, learning or behavior problems in the classroom, and adjustment to adoption, death or divorce.

Crisis intervention services that include support for children following natural disasters, violence, abuse, death, or suicide by a student.

Consultation with teachers, parents, agency administrators and supervision of psychological services staff concerning children's behavior and academic and social problems; professional development programs for teachers; design and direction of comprehensive and integrated service delivery systems.

Consultation with physicians and other professionals concerning the school functioning and learning of children with disorders such as attention deficit hyperactivity disorder, learning disorders, chronic illness, physical or genetic conditions, and substance abuse.
Educational evaluation services including development of appropriate measures of child behavior and classroom contexts; analysis of academic achievement using standardized tests, performance assessment, self reports, and other appropriate methods; evaluation of individualized educational plans; observation and measurement of teacher and parent behaviors; and evaluation of instructional and organizational environments.

LAS*PIC staff are committed to promoting a set of goals that build and enhance professional competence. Underlying the internship goals are the values of authenticity, honesty, personal integrity, respect for self and for others, and investment in personal growth. Interns are expected to support and encourage their peers and colleagues, and are expected to practice and engage in training activities with a full appreciation for and adherence to professional ethics.

Therefore, it is with these influences and expectations, the program focuses on the following general training goals relative to the independent practice of psychology:

1. Further development of general professional psychological skills to an appropriate level of professional competence.

2. Further development of psychological assessment skills to an appropriate level of professional competence.

3. Further development of psychological intervention skills to an appropriate level of professional competence.

4. Further development of psychological consultation skills to an appropriate level of professional competence.

Additionally, the program promotes these training ambitions that are more germane to the specialty area of school psychology. These, along with their rationale, appear in the following:

1. Strengthen and augment the problem solving skills of interns which enable them to both better conceptualize human problems and to integrate knowledge, technical competence and social responsibility to alleviate those problems in and out of schools.

   **Rationale:** School psychologists are asked to function in a variety of roles in schools and are asked to work with children with diverse needs and backgrounds. **Interns should NOT limit their roles to problem identification and should adopt and actively model effective problem solving strategies within their work with teams and school personnel.**

2. Enhance the ability of interns to work within the school setting by increasing their understanding of the culture of the school, how it operates, and how change occurs.

   **Rationale:** School psychologists can be perceived either as a part of the staff or as outsiders in the schools they serve. A critical factor determining this perception is the school
psychologist’s working knowledge of the system’s intricacies. **Interns should strive to understand the ecology of the school and the ways in which they and other staff function to collaboratively promote positive outcomes for students.**

3. Develop the ability of interns to work effectively with other disciplines as members of multidisciplinary teams.

*Rationale:* Public Law 94-142 mandated that multidisciplinary teams (MDTs) make decisions concerning eligibility and programming for special education students, and subsequent reauthorizations of the federal law have affirmed this mandate and have included interdisciplinary language. Teams of professionals trained and skilled in various disciplines can make better decisions together than individuals working alone. However, “teams do not automatically demonstrate greater efficacy compared to individuals, but rather members must put into practice particular skills to be effective. Unfortunately, little attention has been paid to preparing school psychologists and other pupil personnel specialists to function as MDT or in an interdisciplinary fashion. **Interns engage in training and reflection in order to understand and enhance their contributions to their teams and the ways in which team functioning can be enhanced.**

4. Facilitate the transition in identification from student to professional.

*Rationale:* Internships have often been referred to as the capstone training experience for psychologists. In other words, the internship year is the point from which school psychologists embark on their careers. It is essential that interns be exposed to a variety of experiences in an organized sequence. This process results in an accumulation of success experiences and confidence in professional functioning. The supervisor’s role is critical in this process. **Interns are supported in leaving the role of student behind, moving into the role of professional, and preparing to practice more independently with decreased levels of supervision following the internship. LAS*PIC staff expect that interns will gradually increase their professional autonomy over the course of the year, as they demonstrate self-understanding, competence, confidence, and professional integrity. By the end of the internship, interns should understand their strengths and needs and be able to articulate effective ways of meeting those needs.**

5. Increase intern’s awareness of their interpersonal skills, encourage self-evaluation of interpersonal skills, and foster continued improvement of interpersonal skills.

*Rationale:* It is essential for interns to understand how their personality, biases, and interpersonal styles are related to their effectiveness as service providers. Everyone brings their own history into every situation. It is important to understand this phenomenon. **Interns are asked to engage in self-evaluation and self-reflection as a routine part of the training experiences. Willingness to examine the impact one has upon others and engage in personal growth activities are essential to the development of an effective professional school psychologist.**
6. Foster a commitment to professional and social responsibility, with particular attention to advocacy and protection of children’s rights and welfare, and sensitivity to cultural diversity.

**Rationale:** Children need to be protected and can often feel powerless when in an abusive or neglectful situation. School psychologists are in a unique position to act on children’s behalf to reduce the effects of victimization. **Interns actively seek to understand their own cultural origins and explore human differences and cultural variation, with the goal of increasing competencies for working effectively across cultures and facilitating cross-cultural understanding.** Within each of their varied roles, school psychology interns advocate for the rights of children and their families.

7. Extend the knowledge of interns in educational and psychological research that would enable them to play a role in improving general education instructional practices.

**Rationale:** It has often been stated a true scientist-practitioner not only practices what the current literature dictates, but also contributes to the science in some fashion. It can be in the form of paper/poster presentations at professional conferences or by proper demonstration of techniques in reports produced. **Interns are expected to continue to read the literature and use empirically supported interventions to meet the needs of students, families, and school personnel.** They maintain a visible and accessible role as consultants in order to provide a variety of supports to regular education teachers in their problem solving efforts. All activities should be consistent with a data-based problem solving model. The impacts of interventions should be measured and reported, using some form of pre-post data.

8. Provide interns with a diversity of cases and experiences that allow them to utilize and develop a wide variety of assessment, consultation, and intervention skills.

**Rationale:** Interns should work in a variety of settings so that they can further practice existing skills but they should also work in settings which forces them to expand their skills. It is not uncommon for interns to feel somewhat uncomfortable in new experiences. This is however, how the professional grows. **Interns should actively explore with their peers, supervisors, and team members ways of using a variety of skills and functioning in a variety of roles.** In accordance with preferred practice, interns design individualized services, using methodology and instruments that are appropriate to answer specific questions about specific students, in order to provide full descriptions of students’ strengths and needs. While practice is grounded in empirically validated strategies, the intern tailors assessment or interventions to meet the unique needs of the student, family, or teacher.
EVALUATION

EVALUATION OF INTERNS

The assessment of intern skills and progress involves four types of evaluation:

- **Diagnostic evaluation** – occurs quarterly during the internship year to assess the requisite skills for performing particular tasks and activities. The intern self-evaluations (at the beginning and end of the year) can help determine starting points for learning.

- **Formative evaluation** - occurs quarterly with a review of the internship training plan (ITP) to determine whether interns have made progress or have actually achieved a particular objective on the plan. Additionally, modifications may be necessary for the intern to adequately progress through the plan.

- **Summative evaluation** – occurs at the end of the internship to judge intern’s final performance. It should be noted that there is no partial credit granted on the internship year. If an intern does not successfully complete the internship year it will be regarded as a failure for the year.

- **Professional growth and demeanor** - The evaluation of interpersonal skills and commitment to professional growth occurs on an ongoing basis during the internship year. The program coordinator and coordinator of Life Skills training provide formal and informal feedback to the intern to support the growth of interpersonal skills and professional integrity on an ongoing basis.
<table>
<thead>
<tr>
<th>Type of evaluation</th>
<th>Purpose of evaluation</th>
<th>Method of evaluation</th>
<th>When conducted</th>
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<tbody>
<tr>
<td>Diagnostic</td>
<td>Identification of intern strength and training needs Development of Individualized Training Plan (ITP)</td>
<td>Intern self report of general competencies using a training needs checklist, comprehensive evaluation form (see appendices), information obtained during an interview with the professional supervisor, review of graduate transcripts, letters of recommendation, observations of skill demonstrations</td>
<td>In initial meetings with supervisor (ITP development on or before September 1, 2011)</td>
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<td>Formative:</td>
<td>Refinement of ITP Monitor intern performance and progress toward expected outcomes in ITP</td>
<td>Intern observation by professional and administrative supervisor; intern products, such as reports, daily logs and case record forms Intern self-report of performance on expected outcome of ITP goals. Using observation and intern products, supervisor’s assessment of performance on expected outcomes</td>
<td>End of First Quarter (October 14, 2011)</td>
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<td>First Quarter</td>
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<td>Review of Portfolio and Training Expectations</td>
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<td>Second Quarter</td>
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<td>Third Quarter</td>
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<td>End of Year</td>
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<td>evaluation</td>
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<td>Professional</td>
<td>Monitor intern performance and progress toward expected outcomes</td>
<td>Quarterly evaluation by supervisor Ongoing feedback from program coordinator and coordinator of Life Skills training Program coordinator provides formal feedback quarterly during the year.</td>
<td>End of Each Quarter (see dates above)</td>
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<td>Ongoing feedback</td>
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<td>Quarterly feedback from Coordinator</td>
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**Intern Training Plans.** The first step in the evaluation process is development of a written intern Training Plan (ITP). The plan takes into consideration the skills and knowledge the intern brings to the internship, and the training needs and areas of particular interest to the intern. During initial meetings with the professional supervisors, interns’ strengths, training needs, interests and goals for the internship are identified and discussed, and the ITP is developed. Initially, relevant information may be obtained from a review of transcripts, from a training needs checklist, from information from advisors at the sending university, and from intern self-report. There may also be observations to evaluate technical competencies. Refinement of the ITP is accomplished using information obtained from administrative supervisors, and products of intern’s work (e.g., case notes, intervention plans, reports). An ITP that includes expectations that are common to all interns will be signed with the internship Co-Director, in addition to the one specifying individualized goals. See Appendix B for a sample copy of the ITP form and sample goals.

**Ongoing Feedback.** Feedback based on evaluation is a critical part of professional development during the internship experience. Interns receive feedback in a number of ways. The professional supervisor provides feedback during scheduled weekly meetings, where the focus is on the activities of the previous week, and evaluation of written products. The administrative supervisor in the school-based setting provides feedback to interns based on interaction with team members, teachers, and other school personnel. Administrative supervisors also complete the personnel evaluations required by the local school board. The internship Coordinator provides quarterly feedback about performance on general expectations, intern investment in their own training, and interpersonal skills, as well as attendance and participation in Monday training activities.

**Quarterly Evaluations.** Formal quarterly evaluations involve input from the professional supervisor, the administrative supervisor(s), the program administrators, and the intern. Using the ITP as a guide, the intern’s performance and progress are discussed. The intern’s strengths are highlighted, and those areas in which improvement is needed but progress is satisfactory are noted. Interns are required to meet quarterly with the Program Coordinator, Dr. Hebert, to review progress in meeting general goals, and to collaboratively assess progress, interpersonal skills, and investment in their own learning, as well as to review the work samples that document professional activities (filed in the portfolio).

**Intern Portfolio Documenting Professional Activities.** The portfolio is used to document professional activities and proficiencies over the course of the internship year. Each intern is responsible for filing required work samples with Dr. Hebert and reviewing the contents of the portfolio on a quarterly basis with the internship coordinator. The required items and due dates are outlined by quarters (see Appendix C) and materials are housed in the LAS*PIC offices.
General Expectations and Work Samples (Portfolio)

School Psychologists are able to contribute a broad range of services to students, their families, teachers, and other personnel in the schools. The following are some of the general expectations and requirements for interns over the course of the internship year with examples of what is to be submitted to the portfolio.

<table>
<thead>
<tr>
<th>Activity / Role</th>
<th>Minimum Number of Cases / Activities</th>
<th>Demonstrated Outcome / Documentation</th>
<th>Portfolio Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultation</td>
<td>5 cases</td>
<td>Consultation Notes Consultee feedback form</td>
<td>One consultation case with notes and feedback form</td>
</tr>
<tr>
<td>Academic Interventions</td>
<td>5 cases</td>
<td>Description of empirical basis for intervention Intervention Plan Implementation integrity measure Pre-post data</td>
<td>One academic intervention case with intervention plan, implementation integrity measure and pre-post data</td>
</tr>
<tr>
<td>Behavioral Interventions</td>
<td>5 cases</td>
<td>Description of problem FBA Intervention Plan Implementation integrity measure Pre-post data</td>
<td>One academic intervention case with FBA, intervention plan, implementation integrity measure and pre-post data</td>
</tr>
<tr>
<td>Initial or Re-evaluation to Determine Disability</td>
<td>Coordinate 5 cases</td>
<td>Choice of instrument(s) based on individual hypotheses about student Integrated report</td>
<td>Two cases: First case should be submitted by December 15  Second case submitted by June 15</td>
</tr>
<tr>
<td>Group Counseling / Intervention</td>
<td>1 group / at least 3 members</td>
<td>Description of empirical basis for intervention Goals for each participant Case notes Pre-post data</td>
<td>Plan for group Goals for each participant Case notes Pre-post data</td>
</tr>
<tr>
<td>In-service Training</td>
<td>1 session with at least 10 participants</td>
<td>Handout for training Evaluation/participant feedback</td>
<td>Handout Summary of participant feedback</td>
</tr>
<tr>
<td>LSPA Presentation / poster</td>
<td>1</td>
<td>Handout</td>
<td>Handout</td>
</tr>
<tr>
<td>Article for LSPA or LAS*PIC Newsletter</td>
<td>1</td>
<td>Article accepted for LSPA or LAS*PIC Newsletter</td>
<td>Manuscript</td>
</tr>
</tbody>
</table>
Due Process Procedures:

It is the practice of the Louisiana School Psychology Internship Consortium (LAS*PIC) to work in a problem solving manner to remediate identified performance deficiencies of interns accepted into the program. Deficiencies may present themselves in various ways. (There may be an unsatisfactory quarterly evaluation or there may be discreet events.) Regardless of how the deficiencies are learned, problem solving is to occur on three levels as outlined below:

Level I – LEA line supervision provided by the LEA presents the first opportunity for compliance with job and internship expectations. Additionally, the opportunity to solicit the advice of a licensed/certified psychologist during professional supervision is also available to remediate these concerns. If this level of problem solving is not successful or if the intern did not utilize this level, then the process moves to the next level.

Level II – A remediation plan is developed as the second major opportunity to improve performance and the sending university is notified of the concern. This plan will specify the identified deficiencies and outline a plan of action to be followed by the intern.

Step One. The supervisor and the intern identify and define the performance problem.

Step Two. The supervisor explains the impact of the problem on productivity and efficiency, quality of work, services provided, and team members.

Step Three. The supervisor and intern analyze the reasons for the problem.

Step Four. The supervisor defines the expected performance standard as specifically as possible.

Step Five. The supervisor and intern explore ideas for a solution.

Step Six. The supervisor writes an improvement plan. The improvement plan includes specific (observable and measurable) training activities and target dates for completion. Subsequent progress is monitored closely as the intern receives feedback to help remediate identified weaknesses.

If this level of problem solving is not successful, then the process moves to the final level.
Level III – The third and final opportunity for the intern to remedy the identified deficiencies occurs in the form of a last chance agreement (See Appendix I). Failure of this final attempt to resolve deficiencies will result in an involuntary separation from the internship.

When any of the supervisors determine that the intern is not making satisfactory progress, contact between the supervisors, the Internship Coordinator, and/or Director will be quite frequent. Either the supervisor or the intern may request the presence of the Internship Coordinator and/or Director any meeting in which an intervention procedure is designed and adopted. The focus of these meetings should be on defining specific needs, developing strategies and identifying supports to allow the intern to correct the identified problem(s). The intern is expected to become actively involved in designing the intervention plan.

It is expected that ordinary problems will be resolved within the internship, but when significant problems arise the sending university must be informed, as outlined in the second level. The primary goal is successful completion of the internship, and every effort is made to remediate the identified problem and support the intern’s progress.

*NOTE: Please see Appendix A for Student’s Responsibilities, Rights, and Grievance Policy*
EVALUATION OF THE SUPERVISORY RELATIONSHIP

The supervisory relationship is perhaps the most important vehicle for professional development during the internship year. At the beginning of the internship year, the supervisor and intern explore their respective goals and expectations. An ITP is developed to guide the intern’s goal attainment, and the supervisor and intern plan the ways in which they will interact to meet the needs and promote the growth of professional skills of the intern.

A form has been developed to help guide the initial discussion about intern needs and the supervisor’s style and resources (See Appendix F and G). A similar form is then used to evaluate the success of the supervisory relationship in fostering the intern’s attainment of goals and the supervisor’s contribution to training. This evaluation of supervision occurs at midyear and at the end of the internship year. (See Appendix H) There are two parts of the supervisory relationship evaluation form that are completed: Part I is conducted by Dr. Hebert and is not shared with the professional supervisor, unless requested at the end of the internship year. Its purpose is for early identification of problems to facilitate remediation. Knowing that there is a power differential between intern and supervisor, this provides an opportunity for another party to facilitate problem solving.

The professional supervisor conducts Part II at mid-year and at the end of the internship year. The open ended questions are designed to help the supervisor plan and conduct future supervision sessions with either that intern or future interns assigned for supervision. Both evaluations should be filed in the intern’s file in the Coordinator’s office in order to document the process.
EVALUATION OF THE INTERNSHIP PROGRAM

LAS*PIC demonstrates a strong commitment to on-going data collection, program evaluation and improvement. This commitment is fostered and supported by the LSUHSC.

Purpose of the Evaluation Plan. While the primary purpose of the internship is to prepare school psychology interns for entry into the field, the evaluation plan is designed to answer more than the global question: “Is the intern ready to enter the field of practice?” Rather the evaluation is designed to assess the program’s effectiveness by:

- Identifying, defining and measuring the interns’ degree of readiness to enter the field
- Identifying those aspects of the training program that are producing greatest impact in preparing interns for professional practice
- Eliciting feedback from the consumers of the training program that include not only the intern, but also the LEAs and the intern’s graduate school, as well as parents, teachers, and children with whom the intern works.

Models of evaluation: The internship program places great value on formative evaluation. This process provides continuous data collection and data analysis that allows the internship to evolve and improve. The results of formative evaluation lead directly to modifications of any aspects of training found to be lacking. In addition, identifying those aspects of the training program that lead to positive outcomes, verifies the utility of those aspects and provides support for their continued use. Evaluation results have led to a number of changes in program scope and process. The following methods of evaluation are currently in use.

1. Seminar/Activity Satisfaction Surveys. Following practically every seminar or activity, each intern will be asked to rate their satisfaction and offer suggestions on how the experience could be improved. The satisfaction data is reviewed timely for possible programmatic changes.

2. Daily Log. The daily log of intern activities provides documentation of the intern’s day-to-day professional practice activities and the amount of time spent engaged in each. Documentation of specific activities serves several functions. First, the accurate description and quantification of experiences helps the intern plan activities and strategize for desired role expansion. The log provides feedback to school districts about the activities interns are engaged in during the year, and is a useful tool for interns and supervisors to review in assessing performance. At the completion of the internship year, the log documents the intern has completed 2000 hours of professional experiences and over 100 hours of supervision. Finally, the record of internship activities may be used to verify training experiences in the pursuit of licensure or additional credentialing later in one’s professional career.
3. Third Party Evaluation. A formal third party evaluation of the internship is conducted semi-annually during the year, in order to identify program strengths and weaknesses and elicit suggestions for change. Interns, professional supervisors, and LEA supervisors are surveyed in some fashion individually and confidentially to determine the types of activities in which interns are engaged and to determine interns’ satisfaction with their school based placement, their supervision, and the HDC instructional activities. A written report is submitted which addresses strengths and weaknesses of the program and offers recommendations. The LAS*PIC Advisory Board discusses the evaluation report, and action is considered when appropriate. This evaluative information has allowed the internship to make program modifications on an ongoing basis, in order to be responsive to intern and supervisory feedback.
PROCEDURES FOR INTERNS

SCHEDULE:

A yearly calendar of scheduled events is developed for the internship program. An intern spends four days a week in the LEA (Tuesday through Friday) for a period slightly more than 10 months. One day a week (Monday), interns convene at the LSUHSC (HDC) to participate in seminars, group, peer and individual supervision, and other activities designed specifically to meet the needs of the interns. Monday training is very important and the activities are pivotal to integrating the variety of training activities throughout the internship. On a weekly basis, interns are expected to invest appropriate effort to benefit from the training activities, as well as actively supporting and promoting the growth of intern peers. The training day is a very full day, and interns are expected to arrive promptly and be prepared to participate in a meaningful way in the day’s activities. SEMINARS/TRAINING ACTIVITIES ARE MANDATORY and absences are not acceptable except in the most extreme circumstances (See Appendix D). When a seminar is missed, interns will be required to spend two days under the supervision and with Dr. Hebert conducting literature reviews and producing a review of the literature to adequately cover what was missed on the training day.

General Schedule for Mondays at HDC

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td>Arrival, Portfolio Checks with Ms. Cheryl</td>
</tr>
<tr>
<td>8:30 – 9:00</td>
<td>Systemic Consultation/LEA Updates</td>
</tr>
<tr>
<td>9:00 – 11:00</td>
<td>Life Skills Presentation</td>
</tr>
<tr>
<td>11:00</td>
<td>Case Consultation</td>
</tr>
<tr>
<td>12:00 – 1:00</td>
<td>Lunch/Peer Supervision</td>
</tr>
<tr>
<td>1:00 – 3:00</td>
<td>Didactic Seminar</td>
</tr>
<tr>
<td>3:00 – 4:00</td>
<td>Entrance Activity to Rotation/Debriefing/Tool Kit Sharing</td>
</tr>
</tbody>
</table>

Summer training for pre-doctoral interns begins immediately following the last scheduled day of work in the LEA. Summer training activities will be selected in the spring through discussion between the intern and professional supervisor, with the approval of the internship coordinator. Interns are not allowed to receive compensation for this activity. It must be based on a professional need or interest and a result of thoughtful reflection by both the intern and professional supervisor.

NOTE: MONDAY TRAINING IS NOT OPTIONAL. Interns should NEVER schedule other activities for a Monday (e.g., doctor’s appointments/dissertation meetings/job interviews) without permission from the Coordinator of the internship. If an intern is unable to meet scheduled obligations for any reason, the intern must contact Dr. Hebert and the assigned LEA supervisor immediately. Changes to schedules should be negotiated prior to scheduled events whenever possible. Interns are expected to report to ALL scheduled activities ON TIME and to demonstrate appropriate preparation through active participation. Please remember that interns will be required to make up a training day by taking two leave days from their LEA to spend with Dr. Hebert on a special assignment.
EMERGENCY SITUATIONS:

Dr. Hebert is to be notified of any and all situations that may impede the intern’s ability to comply with assigned tasks. We expect that interns will build considerable skill in problem solving over the course of the year, and we are available to facilitate the problem-solving process in whatever way we need to be involved. There may be times when school personnel hamper the intern’s ability to perform. When difficulties arise, within the school setting, the intern is to contact the assigned administrative supervisor in the LEA. There also are times when the intern may need assistance in making professional decisions prior to a scheduled professional supervision meeting. It is the responsibility of the intern to contact the assigned professional administrative supervisor for assistance. If the supervisor is not available, the intern should contact the administrative supervisor assigned by the LEA. If this individual is unavailable, the intern is to contact Dr. Hebert. **IT IS THE RESPONSIBILITY OF THE INTERN TO CONSULT WITH HIS OR HER SUPERVISOR WHEN UNCERTAIN OF THE DIRECTION TO TAKE OR TO SEEK ADVICE AS NEEDED.**

INCLEMENT WEATHER:

The Gulf South is prone to heavy rains, and our geographic location leaves us vulnerable to tropical storms or hurricanes. You should **never place yourself in jeopardy** when weather is threatening. When you believe conditions are unsafe for you to travel, you should not do so. **IT IS THE RESPONSIBILITY OF THE INTERN TO CONTACT DR. HEBERT OR OTHER APPROPRIATE CONSORTIUM PERSONNEL TO ADVISE THEM ABOUT THEIR DECISION NOT TO TRAVEL. IF THERE IS A NEED TO EVACUATE IN ORDER TO BE SAFE (E.G., IN THE EVENT OF A HURRICANE THREAT) INTERNS MUST GIVE DR. HEBERT CONTACT INFORMATION FOR THEIR PLANNED LOCATION DURING THE STORM.**

DAILY LOG:

Interns are required to maintain an ongoing daily log of professional activities. The data gathered using the log is used in a variety of ways that benefit the internship program as well as the interns. Every intern’s consistent participation in this process is required in order to maintain a valid and reliable database. Interns receive thorough instruction in the use of the daily log during the orientation to the internship and are expected to establish a reliable routine of compiling data, reviewing it with their supervisors and submitting their data to a database each week. **Weekly logs are due every Monday.** Data should be shared with the supervisor monthly demonstrate the range of activities in which interns are involved, to plan time in order to expand professional roles, to set short term goals, and to monitor progress in meeting ITP goals. Each intern will have access to his or her hours in each activity, as well as quarterly summaries and a final summary as the official record. Doctoral interns are expected to document a minimum of 2000 hours during the 12 month internship; Pre-specialists must document at least 1500 hours. **Noncompliance with the daily log requirement will affect the intern’s performance evaluation and may jeopardize the intern’s continuation in the program.**
TRAVEL REIMBURSEMENT PROCEDURES:

Local Education Agencies (LEA). Interns will be reimbursed for travel between schools assigned by the LEA, according to LEA policies. Interns will not be reimbursed for travel from home to work or from work to home. To obtain reimbursement for travel between schools, the intern must follow the procedures established by the LEA.

LSUHSC (HDC). All travel to be reimbursed by HDC must be approved in advance. In general, interns will be reimbursed for travel required by HDC, such as attendance at conferences. However, a prior approval form must be completed and submitted to the Business Manager at HDC, at least two weeks before the travel occurs. All travel must be in compliance with the state rules and regulations. Failure to adhere to these procedures will result in a non-reimbursable expenditure. Typically, intern travel documentation will be completed by the interns during training, or individually in collaboration with LAS*PIC support staff.

INTERN PERSONAL DATA FORM:

Each intern is required to complete a personal data form. Information provided on this form will be used in the event of an emergency. IT IS THE INTERN’S RESPONSIBILITY TO UPDATE THE PERSONAL DATA FORM WHEN ANY CHANGES OCCUR.

PERMISSION TO BE PHOTOGRAPHED:

From time to time, interns will be photographed while participating in the internship program. We ask each intern to complete a photo release allowing the Louisiana State University Health Sciences Center to use photographs, videotapes, and audiotapes for their professional purposes.
ACCREDITATION

The American Psychological Association accredits internships for doctoral training in psychology. The Accreditation process is intended to promote consistent quality and excellence in education and training in professional psychology and thus, to provide tangible benefits for prospective students, the local, national and international publics that are consumers of psychological services, and the discipline of psychology itself (APA, 2005).

Interns who may have questions about this process or the accreditation of the LAS*PIC program are invited to talk with the Internship Coordinator or Director, or may contact APA using the information below. The Louisiana School Psychology Internship Consortium had an accreditation visit in 2005 and at the beginning of the 2005-06 internship year and was granted seven years of accreditation as a result. Our next accreditation visit will occur in 2012.

The American Psychological Association Committee on Accreditation is located in:

Office of Program Consultation and Accreditation
American Psychological Association
750 First Street, NE
Washington, DC 20002-4242
Phone: 202-336-5979
Fax: 202-336-5978
http://www.apa.org/ed/accreditation/
Appendix A: Student’s Responsibilities, Rights, and Grievance Policy
Louisiana School Psychology Internship Consortium (LAS*PIC)

We recognize that LAS*PIC school psychology interns may have concerns about features of the internship program, including curricula, scheduling, supervision, or other matters. Interns are encouraged to speak directly with the Program Coordinator or Director to describe and resolve problems. To address problems and issues, LAS*PIC has adopted the following stepwise procedure to guide interns and our leadership to successfully identify and resolve any problems that may arise.

**Step One: Describe Problem to Coordinator/Director in Writing.** The school psychology intern should express their concern(s) directly to the LAS*PIC Program Coordinator and/or Director in a written description. This correspondence should include a complete description of the problem, any action taken by the intern, and outcomes(s) desired by the intern. This formal grievance needs to occur within five working days from the time of the issue or incident is identified as problematic.

**Step Two: Investigate concerns and issues.** The LAS*PIC Program Coordinator and Director will investigate the concern(s) and respond in writing to the school psychology intern within ten working days. Copies of the correspondence between Intern and the Program Coordinator and Director will be provided to both Program Coordinator and Director, and to the Director of the Human Development Center.

**Step Three: Appeal to Human Development Center Director.** If the school psychology intern determines that their concern has not been addressed satisfactorily by the Program Coordinator and/or Director’s response, the intern has ten working days to schedule an appointment with the Director of the Human Development Center to discuss the concern.

**Step Four: Human Development Center Director response.** The Director of the Human Development Center will meet with the intern and consider all aspects of the concern. The Director will provide a written response to the school psychology intern within ten working days following this meeting. Copies will be given to the LAS*PIC Program Coordinator and Director.

**Step Five: Appeal to the Associate Dean of Academic Affairs in the School of Allied Health.** If the school psychology intern believes that their concern has not been addressed satisfactorily by the response of the Director of the Human Development Center, the intern should then follow guidelines set forth at the LSU Health Sciences Center by contacting the Associate Dean of Academic Affairs in the School of Allied Health Professions for resolution within ten working days of receiving the response from the Director of the Human Development Center. This contact should be in writing with a copy to the Director, Human Development Center. The Director will supply the Associate Dean with copies of information related to the complaint and documentation of the attempts to resolve the issue, and will assist the Associate Dean in resolving the matter in a timely manner according to institutional procedures.
Appendix B: Individualized Training Plan

PRE-DOCTORAL/PRE-SPECIALIST
INTERN TRAINING PLAN

<table>
<thead>
<tr>
<th>Intern:</th>
<th>University:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor:</td>
<td>LEA:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date Expected Outcome Added to ITP</th>
<th>Expected Outcome</th>
<th>How Measured</th>
<th>Enter: A, S, US, or NB* Actual Outcome (quarterly evaluation)</th>
<th>** Summer Training</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>10/14/11 1/13/12 4/13/12 7/13/12</td>
<td></td>
</tr>
</tbody>
</table>

* A - Expected outcome has been accomplished
  S - Progress toward expected outcome is satisfactory
  NB - Work on this expected outcome has not yet begun
  US - Progress toward expected outcome is unsatisfactory
  (further explanation must be provided)

____________________________________________________________
date supervisor
_________________________________________________________
date intern


Appendix C: DUE DATES FOR PRODUCTS TO BE PLACED IN PORTFOLIO

FIRST QUARTER (ends: October 14, 2011)

Professional Environment Summary  (Date placed in portfolio: ______)
Behavior Intervention Plan  (Date placed in portfolio: ______)
Case Load Snapshot  (Date placed in portfolio: ______)

SECOND QUARTER (ends: January 13, 2012)

First Case - Initial or Re-evaluation  (Date placed in portfolio: ______)
Handout from LSPA Presentation  (Date placed in portfolio: ______)
LASPIC Newsletter Manuscript  (Date placed in portfolio: ______)
Academic Intervention Plan  (Date placed in portfolio: ______)
Ethical Dilemma I  (Date placed in portfolio: ______)
Consultation case - Summary  (Date placed in portfolio: ______)
Case Load Snapshot  (Date placed in portfolio: ______)

THIRD QUARTER  (ends: April 13, 2012)

Case Load Snapshot  (Date placed in portfolio: ______)
Group Counseling Summary  (Date placed in portfolio: ______)
In-service Handout and Evaluation  (Date placed in portfolio: ______)

FOURTH QUARTER  (ends: June 29 pre-specialists/July 13, 2012 pre-doctoral)

Second Case –Initial or Re-evaluation  (Date placed in portfolio: ______)
Summer Rotation Summary  (Date placed in portfolio: ______)
Ethical Dilemma II  (Date placed in portfolio: ______)
Final Case Load Snapshot  (Date placed in portfolio: ______)

OTHER DOCUMENTATION may include documentation of publications; intervention documentation. Case notes/reports should be appropriately masked (preferably by replacement of names) to ensure confidentiality.
Appendix D: LAS*PIC Attendance Policy

Regular attendance at scheduled Monday training is a requirement of the internship. Training activities are planned to serve a wide range of functions, including expanding interns’ knowledge base, supporting recommended practices, and promoting expanded roles and collaboration (among – rather than across) across disciplines. Failure to reliably attend training activities may result in important gaps in your experiences. LAS*PIC staff are obligated to ensure that when you leave our APA approved internship, you have had the experiences that we are committed to providing under our program description, as approved by APA. We know that there are times when absence may be unavoidable. If you are ill, obviously you should take care of yourself and you probably should not attend training activities. Infrequently, there may be times when professional obligations that are important to your career must take precedence over training activities. We have established our attendance policy with these concerns in mind. The following are our expectations for attendance for scheduled training functions during your internship year.

1. **Attendance at weekly seminars is required.** If you need to be absent for any reason, contact the Program Coordinator, Dr. Hebert, in a timely manner. If you can anticipate your absence, you should put the reason and the anticipated date of the absence in writing and forward it to Dr. Hebert at your earliest convenience. Under shorter time lines, you may phone Dr. Hebert at the office (504 556-7566) or e-mail the above information to him (gheber@lsuhsc.edu). All absences MUST be documented in writing.

2. At times, there will be difficulties that cause you to be late for a Monday training day (traffic, complications, problems with child care, etc.); however, repeated lateness and patterns of tardiness are unacceptable. Interns are asked to plan carefully in order to be present at the time activities are scheduled.

3. **If you are absent for ANY training activity, you will be asked to complete a training activity that will cover the same content area as the seminar.** Since group discussion and guest speakers are often part of the activity in the seminar, it is impossible to duplicate the experiences that will occur in your absence, and others will be unable to benefit from your contributions. As stated earlier, you will be required to take two personal days from your LEA for the purpose of training or through producing a literature review with a written summary of the literature on that covered topic. This will be done under the supervision and with Dr. Hebert. These two days must occur no more than three weeks after the missed training activity.

4. **In the event of serious illness or injury, special arrangements can be made to allow the intern to complete the training required for completion of the internship.** Arrangements will need to be mutually agreeable to the intern, the sending university, and the LAS*PIC training staff. When there is a significant health concern, the intern has two years in which to complete the training according to the formal contract between the sending university and the internship.

5. While we understand that interns may need time off to rest, there is **NO PROVISION FOR VACATION time during the internship year and no concessions will be made for absences due to vacation.** We suggest that you make the most of your breaks around the Thanksgiving and Christmas holidays, fall and spring breaks, Mardi Gras, and other scheduled breaks. **We do not support additional time off for vacation and have made this clear to our LEA partners.** Interns
may find it difficult to accumulate the requisite number of hours to complete the internship if additional personal holidays are included.

6. If religious observations conflict with training activities, you should request specific accommodations in writing, well in advance of any expected date(s) of absence, from the program Coordinator, Dr. Hebert, in order to gain an excused absence for that reason. We will do our best to accommodate these requests.

7. In the event of repeated absence: We anticipate that interns will make a firm commitment to the internship training and to their own professional development. Consequently, the need to formally approve or disapprove requests to be absent from a training function should be rare. If, however, if an intern has more than three excused or unexcused absences, or a combination of the two types of absences, the following steps apply:
   a. A meeting must be scheduled with the Coordinator of the internship program and the professional supervisor to discuss the reasons for absences and the detrimental impact of further absence.
   b. Additional absences will require a prior request for approval, or a doctor’s excuse to be considered as excused absences.
   c. The intern runs the risk of being placed in the status “not in good standing”. In this status the intern must work with the coordinator of the internship program to develop an adequate remedial plan and a letter will be forwarded to the sending university to document the intern’s changed status in the internship.

8. We anticipate that interns will conduct themselves in a professional and responsible manner, and there will be no reasons to impose negative consequences for a lack of adherence to the above policies. For the sake of clarity, however, the following consequences are possible in the event that problems persist after feedback and discussion of problem areas.
   a. When an intern is absent without prior communication and permission, they run the risk of being considered “not in good standing” in the internship. This status, if sustained, will result in a plan of remediation being developed and a letter being placed in the interns’ file with a copy forwarded to the university.
   b. If an intern does not meet the terms of the plan of remediation, a meeting with the intern, Program Coordinator and Director and supervisor will be held to review the plan of remediation and to make decisions about whether the intern will be allowed to remain in the training program. The sending university will be involved in the decision-making and any subsequent intervention.

NOTE: Punctuality and attendance are issues basic to professional integrity. Issues relating to attendance in the school districts will be handled in accordance with the district policies.
Appendix E: CASE LOAD SNAPSHOT

NOTE: Case counts should be cumulative from the beginning of the year

<table>
<thead>
<tr>
<th>Type of case</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultation Cases currently open</td>
<td></td>
</tr>
<tr>
<td>Completed and closed</td>
<td></td>
</tr>
<tr>
<td>Group Counseling (count by # clients) Groups currently meeting</td>
<td></td>
</tr>
<tr>
<td>Group completed</td>
<td></td>
</tr>
<tr>
<td>Support cases (not in Sp+. Education) Current cases</td>
<td></td>
</tr>
<tr>
<td>Closed cases</td>
<td></td>
</tr>
<tr>
<td>Related Services cases (services on IEP) Current cases</td>
<td></td>
</tr>
<tr>
<td>Closed cases</td>
<td></td>
</tr>
<tr>
<td>Initial evaluation cases you coordinated (Not Gifted or Talented or Speech.) In process</td>
<td></td>
</tr>
<tr>
<td>Completed/disseminated</td>
<td></td>
</tr>
<tr>
<td>Initial Gifted or Talented evaluation cases you coordinated</td>
<td>In process</td>
</tr>
<tr>
<td>Completed/disseminated</td>
<td></td>
</tr>
<tr>
<td>Components for Team cases</td>
<td>In process</td>
</tr>
<tr>
<td>Completed/disseminated</td>
<td></td>
</tr>
<tr>
<td>Re-evaluation cases you coordinated</td>
<td>In process</td>
</tr>
<tr>
<td>Completed/disseminated</td>
<td></td>
</tr>
<tr>
<td>Number of in-service training sessions provided</td>
<td>_____ sessions</td>
</tr>
<tr>
<td></td>
<td>_____ participants</td>
</tr>
<tr>
<td>Episodes of Crisis Intervention (suicide assessment, aggressive behavior, etc.)</td>
<td></td>
</tr>
<tr>
<td>Other (describe)</td>
<td></td>
</tr>
<tr>
<td>Other (describe)</td>
<td></td>
</tr>
</tbody>
</table>

This summary is due on a quarterly basis
(October 14, 2011; January 13, 2012; April 13, 2012; and July 13, 2012)
Appendix F: INTERN SELF-EVALUATION FORM

Intern Self-Evaluation (Completed at the Beginning and End of Year)

Intern: ______________________ Evaluation Date: ______________________

Professional Supervisor: ______________________

Directions: The rating should be based upon self-reflection in considering your training and supervised professional experiences. Circle the number on the scale that best describes your competencies according to the operational definitions defined below in the ratings. Please note that a 5 should be rare for interns regarding psychological skills.

RATINGS

0 - No data, or insufficient information to make a rating at this time.
1 - Competence for practice is considered to be in need of further formal training. Intern seems to lack basic professional maturation in this area. Skill development without further academic study seems doubtful.

2 - Competence for practice as a school psychologist is currently considered below average, but supervision and experience are expected to develop the skill. Close supervision, typical for an intern, is required.

3 - Competence is at an average level for functioning as a school psychologist with moderate supervision.

4 - Competence is assessed to be above average for a practicing school psychologist suggesting only a minimal need for supervision.

5 - Competence for practice is very well developed and reflects a capacity for independent functioning with little or no supervision required (Usually requires a minimum of 3 years supervised experience for technical skills).

GENERAL COMPETENCIES

A. Personal Characteristics

<table>
<thead>
<tr>
<th>Rating</th>
<th>Present a good personal appearance</th>
<th>Demonstrates dependability</th>
<th>Meets difficult situations with self-control</th>
<th>Demonstrates good judgment and common sense</th>
<th>Communicates and listens effectively</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1 2 3 4 5</td>
<td>0 1 2 3 4 5</td>
<td>0 1 2 3 4 5</td>
<td>0 1 2 3 4 5</td>
<td>0 1 2 3 4 5</td>
</tr>
</tbody>
</table>
6. Works well with other staff
   0 1 2 3 4 5
7. Is able to relate well to children
   0 1 2 3 4 5
8. Accepts constructive criticism
   0 1 2 3 4 5
9. Utilizes constructive criticism
   0 1 2 3 4 5
10. Shows evidence of continued self-evaluation
    0 1 2 3 4 5
11. Displays initiative and resourcefulness
    0 1 2 3 4 5
12. Shows concern, respect, and sensitivity for the
    needs of staff and students
    0 1 2 3 4 5
13. Demonstrates tolerance for others' values and
    viewpoints
    0 1 2 3 4 5
14. Achieves comfortable interactions with ethnic
    minority students
    0 1 2 3 4 5
15. Displays a desire to learn
    0 1 2 3 4 5
16. Willingly accepts challenging assignments
    0 1 2 3 4 5

B. Assessment Skills
1. Clearly identifies the nature of the referral
   problem and the purpose of the assessment
   0 1 2 3 4 5
2. Uses appropriate assessment instruments that
   are directly related to the identified problem
   0 1 2 3 4 5
3. Is sensitive to sources of bias when selecting
   and administering tests
   0 1 2 3 4 5
4. Displays accuracy in administering tests
   0 1 2 3 4 5
5. Displays accuracy in scoring tests
   0 1 2 3 4 5
6. Analyzes and interprets test results in a meaningful
   and thorough fashion
   0 1 2 3 4 5
7. Makes recommendations that follow logically
   from the assessment results and are educationally
   relevant
   0 1 2 3 4 5

C. Consultation Skills
1. Establishes effective collaborative relationships
   with teachers and other school personnel
   0 1 2 3 4 5
2. Conducts effective parent conferences
   0 1 2 3 4 5
3. Serves effectively as liaison for school and parents
   0 1 2 3 4 5
4. Evaluates effectiveness of consultation strategies
   used
   0 1 2 3 4 5
D. Intervention Skills
1. Uses intervention strategies that are directly related to the assessed problem
   0 1 2 3 4 5
2. Clearly delineates goals of intervention
   0 1 2 3 4 5
3. Evaluates the effectiveness of intervention techniques
   0 1 2 3 4 5
4. Demonstrates skill in utilizing individual counseling techniques
   0 1 2 3 4 5
5. Demonstrates skill in utilizing group counseling techniques
   0 1 2 3 4 5
6. Demonstrates skill in utilizing behavior modification and classroom management techniques
   0 1 2 3 4 5

E. Professional Responsibilities
1. Observes scheduled hours and appointments at assigned school(s) in a punctual manner
   0 1 2 3 4 5
2. Maintains visibility and accessibility within assigned school(s)
   0 1 2 3 4 5
3. Establishes appropriate work priorities and manages time efficiently
   0 1 2 3 4 5
4. Is prompt in meeting deadlines, responding to referrals, and handing in written reports
   0 1 2 3 4 5
5. Completes written reports and forms in a neat, thorough, and accurate manner
   0 1 2 3 4 5
6. Writes reports in a coherent, focused, and well-organized manner
   0 1 2 3 4 5
7. Keeps supervisors and administrators informed of unusual events and activities, as well as routine matters in their school(s)
   0 1 2 3 4 5
8. Uses feedback from supervision in a productive manner
   0 1 2 3 4 5
9. Demonstrates an awareness of competency level, and doesn't accept responsibilities that exceed this level
   0 1 2 3 4 5
10. Utilizes a broad knowledge base in conceptualizing human problems
    0 1 2 3 4 5
11. Consistently follows through when additional action is needed
    0 1 2 3 4 5
12. Demonstrates knowledge of procedures, standards, and criteria outlined in The Pupil Appraisal Handbook, a guide for pupil appraisal in Louisiana
    0 1 2 3 4 5
13. Considers all alternatives and implications before recommending a change in child's program
    0 1 2 3 4 5
14. Demonstrates knowledge of ethical standards and guidelines and shows an awareness of ethical issues in providing services  
15. Integrates data from a wide variety of sources in making eligibility decisions and formulating recommendations  
16. Employs a problem-solving model which emphasizes critical thinking in defining problems, analyzing alternative solutions, and evaluating outcomes  
17. Integrates many discrete skills in providing comprehensive school psychological services

F. Skills Commensurate with APA’s Division 16’s Training Standards

1. The skill to assess student behaviors and capacities to identify and treat learning problems and behavior problems that are barriers to students’ educational and social development.  
2. The skill to conduct diagnostic assessments for the purpose of identifying eligibility consistent with state and federal statutes, with the benefit of multi-source data, to make effective educational and support service recommendations.  
3. The skill to develop primary and secondary prevention programs to address student and system issues that are barriers to students’ academic progress and social development.  
4. The skill to evaluate crisis situations and deliver crisis intervention services to students.  
5. The skill to provide culturally competent consultative services to persons of various backgrounds and professional disciplines, regarding students’ academic and social growth through the development and management of complex systems of service delivery
6. The skill to consult with medical, quasi-
medical and legal professionals
regarding student behavior, student
academic progress and social
development.

7. The skill to develop and analyze
individualized evaluations of student
behavior across a wide range of
educational and social contexts,
utilizing a variety of techniques and
strategies of measurement.

8. The skill to apply knowledge of school
psychology to develop and test
hypotheses regarding multiple
dimensions of student behavior and
learning; and interpret findings in terms
of several theoretical constructs to
consumers with varying levels of
sophistication.

9. The skill to apply knowledge of federal
regulations and state statutes to the
practice of school psychology across
professional venues.

10. The skill of cultural competence as an
interpersonal and professional practice
with students, parents, colleagues and
professional associates.
Note to interns: Each intern enters the internship with varied levels of skills and needs. It is not our expectation that every intern will gain the level of expertise within a single year of supervised practice to attain an overall rating of “capacity for independent functioning with little or no supervision required” (5).

Intern's signature: ________________________________ Date: _____________

Supervisor's signature: ________________________________ Date: _____________
(The supervisor's signature indicates only that the evaluation has been discussed with intern.)
Appendix G: INTERN EVALUATION BY PROFESSIONAL SUPERVISOR FORM

Intern Evaluation by Professional Supervisor (Completed Quarterly)

Intern: Evaluation Date:

Professional Supervisor:

Directions: The rating should be based upon actual observation and/or reports from staff, clients, families, etc. Circle the number on the scale that best describes the intern’s competence. A description of scale points is provided below. Please note that a 5 should be rare for interns regarding psychological skills.

**RATINGS**

0 - No data, or insufficient information to make a rating at this time.

1 - Competence for practice is considered to be in need of further formal training. Intern seems to lack basic professional maturation in this area. Skill development without further academic study seems doubtful.

2 - Competence for practice as a school psychologist is currently considered below average, but supervision and experience are expected to develop the skill. Close supervision, typical for an intern, is required.

3 - Competence is at an average level for functioning as a school psychologist with moderate supervision.

4 - Competence is assessed to be above average for a practicing school psychologist suggesting only a minimal need for supervision.

5 - Competence for practice is very well developed and reflects a capacity for independent functioning with little or no supervision required (Usually requires a minimum of 3 years supervised experience for technical skills).

**GENERAL COMPETENCIES**

A. Personal Characteristics

<table>
<thead>
<tr>
<th>Rating</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>1. Presents a good personal appearance</td>
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<td>2. Demonstrates dependability</td>
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<tr>
<td>3. Meets difficult situations with self-control</td>
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<td>5</td>
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<tr>
<td>4. Demonstrates good judgment and common sense</td>
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<tr>
<td>5. Communicates and listens effectively</td>
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<tr>
<td>6. Works well with other staff</td>
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</tbody>
</table>
7. Is able to relate well to children 0 1 2 3 4 5
8. Accepts constructive criticism 0 1 2 3 4 5
9. Utilizes constructive criticism 0 1 2 3 4 5
10. Shows evidence of continued self-evaluation 0 1 2 3 4 5
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16. Willingly accepts challenging assignments 0 1 2 3 4 5

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D. Intervention Skills
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E. Professional Responsibilities

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6. The skill to consult with medical, quasi-medical and legal professionals regarding student behavior, student academic progress and social development.
7. The skill to develop and analyze individualized evaluations of student behavior across a wide range of educational and social contexts, utilizing a variety of techniques and strategies of measurement.

8. The skill to apply knowledge of school psychology to develop and test hypotheses regarding multiple dimensions of student behavior and learning; and interpret findings in terms of several theoretical constructs to consumers with varying levels of sophistication.

9. The skill to apply knowledge of federal regulations and state statutes to the practice of school psychology across professional venues.

10. The skill of cultural competence as an interpersonal and professional practice with students, parents, colleagues and professional associates.
Overall Rating

Note to supervisors: Interns enter the internship with varied levels of skills and needs. It is not our expectation that every intern will gain the level of expertise within a single year of supervised practice to attain an overall rating of “capacity for independent functioning with little or no supervision required” (5).

Intern's signature: ___________________________________ Date: _____________

Supervisor's signature: _________________________________ Date: _______________
Appendix H: EVALUATION OF THE SUPERVISORY RELATIONSHIP

Part I

Please be aware that your supervisor will not have access to this rating. Please use this opportunity to help us improve our program.

Please evaluate your supervisor on the following dimensions, using the scale provided.

CLIMATE AND STRUCTURE OF SUPERVISION

Availability of supervisor:

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<tr>
<th>Poor</th>
<th>marginal</th>
<th>adequate</th>
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<th>excellent</th>
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Committed to intern’s growth and development:

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<th>Poor</th>
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Effective use of time in supervision:

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<th>excellent</th>
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Develops sense of trust and respect:

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Open to exploring the supervisory relationship:

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Effectively resolves conflict within the supervisory relationship:

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Provides timely and helpful comments on the intern’s competence and limitations:

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Comments (use back as needed):
OVERALL EVALUATION OF CLIMATE AND STRUCTURE OF SUPERVISION:

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<thead>
<tr>
<th>Poor</th>
<th>marginal</th>
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GOAL SETTING AND MONITORING

Establishes clear and achievable goals:

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Establishes realistic expectations for supervision:

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Helpful in maintaining focus for supervision:

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Helps in selecting appropriate professional and training goals, tasks, and experiences:

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Is attentive to progress according to goals, tasks, and experiences:

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Provides helpful feedback regarding goals, tasks, and experiences:

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Comments (use back as needed):

OVERALL EVALUATION OF GOAL SETTING AND MONITORING:

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FOCUS ON HUMAN RELATIONSHIPS

Provides useful feedback about my interpersonal skills:

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Is helpful with support/information about forming/maintaining relationships with students:

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Is helpful with support/information about forming/maintaining relationships with families:

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Is helpful with support/information about forming/maintaining relationships with teachers and other school staff:

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Is helpful with support/information on relationships in counseling:

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Is helpful with support/information on relationships involving multidisciplinary team interactions:

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Comments (use back as needed):

OVERALL EVALUATION OF FOCUS ON HUMAN RELATIONSHIPS:

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SUPERVISOR AS RESOURCE AND INFORMATION PROVIDER

Uses a range of resources/references to encourage interns’ skill development:

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Demonstrates knowledge and use of an effective problem solving model:

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Promotes awareness of ethical issues:

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Heightens awareness of professional issues:

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Demonstrates knowledge of and sensitivity to issues related to client gender, ethnicity, other individual differences:

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Demonstrates knowledge of and sensitivity to issues related to client problems:

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THE SUPERVISORY RELATIONSHIP

Extent of learning from the relationship

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Extent to which supervisory relationship enhanced my competence in my work.

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Extent to which supervisory relationship addressed my professional issues

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Extent of trust

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Summative Evaluation

OVERALL EVALUATION OF SUPERVISORY EXPERIENCES:

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SUPERVISOR EVALUATION FORM
LOUISIANA SCHOOL PSYCHOLOGY INTERNSHIP CONSORTIUM
Part II

Please be aware that your supervisor will have access to this rating. Please use this opportunity to show your active participation in the supervisory experience.

Please provide answers to the following questions and prepare to discuss them with your professional supervisor.

Overall, my supervisor’s strengths include:

I wish I had gotten more:

I wish I had gotten less:

__________________________________________________________________________

Intern

Supervisor

Date
Appendix I: Last Chance Agreement
(Sample Template)

Intern –Internship Last Chance Agreement
For Ms./Mr. Jane/Jack Doe, M.S.
Date __________

It is the practice of the Louisiana School Psychology Internship Consortium (LAS*PIC) to work in a problem solving manner to remediate identified performance deficiencies of interns accepted into the program. These efforts initially result in a remediation plan designed by the internship coordinator, the professional supervisor, and when necessary, the LEA supervisor. When such a remediation plan becomes necessary, the intern is notified in the remediation meeting that they are not in good standing with the internship and that failure to meet the requirements of said remediation plan may result in their involuntary separation from the internship. This remediation plan is endorsed by all parties via signature, including the intern. However, when the designed remediation plan is not successful and performance deficiencies continue, it becomes necessary for the deficiencies to be formally revisited. The mechanism chosen by LAS*PIC is in the form of a last chance agreement between the intern and the internship consortium. The following attempts to formally and inclusively document by section, the actions and issues related to the deficiencies and the actions to remediate or address the performance deficiencies. Finally, this last chance agreement ends with a provision of involuntary separation from the internship program should this last attempt to remediate deficiencies fail.

I. Official Notice of Severity

The purpose of this section is to formally alert Mr./Ms. Jane/Jack Doe of the seriousness of this situation. It is the opinion of your LEA supervisor, Mr./Ms. Lea Supervisor; your professional supervisor, Dr. Pro Psychologist; and your Internship Coordinator, Dr George Hebert that your performance deficiencies have continued without remedy, despite our coordinated intervention. Be it known, that this is the last chance to remedy performance deficiencies and that monthly re-
evaluations (i.e., the specific dates of ) will either conclude with continuation of this last chance agreement or involuntary separation from the program.

II. Final Notice of Performance/Conduct Deficiencies.

The following deficiencies continued or presented since the March 26th remediation plan was implemented.

(List of Deficiencies)

III. Mechanism of how the intern was informed of these performance deficiencies.

On , a meeting was held by Drs. George Hebert and Pro Psychologist with Mr./Ms. Jane/Jack Doe. This last chance agreement is the third and final opportunity to remediate the concerns.

IV. Opportunities given to remedy the deficiencies

Level I – LEA line supervision provided by Mr./Ms. Lea Supervisor presented the first opportunity for Mr./Ms. Jane/Jack Doe to comply with job expectations. Additionally, Mr./Ms. Jane/Jack Doe had the opportunity to solicit the advice of a licensed psychologist during professional supervision to remediate these concerns.

Level II – The remediation plan developed on , was the second major opportunity for Mr./Ms. Jane/Jack Doe to improve his/her job performance. This plan specified the identified deficiencies and outlined a plan of action to be followed by Mr./Ms. Jane/Jack Doe.

Level III – The third and final opportunity for Mr./Ms. Jane/Jack Doe to remedy the identified deficiencies occurs in this last chance agreement.

V. Outside Assistance

Be it known that sometimes interns have personal problems that contribute to performance deficits. Should the intern want professional assistance in dealing with such personal problems, then the intern is strongly recommended to seek outside counseling. Such counseling may be available through an employee assistance plan (EAP) or through student assistance entitlements offered through their university programs. The internship cannot require attendance of any programs nor can the internship ask whether or not he/she went or will go. However, it must be stated that attendance to such programs without concomitant remediation of deficiencies will still result in the ultimate action of involuntary separation from the internship consortium.
VI. Performance Expectations to Remain in the Consortium

A. Remedy all deficiencies outlined within this document.

B. Provide weekly reports of progress to your professional and LEA supervisor.

Signed,

________________________________
George W. Hebert, Ph.D.
Internship Coordinator

________________________________
Lea Supervisor, NCSP
LEA Supervisor

________________________________
Pro Psychologist, Ph.D.
Professional Supervisor

________________________________
Jane/Jack Doe, M.S.
Intern
Appendix J: Key for the Daily Log

The daily log is a system for tracking the time interns spend in the various activities that are part of the role of the school psychologist. Interns are required to account for the time they spend in professional activities throughout the internship year. Data are summarized on a routine basis, and summaries of your data will be provided periodically to you, your supervisor and your university (Data are also available at other times upon request).

**DATA CATEGORIES:**

**ASSESSMENT**
This category includes a variety of assessment activities with students, and codes are only used with active evaluation cases (parent permission to evaluate has been documented).
- **Review files** – examine cumulative folder and other records, previous test data, previous evaluation summaries, medical or psychiatric information, IEPs, etc.
- **Interview** - interview student, teachers, caregivers,
- **Observation** – structured observation of student
- **Formal testing** – preparation for and administering and scoring of formal or informal measures, analysis of data;

**WRITING**
- **Form completion** – completing forms to set up cases, make referrals, monitor progress, etc.
- **Reports / notes** – writing evaluation reports, case notes, team requested components
- **Other writing** – any professional writing that does not fit in the other two categories

**INTERVENTION**
- **Academic** – observe, plan / design, monitor, graph an academic intervention
- **Behavioral** - observe, plan / design, monitor, graph a behavioral intervention
- **Individual Counseling** – design a treatment plan, meet with client to deliver counseling services
- **Group Counseling** - design a treatment plan, meet with co-leader to plan or monitor, meet with clients to deliver group counseling services
- **Crisis Intervention** – any involvement with a crisis situation, planning, direct intervention, support of other personnel, and follow-up.

**NOTE:** These activity categories are used when family permission has been received to work with a student (as in providing support or related services) and as part of the evaluation process as required by Pupil Appraisal Handbook, Louisiana Guidelines for evaluation. Activities may be targeted toward enhancing academic, social/emotional/behavioral functioning or adaptive behavior. This area also includes planning intervention, or designing treatment plans (including IEPs).

**CONSULTATION**
Categories are based on the person with whom you collaborate: Teacher, school staff, parents, others. **NOTE:** These activity categories are used when engaging in collaborative consultation, focused on problem solving. The focus of the consultation may be social/emotional/behavioral or academic, and may be targeted toward the problems of a single child, a classroom, or another system.
ORGANIZATION
Prepare forms - acquire, copy, organize, file materials that are necessary for tasks as a school psychologist
Telephone contacts – information-seeking, touch base with team members, schedule meetings, contact school, etc.
Complete log – time spent completing the intern daily log and/or other required documentation of time spent in professional activity
Other – organizational activities, such as setting up an office, reviewing an organizational scheme used by others, etc.

MEETINGS
Work with SBLC/SAT and other school-based, problem-solving committees
Other category may also include discipline meetings if school psychologists meet periodically in your district

TRAINING RECEIVED
This area includes training activities received by the intern, at the Human Development Center, training within the LEA (school district) or from professional conferences. In addition, it documents the time interns spend providing training (in-service to teachers, formal presentations to fellow interns, etc.).
NOTE: Interns should include any preparation time for seminars or other training in the appropriate category here.

TRAINING PROVIDED
These activities include any preparation for and training sessions provided by the intern to others
In-service – training activities provided by the intern to teachers, other school personnel, other professionals, or parents
Other presentation – presentation to peers (e.g., a planned seminar presentation); posters or presentations at conferences such as LSPA, NASP or another professional group

SUPERVISION
Professional supervision – supervision from the licensed psychologist who is assigned to work with you this year (this should never be less than an average of 2 hours, face to face a week)
Peer supervision – time spent with other current LAS*PIC interns discussing professional issues
Supervision by the LEA supervisor – time spent with the designated supervisor/mentor/compliance monitor in the district
Other - time spent receiving guidance from university professors, or with internship program staff other than your supervisor.

RESEARCH
Thesis / dissertation research – time spent reading, planning, lit search, talking with committee members, writing, defense, etc.
Case preparation - research needed in preparation for working with students with a specific area of disability
Other - reading current literature, involvement in program evaluation, grant writing, etc.-