



School Psychology
Internship Handbook
PSYC 9980

University of Nebraska Omaha



2020-2021

PSYC 9980: Internship in School Psychology 2020-2021

**On Campus University Seminar Dates: 9/11, 10/9 11/13, 1/15 (8-noon) (SPUNO), 2/12, 3/12, 4/16
Meetings are held from noon to 4pm CST; Location: TBD**

UNIVERSITY INTERN SUPERVISOR: Lisa Kelly-Vance, Ph.D.

INTERNSHIP DESCRIPTION

The Educational Specialist Internship is a minimum 1200-hour culminating experience leading to licensure/certification as a school psychologist and eligibility for the NCSP exam. Students will enroll in the internship course for two consecutive semesters, three credit hours per semester. At least 600 of the 1200 internship hours must be completed in a school setting. Students who wish to spend a portion of their hours in a non-school setting must receive approval from the School Psychology Program Committee.

PURPOSE OF INTERNSHIP

The purpose of the internship is to allow students to further develop knowledge and skills acquired during their training program. The internship allows students to integrate prior coursework and experiences and provide a broad range of school-based psychological services to students, teachers, administrators, families, staff, and other professionals. Interns will demonstrate competence in the program training objectives that are reflective of the NASP Domains of Practice.

PREREQUISITES AND ELIGIBILITY

Students are eligible to apply for an internship when their coursework is near completion and they have approval from the Program Director. The Ed.S applied research project must be successfully defended and submitted to the graduate office and ProQuest before the student may apply for internship. **Students must submit email confirmation from ProQuest to the program director.** An internship placement and its conditions require approval from the Program Director. In order to start the internship, students must have all coursework completed except the 6 hours of internship credit. This site may be in any school district or other approved site where the internship and supervision requirements can be met.

INTERNSHIP PREPARATION

Internship Orientations

The Program Director provides two orientations that prepare students for the intern experience. The first orientation occurs in December and addresses applications, interviewing and site selection. The second orientation is held at the end of the spring semester and the processes and requirements of internship are presented.

Site Selection

Students are responsible, with the assistance of the program faculty, for securing their internship sites. Helpful resources are available on the NASP website. The application process varies by school district. Students should look at the district's website for applications. Students should update their vita and develop an application portfolio to take to interviews that provides samples of their work. The Program Director writes letters of recommendation for all students who are applying for internship, stating that the student is eligible for certification. Other letters of recommendation should be solicited from professors and supervisors.

Provisional Certification/Licensure

To be eligible for provisional certification, the prospective intern must have all coursework completed except internship and summer courses that will be completed just prior to starting the internship hours. Students are responsible for initiating the certification process as soon as they are offered an internship. You will need to have your certification when you start your internship. To guarantee timely certification, submit the application by **June 15**. The Program Director will complete the appropriate paperwork. You do not need to send anything directly to your program director. **The requirements and process for obtaining state provisional certification are in the program handbook.**

GENERAL REQUIREMENTS

Students are required to attend monthly university seminars. Any intern who works within two hours of UNO is expected to attend in person. Technology such as Zoom, Skype or FaceTime can be used for those needing to attend from a remote site. The intern is responsible for making the necessary arrangements. The university seminars may include group discussions, case presentations, and lectures when needed.

The site and university supervisors will maintain contact throughout the duration of the internship. This contact can take several forms including site visits, emails, phone communication and/or university meetings. The university supervisor is available throughout the year for individual meetings.

If for any reason a student misses more than two consecutive weeks of internship, the individual must make up the time. A plan for making up the hours must be approved by the UNO School Psychology Program Committee.

To fulfill the Ed.S. degree program requirements, a grade of "B-" or better must be earned in both semesters of the internship. Any endorsement for full certification/licensure by the University requires being awarded the Ed.S. degree.

The intern will engage in all internship activities in strict accordance with the ethical principles established by the National Association of School Psychologists. They can be found on the NASP website (nasponline.org)

Special Note: Meeting accommodations will be provided for students with documented disabilities.

UNO INTERN REQUIREMENTS and PROCEDURES

Forms: (due at the beginning of fall semester)

Intern Information Form (p. 17)

Employment Contract (from your district)

UNO contract (p. 24)

Internship Duration: The internship is a minimum of 1200 hours and lasts throughout the duration of the intern's contract. Thus, the intern is responsible for logs and supervision requirements during the entire period of the contract (as opposed to the UNO academic year).

Internship Plan: Students will develop a plan that includes a set of goals for their internship. These goals should reflect each of the NASP Domains. The goals should be specific and ambitious in nature. ***Several goals should be developed for each domain.*** Have a variety of goals that address increasing your knowledge, skills, and application of services. Goals should have a behavior, condition and criteria. That

is, you should have a means of evaluating your progress toward each goal and what it will look like when you have accomplished the goals.

- a. The internship experiences must achieve professional intensity and diversity and accommodate the breadth and depth of training.
- b. The plan will be developed by the student and the student will then discuss it with the site supervisor.
- c. When the plan is agreed upon, both the site supervisor and the student will sign and date the plan.
- d. The plan will then be submitted to the university supervisor for review and approval. Modifications may be necessary at this phase. Until the plan has been fully approved (signed by the university supervisor, the field supervisor, and the intern), the intern may not start counting hours to be applied to the 1,200 hours that are required for the internship.

Internship Reflection: At the end of contract, the intern will write an 8-10 page reflection on the experience. An integrated discussion of how the Internship Plan has progressed is required. Further, the student should reflect upon how the UNO training objectives have been integrated and carried out in the experience. Discuss specific coursework and experiences gained during the program that impacted the internship. It must be clear that the intern understands UNO's training objectives and how they relate to practice.

Comprehensive Assessment Report: This report should represent multiple methods of assessment utilizing the RIOT process and link the assessments to interventions.

Consultation Case Report: The consultation case report should represent your best work in indirect service delivery using a consultative approach that incorporates problem solving methodology. It is intended to be summary of your process and the outcome of the consultation.

Comprehensive Intervention Case Study-Behavior: A case study demonstrating the intern's ability to positively impact student's behavior (e.g., reduce behavior problems, increase social skills, increase work completion, improve study skills) is required. The report should demonstrate the effective use of the problem solving process and report PND and effect size for the case. The interventions can be implemented by the intern or any other appropriate individual.

Comprehensive Intervention Case Study-Academic: A case study demonstrating the intern's ability to positively impact student's academic performance (i.e., reading, writing, math) is required. The report should demonstrate the effective use of the problem solving process and report PND and effect size for the case. The interventions can be implemented by the intern or any other appropriate individual.

Small Group or Classroom Intervention or Skills Training: Interns will conduct two group interventions. The target can address behavioral needs, social skills, mental health concerns, academic skills and related concerns.

Include the following information in your portfolio:

- Summary report
- Plan and curriculum summary
- Evaluation of the effectiveness of the group

Professional Development Activity: The intern provides professional development for a target audience. A summary of the activity and the evaluations should be included.

Personal Professional Development: The intern will engage in professional development throughout the intern year and document this in the portfolio. Examples of professional development are: conferences, workshops, webinars, podcasts, journals, and books.

Counseling Case: The intern will provide a summary of one counseling case that utilizes the problem solving approach. Outcome data is required.

Logs and Weekly Summaries: Logs begin on the first day of any activity related to the intern's contract. The intern shall maintain a daily log of activities (including techniques, instruments, methods, and strategies used, the service recipients, time required, and personal comments) and supervision received. The content of supervision should be specified (please highlight supervision on the log). All identifying information should be removed from logs. Questions and requests for information can also be included in the log. **Logs must be coded according to the NASP Domains.**

Logs and weekly summaries are due to the university supervisor on a weekly basis from the beginning of your contract until the end (which may be longer than 1200 hours). Logs are due to the university supervisor **by 9:00 a.m. Monday**. The university supervisor will review the logs and provide feedback. *Logs that are not submitted on time cannot be included in the internship hours.*

Log Requirements:

- i. Put your name on your weekly log.
- ii. Put your name in the document when you save it.
- iii. If you are off contract (vacation/holiday), at a conference, or using paid time off (sick day, personal day) please indicate that.
- iv. At the end of each log, state the number of **internship** hours for the **week** and also the **cumulative hours** for the year. Also include the number of **supervision** hours for the week and the **cumulative supervision** hours for the year.
- v. Provide information about daily activities. Be concise and informative.
- vi. Specify where these activities took place – list the school, etc.
- vii. If attending workshops or other professional development sessions, be specific about content. E.g., “Attended NSPA conference” is not specific enough. Give the title or nature of the presentations you attended.
- viii. At the end of the week, reflect on the UNO Training Objectives. Provide examples of activities that reflect the domains.
- ix. Supervision should be highlighted in **bold letters**, with specific information about the content of supervision provided. Also include *who* provided the supervision and whether it was *group* or *individual*. Mentoring is a separate activity and is not included under supervision.
- x. Provide brief comments about the activities. This can be done at the time you write about the activity in a section at the end of the day.
- xi. I would prefer that you use Word format or something comparable that is very easy to read. Some Excel files make it difficult to read and waste a lot of space.

Weekly Summary Requirements

- xii. Breakdown of hours according to NASP domains.

Supervision: According to accreditation guidelines, an average of two (2) hours per week of regularly scheduled, face-to-face, formal individual supervision needs to be documented. On-site supervision shall be provided by a School Psychologist with valid certification and at least three years of experience in School Psychology. Direct (face-to-face) individual supervision by the on-site supervisor needs to occur

at least once per week for two hours. Many districts have mentoring programs. This is a separate function from supervision and mentoring hours do not count in supervision hours.

Supervision occurs until the end of the intern's contract, not the end of the UNO semester. If the intern is unable to receive 2 hours of supervision in a given week, s/he must provide a plan for making up the time. More information about supervision is provided in this handbook. Site visits may also be arranged if requested by the intern, the site supervisor, and/or the university supervisor.

University Seminars: The intern is required to attend all scheduled seminars with University supervisors and colleagues. If the internship is located a significant distance from the UNO campus this can be arranged via internet and phone conferencing. These meetings will focus on timely professional topics, supervision, and discussion of relevant and common issues encountered on internship.

Results of the school psychology praxis exam: Students will include the results in the portfolio. A copy of the results (2 pgs.) must be scanned and included in the portfolio. The testing company will not send scores to UNO, even if the intern marks on the form to have them sent. A minimum score of 147 is required for all UNO EdS students, Nebraska certification, and NCSP eligibility.

Evaluation Materials

- 1) **Professional Work Characteristics** (Supervisor and selected others with whom student has worked – minimum of 3 raters)
- 2) **Consultation Evaluation Scale** (Teachers and parents with whom student has consulted – minimum of 3 raters)
- 3) **Supervisor Evaluation*** – Annual Review (Supervisor)

*Students are expected to earn a mean rating of 4.5 on all domains of practice rated by supervisors.

INTERNSHIP EVALUATION PROCESS

Fall Evaluation: At the end of the fall semester, the intern will submit the Supervisor Evaluation. Evaluations are due the Wednesday of UNO's finals week.

Final Evaluation: At the end of all contract hours (i.e., after the last day of the contract) the intern will submit the Ed.S. Intern Portfolio.

Ed.S. Intern Portfolio

- Internship Plan
- Internship Reflection
- Comprehensive Assessment Report
- Consultation Report
- Comprehensive Intervention Case Study-Behavior
- Comprehensive Intervention Case Study-Academic
- Small Groups Report
- Professional Development Activity
- Personal Professional Development
- Counseling Case
- Logs and Summary of Hours Form
- Evaluations
- Results of the Praxis II exam
- A de-identified hard copy of the evaluation materials (Please snail mail or deliver.)

***Upload your materials to the designated Box account.**

Each faculty member will evaluate the intern using the UNO School Psychology Evaluation form, Intern Portfolio Rubric, and Problems Solving Approach Rubric. Interns are expected to achieve mean ratings of 4.5 on each domain of the UNO School Psychology Evaluation Form. The School Psychology Program faculty are responsible for reviewing the EdS Intern Portfolio using the Intern Portfolio Rubric. A rating of 2 or higher on each Portfolio Rubric item is considered acceptable. The Problem Solving Approach Rubric will be used by the faculty supervisor to evaluate the comprehensive academic and behavior cases presented in the portfolio. A rating of 3 or higher on each Problem Solving Approach Rubric item is considered acceptable.

COMPLETION OF INTERNSHIP

Upon successful completion of the internship and faculty review of the portfolio, a grade will be submitted and the student is considered a graduate of the program. Students are encouraged to attend the Ed.S. graduation ceremony at the completion of the internship. Ed.S. degrees are conferred in August following the completion of all internship requirements; however, students may attend the commencement ceremony in May, as an August ceremony is not held. **The program director and graduate program chair will process the necessary paperwork for those who want to attend the May ceremony.**

At the time that all coursework is complete, students are eligible for full certification and are responsible for pursuing this in their state of employment. Because the degree will be posted at the time of graduation, the individual will need to request that his/her district submit the paperwork for Conditional Certification until the degree is posted. It should be noted that not all internship sites automatically renew employment; some are 1-year positions and the student is responsible for finding employment.

Graduation Policies

During what is expected to be the semester of graduation and prior to the posted deadline, students should apply for the conferral of the degree in the Office of the Registrar or through Mavlink. Graduation deadlines are available through the [Office of Graduate Studies](http://www.unomaha.edu/graduate/graduationchecklist.php). See Graduation Checklist: <http://www.unomaha.edu/graduate/graduationchecklist.php>.

Full Certification

At the time that all coursework and 1,200 internship hours are complete, students are eligible for full certification and are responsible for pursuing this in their state of employment. The process for obtaining full state certification is similar to that of provisional certification.

Regardless of one's expected state of employment, students are strongly encouraged to obtain Nebraska State Certification and become a Nationally Certified School Psychologist (NCSP). This will simplify obtaining certification in other states.

Nationally Certified School Psychologist (NCSP)

The process for obtaining national certification (NCSP) is as follows:

- 1) Completion of a 1200 hour internship in school psychology

- 2) Register and take the School Psychology Praxis Exam and earn a score of 147 or higher.
<http://www.nasponline.org/certification/etsinfo.aspx>
- 3) Have scores sent directly to NASP (whether or not you are a member).
- 4) Send transcripts to NASP (for all college credit).
- 5) Complete the Verification forms, and have signed by the program director and field based supervisor.
- 6) Pay the fee(s).

Additional information on National Certification can be found on the NASP website at <http://www.nasponline.org/standards-and-certification/national-certification>.

GRADING CRITERIA

Grading Rubric (rubrics can be found in the Program Handbook)

Intern Portfolio
Problem Solving
Report Writing

Grading Scale - descriptive

- A Student has met or exceeded all goals set for the semester and has performed at a level clearly expected for a first/second semester intern. A grade of “A” indicates the student meets the criteria at a level of excellent to superior.
- A- Student has met or exceeded all goals set for the semester and has performed at a level clearly expected for a first/second semester intern. A grade of “A-” indicates the student meets the criteria at a strong level.
- B+ Student has met all goals set for the semester and has performed at a level expected for a first/second semester intern for most of the goals. A grade of B+ indicates the student meets the criteria at a moderate level of competency. Some remediation is needed in specified areas of practice.
- B Student has not met all goals set for the semester and has performed at a level below expectations for a first/second semester intern. However, the student has shown that they will be likely to reach entry level competency by the end of the second semester (if a first semester intern) or will be able to remediate the deficiencies within a few months (if a second semester intern). A grade of “B” indicates some deficiencies in the criteria.
- B- Student has not met all goals set for the semester and has performed at a level below expectations for a first/second semester intern. However, the student has shown that they will be likely to reach entry level competency by the end of the second semester (if a first semester intern) or will be able to remediate the deficiencies within a few months (if a second semester intern). A grade of “B-” indicates significant deficiencies in the criteria.
- C Student has not met all goals set for the semester and has performed at a level far below expectations for a first/second semester intern. The deficiencies are severe enough that some question is raised as to whether the student is likely to reach independence by the end of the internship year or can function independently upon completing the internship year.

SUPERVISION

Definition: “an interpersonal interaction between two or more individuals for the purpose of sharing knowledge, assessing professional competencies, and providing objective feedback with the terminal goals of developing new competencies, facilitating effective delivery of psychological services, and maintaining professional competencies” (McIntosh & Phelps, 2000, pp. 33-34)

Goals:

- 1) to assist the intern in further developing skills as a scientist-practitioner toward the ultimate goal of independent practice
- 2) to guide the intern in setting realistic practitioner goals
- 3) to allow the intern to share experiences and gain feedback on a regular basis

Types: (both are acceptable; a combination is preferable)

Individual

Group

Intern’s Role

Be prepared for meetings

Bring cases and other documents for feedback

Prepare a list of discussion topics for every meeting

Supervisor’s Role

Respond to questions

Provide specific feedback that is constructive and will help the intern develop (i.e., state what the intern is doing well and how they can improve)

Prepare for discussions on relevant topics (see sample list below)

Possible Supervision Topics:

Intern’s professional and personal strengths

Intern’s professional and personal areas of need

Special Education policies and procedures

504 procedures

SAT processes

RTI/MTSS applications

PBIS applications

Academic interventions

Behavioral interventions

Individual and group interventions

Systems level interventions

Delivering professional development

Opportunities for parent training/involvement

Counseling students

Low incidence handicaps

Dealing with resistance

Working collaboratively with administrators

Applying research to practice

Diversity in the setting

Legal and ethical issues

Crisis intervention procedures
Development of professional websites.

Internship Tips

- Be open to new ideas while remaining grounded in best practices (scientifically-supported practice).
- Make a copy of your intern plan so you can refer to it often.
- Learn as much as you can about your schools, the staff, and the community. Ask questions.
- Make a chart for referrals (both assessment and intervention referrals).
- Ask questions, especially early in the year.
- Don't assume the procedures and paperwork are the same as they were at your practicum site.
- Put all UNO seminars on your calendar.
- Look for professional development activities and, early in the year, make your request to attend them.
- Propose a poster session or presentation for the NASP convention. This may increase your chances of funding and/or attendance.
- Get a school and district calendar and study it regularly.
- Plan School Psychology week activities.
- Organize coursework/information by content in files that you can easily access. Keep adding new material.
- Get a very large calendar – or an electronic version that is easy to use.
- Stay organized.
- Clean your car trunk.
- Make your office/work space look student friendly and professional.
- Look at special education files early to find re-evaluation due dates.
- Keep up on reports.
- Stop in classes regularly, especially special education classrooms. Get to know the teachers.
- Document, document, document.
- You WILL forget names so write down as much as possible. Carry paper/pen or an electronic note taking system with you at all times.
- Find the least expensive place to buy gas.
- Smile a lot.

Sample Log

Internship Log # 10 Lisa Kelly-Vance Week of 10/15-10/19

(You will include Monday through Friday of the current work week.)

Friday, October 15

7:30-7:45 Stopped by my office to check mail and pick up forms I needed for a meeting (10)

7:45-8:00 Drove to Northeast Elementary (NC)

8:00-8:20 Talked with the kindergarten teacher about a meeting we have on one of her students. The student is not following directions and is physically aggressive with other students. We will meet with the parents later today and hold the first SAT meeting. (2)

8:20-9:00 Looked for research supported intervention resources on the internet that address noncompliance and aggression in younger children. Preparing for the SAT meeting.

9:00-9:30 Observed in the Dual Language classroom –(8)

9:30-10:00 Conducted a BOSS on the Kindergarten student we will have a SAT on later. Student complied with 20% of the directions. (1)

10:00-10:15 Worked on my inservice for teachers on the use of praise in the classroom. (5)

10:15-11:00 Met with a parent who had questions about how to discipline her child who has Down's Syndrome. I gave her some NASP handouts and we discussed strategies. I will contact her next week to follow up and see how things are going. (2)

11:00-12:00 Collected CBM-R data in the 2nd grade classroom. The teacher wanted to begin benchmarking her class. (1)

12-1:00 Lunch and session with my 3rd grade social skills group. This is the 3rd session and we addressed how to ask for help appropriately. They did pretty well with their role playing and I plan to observe in their class later this week. (4)

1:00-2:00 SAT with K student. The parents did not agree with what we told them and said they plan to take their child to another psychologist for a second opinion. We scheduled a meeting for later this month to review the information. They agreed to sign a "Release of Information" so that I can talk with the psychologist. (2)

2:00-2:15 Met with a parent about home school notes and how they are working for her 2nd grader who has a diagnosis of ADHD. (7)

2:15-2:30 Drove to supervisor's office. (NC)

2:30-4:30 SUPERVISION (Individual supervision with Dr. Kindness) (10)

Topics:

***Today's SAT meeting – I presented the details and my supervisor said that I appropriately presented the case and provided good support for the teacher. We discussed how parents of young children respond to this type of information and she gave me suggestions for how I can approach the next meeting. The important thing is to keep the meeting structured and positive.**

***Report writing feedback – I'm still too wordy and need to eliminate jargon.**

***Social skills group – discussed group's progress and how I am collecting data in the classroom to determine if the intervention is having an impact**

Reflection: It was a really busy day but I felt like I am starting to understand my role at the elementary school. A few of the teachers and the principal are seeking me out for assistance. Yes, October really does arrive! I did learn something at UNO!

Total Hours: 9

Cumulative Semester Hours: 325 hours (Provide this information at end of each week)

Weekly Summary of Codes (provide hours for each domain)

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- NC

The Developmental Process of Internship

April/May

Questions, questions, questions
It doesn't seem real.

June/July

Orientation – panic sets in.
I should have learned/practiced more.
I don't know enough.
Will they like me?
I'm so excited about my placement!

July or August

Contract begins.
I'm lost.
Everyone else is busy and I'm just sitting here reading manuals.
What are all these forms?
I have big plans for this year!
I can't wait to meet the students and staff!
I'm supposed to build rapport but they keep asking me to do paperwork. Maybe I can build rapport through the process of helping them with forms.
Move-ins??? How do I deal with them?

September

Some of these people are pretty nice.
I'm starting to know who to go to but I look so stupid because I have so many questions.
They know I'm just an intern and must think I'm an idiot.
All these forms are driving me crazy and I have no idea which one to use when.
I'm totally dependent on my supervisor and call/email all the time. I'm sure they are sick of me.

October

I may actually be able to do this job, but I'm not sure.
Hm, I didn't learn about this in any of my courses. I'd better call my supervisor.
Should I be looking for training opportunities?
I didn't know I would have to deal with _____.
I am getting a big kick out of these students and I think some of the teachers may actually respect my knowledge.

November

Where did all these re-evals come from?
I can't believe I didn't have anything to do in August. Why didn't people tell me about re-evals back then?????
I need to change some things around here! The forms, the SAT process, behavior management, the use of assessment, etc. etc.

December

I can't get anything done because everyone is in holiday mode.
I can't wait for a break. I'm exhausted.

To think I thought grad school was challenging! This real world stuff is the real challenge.
I've learned a lot this semester!

January

I feel pretty rested and ready to go back but that break seemed really short.
I think the school staff is happy I'm here – the ones who know me anyway.
I'm going to go the UNO and tell the students at SPUNO what they should be sure to focus on.
I am going to develop a webpage so that I can post a lot of helpful resources.

February

I didn't realize there were this many kids with problems.
No, that student does not have autism.
No, you can't refer everyone for ADHD.
The teachers are really starting to see me as a resource and now I am REALLY busy.

March

I have so much to do that I don't know how I'll ever get it all done.
Where is my list of referrals? It keeps growing!!!
Reports are driving me crazy.

April

Why weren't these students referred earlier in the year? We can't do anything to help now!
I can't believe we had our last UNO intern seminar. Bittersweet.

May

Why did I save so many reports until the end of the year?
Let the report writing countdown begin!
It's crazy around here!
I'm so sick of writing my logs. I'm done being an intern!
I am really going to miss some of these kids.
I have so many fabulous plans for next year! I need to write them all down.

June

My reports are done!
My portfolio is done!
I'm done!
I DID IT!!!!!! I will graduate!!!!!!

INTERN INFORMATION FORM
(please type)

Name:

School district(s):

Specific assignment – Include School phone numbers:

Supervisor's name and contact information:

Name:

Mailing Address:

Email:

Phone numbers:

Intern contact information:

Mailing Address:

Email:

Phone numbers:

Intern's weekly schedule:

Monday	a.m.:	p.m.:
Tuesday	a.m.:	p.m.:
Wednesday	a.m.:	p.m.:
Thursday	a.m.:	p.m.:
Friday	a.m.:	p.m.:

Contract dates: Start: **Stop:**

Supervision schedule:

*Attach a copy of the employee **contract**, the original, **signed internship plan** and the **signed district/UNO internship contract** to this form.*

UNO TRAINING OBJECTIVES

The UNO School Psychology Program adheres to the 10 domains of training and practice set forth by the National Association of School Psychologists (NASP, 2020). Therefore, the 10 NASP standards of training and practice have been adopted as the program's core training objectives, with an additional objective added that focuses on professional characteristics.

Objective 1: Data based decision making

Students understand and utilize assessment methods for identifying strengths and needs; for developing effective interventions, services, and programs; and for measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Objective 2: Consultation and Collaboration

Students understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

Objective 3: Academic Interventions and Instructional Supports

Students understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

Objective 4: Mental and Behavioral Health Services and Interventions

Students understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social–emotional functioning. Students, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

Objective 5: School-Wide Practices to Promote Learning

Students understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based school-wide practices that promote learning, positive behavior, and mental health. Students, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

Objective 6: Services to Promote Safe and Supportive Schools

Students understand principles and research related to social–emotional well-being, resilience, and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. Students, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

Objective 7: Family, School, and Community Collaboration

Students understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. Students, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

Objective 8: Equitable Practices for Diverse Student Populations

Students have knowledge of, and inherent respect for, individual differences, abilities, disabilities, and other diverse characteristics and the effects they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. Students implement evidence-based strategies to enhance services in both general and special education and to address potential influences related to diversity. Students demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. Students recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

Objective 9: Research and Evidence-Based Practice

Students have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, students evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

Objective 10: Legal, Ethical, and Professional Practice

Students have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. Students provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

Objective 11: Professional Work Characteristics

Students develop good rapport with students, teachers, staff members, parents, and site supervisors. They engage in professional behaviors that enable them to develop positive relationships (e.g., enthusiasm, dependability, cooperation) and they are reflective practitioners who use feedback to improve performance. They participate in the program’s student organization and attend and contribute to local, state, and national conferences.

INTERNSHIP PORTFOLIO

Name: _____ Year: _____

	Excellent	Adequate	Needs Improvement
Goal Development	Numerous, highly ambitious, and highly creative goals that go beyond the typical intern goals; student selected goals that would challenge their level of comfort and provide exposure to many new learning opportunities.	Ambitious, relevant goals. Developed with supervisor.	Goals were not well developed; did not reflect ambitious learning opportunities.
Goal Attainment	Went beyond the goals for the class and the goals developed and added new learning opportunities. Went beyond expectations of the course.	Met all goals that were available; if a goal wasn't met it was because that learning opportunity was not available (e.g., observing a crisis).	Not all goals were met; student changed goals periodically throughout semester in a random manner; justification for not meeting goals was not provided in portfolio.
Diversity of Activities	Each Training domain had 1-2 learning opportunities that were challenging and informative (e.g., not simply observing in a classroom but interacting with students, staff, teachers, etc.).	Represents all Training domains with some domains being represented more than others.	Most but not all Training domains were represented.
Logs	Logs provided highly descriptive information about how time was spent. Supervision hours were documented. Log was written in a journaling style and included student reflections and questions related to the activities.	Submitted on time. Content was complete and informative. No identifying information. Supervision hours and content documented.	Logs were not always submitted on time and the information was incomplete or inaccurate.
Professional Behavior	Ratings and reports of professional behavior were consistently in the highest category of rating. Behaviors were beyond the level of the typical intern in terms of	All areas rated above average by field supervisor. University supervisor's observations were consistent.	Some or all of the areas were rated below average by the field supervisor. Concerns were documented.

	independence, competence, interaction style, and courteousness.		
Participation in and Responsiveness to Field Supervision	Was highly prepared for supervision meetings. Actively sought out supervision. Asked questions and brought cases, issues, materials to meetings. Incorporated feedback and responded by changing behavior and asking for additional feedback. Sought opportunities for field supervisor to observe.	Was prepared for supervision by bringing cases and issues. Asked questions in supervision. Incorporated feedback and responded by changing behavior.	Responded to but did not actively engage in supervision and/or did not change behavior in response to supervisor feedback.
Participation in University Supervision	Was highly prepared for supervision meetings. Actively sought out supervision. Asked questions and brought cases, issues, materials to meetings. Incorporated feedback and responded by changing behavior and asking for additional feedback. Sought opportunities for university supervisor to observe.	Was prepared for supervision by bringing cases and issues. Asked questions in supervision. Incorporated feedback and responded by changing behavior.	Responded to but did not actively engage in supervision and/or did not change behavior in response to supervisor feedback.
Consultation	Documentation of completing the problem solving process through consultative indirect service delivery is complete. The results are evaluated and effectiveness is reported.	Documentation is missing steps in the problem solving process.	Documentation is unclear or incomplete.
Academic Interventions	Documentation of intervention is complete (see PSA form) for all interventions and all the steps were followed for every intervention. If different forms were required for the school district, those were included also. The interventions resulted in behavioral change for the client. Modifications were made when needed. PND and ES are reported.	Documentation of intervention is complete (see PSA form) for all interventions. Most of the steps were followed for every intervention. Results in behavioral change for the client. Modifications were made when needed. If different forms were required for the school district, those were included also.	Documentation was unclear or incomplete.

Behavioral Interventions	Documentation of intervention is complete (see PSA form) for all interventions and all the steps were followed for every intervention. If different forms were required for the school district, those were included also. The interventions resulted in behavioral change for the client. Modifications were made when needed. PND and ES are reported.	Documentation of intervention is complete (see PSA form) for all interventions. Most of the steps were followed for every intervention. Results in behavioral change for the client. Modifications were made when needed. If different forms were required for the school district, those were included also.	Documentation was unclear or incomplete.
Small Group or Classroom Intervention or Skills Training	Documentation includes summary report, plan, outcome summary and effectiveness data. Group intervention resulted in behavior change.	Documentation includes summary report, plan, outcome summary but missing effectiveness data or no behavior change resulted.	Incomplete description of activities.
Counseling Case	Documentation of use of problem solving process is complete for counseling cases. The counseling resulted in client change.	Documentation of use of problem solving process is complete for counseling cases. The counseling resulted in some client change.	Documentation was unclear or incomplete.
Quality of Assessments	All assessments follow the school district requirements but also include documentation of the use of a Response to Intervention process. Reports are informative and of high quality (see rubric).	Psychometrically sound assessments that are appropriate for the referral were administered. Some of the assessments include a Response to Intervention process. Reports are informative and of high quality (see rubric).	Assessments provide minimal information and reports are incomplete.
Professional Development Activity	Summary of activity contains evidence of using best practices in delivery of professional development including plan to evaluate and follow up. Evaluation data included.	Summary of activity contains evidence of some elements of best practices in delivery of professional development including plan to evaluate and follow up. No evaluation data included.	No evidence provided of following best practice in delivering professional development. No evaluation data included.
Personal Professional Development	Documentation includes thorough description of activities as well as reflection of how activities promoted professional growth.	Documentation includes description of activities.	Minimal documentation of activities.

Reflection	Activities are related to the program philosophy and training objectives and the student's model of professional practice. Incorporates prior experience and training and develops goals for future.	Activities are related to the program philosophy and training objectives and the student's model of professional practice.	Activities are generally described.
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Comments:

**INTERNSHIP CONTRACT
UNIVERSITY OF NEBRASKA at OMAHA
SCHOOL PSYCHOLOGY TRAINING PROGRAM**

The internship is a collaboration between the training program and field site that assures the completion of activities consistent with the goals of the training program. A written plan specifies the responsibilities of the training program and internship site in providing supervision, support, and both formative and summative performance-based evaluation of intern performance.

The UNO School Psychology Program will:

- 1) provide monthly group supervision.
- 2) engage in regular contact with the site supervisor.
- 3) engage in regular contact with the intern.
- 4) review all intern logs.
- 5) review evaluations.
- 6) determine an internship grade each semester, with the input of the site supervisor.

The internship site will:

- 1) allow the intern to complete his/her goals. The goals are consistent with the objectives of the training program and are aligned with the NASP Standards for Training and Practice.
- 2) provide an average of at least two hours of weekly field-based supervision per full-time week from an appropriately credentialed school psychologist or, for non-school settings, a psychologist appropriately credentialed for the internship setting.
- 3) provide release time for the intern to attend the monthly university supervision meeting.
- 4) formally evaluate the intern's performance each semester.
- 5) provide documentation of the period of appointment and any terms of compensation.
- 6) provide the intern with a schedule of appointments, expense reimbursement, a safe and secure work environment, adequate office, and support services consistent with that afforded agency school psychologists.
- 7) allow a provision for participation in continuing professional development activities.
- 8) give release time for internship supervision.
- 9) ensure a commitment to the internship as a diversified training experience.

By signing this contract, both parties agree to its conditions.

Intern's Signature

Internship Site Supervisor Signature

Intern Supervisor's Certification – please list

Yrs of Experience as School Psychologist

Director, School Psychology Training Program, University of Nebraska at Omaha

Internship Eligibility Approval Form
UNO School Psychology Program

Student Name: _____

Please complete this form prior to applying for internships. The form must be approved and signed by the Program Director.

_____ Master's Degree obtained

_____ Ed.S. Applied Research Project completed and grade has been assigned

_____ Adequate progress in Ed.S. coursework (Grade of B- or higher in all Ed.S. level courses)

Student

Program Director

Date