



METRO
NASHVILLE
PUBLIC
SCHOOLS

**School Psychology Internship
Training Manual
2023-2024**

Director of Exceptional Education:
Tieawasa “Tie” Hodack, Ed.S.
tieawasa.hodack@mnps.org

Internship Coordinator / Training Director:
Ron Roberts, Ph.D.
ron.roberts@mnps.org

Internship Coordinator / Operations Director:
Jennifer Polk, Ed.S.
jennifer.polk@mnps.org

Department of Exceptional Education
Psychological Services
Robertson Academy
835 Robertson Academy Road, Nashville, TN 37220
Phone (615) 687.4551 x665588

TABLE OF CONTENTS

Acknowledgment of Receipt of Policies and Procedures	3
CONTEXT OF THE INTERNSHIP PROGRAM	
Metropolitan Nashville Public Schools Overview, Mission/Vision, Core Values.....	4
MNPS School Psychology Division Staff Overview	5
Internship Administrative Supervisors.....	5
Notice of Nondiscrimination	6
MNPS SCHOOL PSYCHOLOGY INTERNSHIP DESCRIPTION	
Mission, Goals and Objectives.....	7
Internship Program Components and Description	9
General Intern Expectations.....	11
Intern Placement, Primary Placement.....	12
Rotations.....	13
Required Rotations.....	13
Supplementary Rotations.....	16
Didactic Experience	16
Supervision	17
INTERN SELECTION PROCEDURES	
Application Materials	18
Interviews, Stipends and Benefits	19
INTERN EVALUATION POLICY	
Evaluations	20
Completion of Internship	21
DUE PROCESS AND GRIEVANCE PROCEDURES	
Due Process Procedures, Rights and Responsibilities, Definition of a Problem.....	22
Informal and Formal Review.....	23
Appeal Process, Grievance Procedures, Informal, and Formal Review.....	25
ACKNOWLEDGMENTS	
History of MNPS Internship and Current Internship Committee.....	27
Past MNPS School Psychology Interns	28
APPENDIX	
Appendix A – Intern Program Evaluation Form	29
Appendix B – Primary Supervisor Evaluation Form.....	31
Appendix C – Clinical Supervisor Evaluation Form.....	44
Appendix D – Internship Completion Verification Forms	47
Appendix E – Example of Rotation Documentation Form (Mid-Year Status)	48
Appendix F – Example week from an actual intern log with the months total included.....	49
Appendix G – Example Didactics Calendar from 2022-2023.....	50

ACKNOWLEDGMENT OF RECEIPT OF POLICIES AND PROCEDURES

Metro Nashville Public Schools School Psychology Internship

I acknowledge that I have received a copy of the Metro Nashville Public Schools (MNPS) School Psychology Internship Training Manual for 2023-2024. I understand that the internship manual replaces all prior verbal and written communication regarding the MNPS working conditions, policies, procedures, appeal processes, and benefits.

I understand that the working conditions, policies, procedures, appeal processes, and benefits described in this handbook reflect the expectations for specialist and doctoral interns in MNPS.

I have read and understood the contents of this handbook and agree to act in accordance with these policies and procedures as a condition of my internship with MNPS.

I have read and understood the [American Psychological Association \(APA\) Ethical Principles of Psychologists and Code of Conduct \(2017\)](#) (pdf) and the [National Association of School Psychologists \(NASP\) Professional Standards and Principles for Professional Ethics \(2020\)](#) (pdf). I agree to act in accordance with the Standards of Conduct as a condition of my internship placement.

I understand that if I have questions or concerns about this handbook or the Standards of Conduct, I will consult my immediate supervisor, the Internship Training Director, the Internship Director of Operations, or Lead School Psychologist.

Intern: _____

Date: _____

Training Director: _____

Date: _____

CONTEXT OF MNPS INTERNSHIP PROGRAM

The School Psychology Internship (SPI) occurs within Metropolitan Nashville Public Schools (MNPS) context. Being the 38th largest school district in the United States (by enrollment 2016) allows us to provide a broad range of training experiences essential to preparing professionally oriented, competent school psychologists who are well prepared to function across a wide range of professional settings.

Metropolitan Nashville Public Schools Overview

Metropolitan Nashville Public Schools (MNPS) serves all of Davidson County, Tennessee. The school are Zoned across in [11 geographical Clusters](#), that includes over [160 different schools](#). They comprise 70 Elementary Schools, 30 Middle Schools, 18 High Schools, Early Learning Centers, Adult, Alternative Learning Centers, Special Education Schools, Specialty Schools, and Charter Schools. There are approximately 86,000 students enrolled. The communities of Nashville, Tennessee, are rich in diversity, and MNPS is lucky to have students from all over the world in the student body. Within Metro Nashville Public Schools, students speak more than 100 different languages, and nearly a third (30%) speak a language other than English at home. MNPS also offers a wide range of unique academic programs, including STEAM schools, International Baccalaureate programs, and other types of magnet programs.

MNPS Mission/Vision

We deliver a great public education to every student, every day.

Metro Nashville Public Schools will be the fastest-improving urban school system in America, ensuring that every student becomes a life-long learner prepared for success in college, career, and life.

MNPS Core Values

[Core values](#) drive and focus our collective commitments included in our mission and vision. These values reflect the principles that guide our internal conduct, as well as our relationships with the external community. Our core values are woven throughout our goals, high-level strategies, and performance measures.

- **WHOLE LEARNER** - We believe in meeting each child at the point of need to maximize individual unlimited potential and success.
- **LITERACY** - We believe what research shows: Early reading success is a critical factor in a child's likelihood of graduating from high school and experiencing future life success.
- **EXCELLENCE** - We believe all students benefit from high-quality instruction and high expectations each year, in each subject and each classroom.
- **RELEVANCE** - We believe students learn best when they are inspired by real-world challenges that promote critical thinking, inquiry, problem-solving, and creativity.
- **INNOVATION** - We believe teaching and learning are enhanced through creative thinking and experimentation across all subject areas, including STEM, Literacy, and the creative arts.
- **TALENT** - We believe in supporting, developing, respecting, compensating, and retaining our teachers, leaders, and staff.

- **COLLABORATION** - We believe that engaging parents, community members, students, and other stakeholders in the educational process leads to better outcomes for all our students and benefits the broader Nashville community.
- **EQUITY** - We believe in equitable access and opportunities for all students from early childhood through graduation.
- **DIVERSITY** - We value, respect, and celebrate students, staff, and educators from different backgrounds.

MNPS School Psychology Division Staff Overview

The School Psychology Staff is a diverse, 75-plus member group with various training levels (Ph.D. and Ed.S.) who have worked in schools nationwide that support a comprehensive understanding of the practice of school psychology. Our staff is committed to supporting students, teachers, parents, and administration while adhering to high professional standards.

MNPS Psychology Division is a National Association of School Psychologists (NASP) [Approved Provider](#) of professional development. The division was [recognized in 2021](#) by the [Excellence in School Psychological Services \(ESPS\) Recognition Program](#) at the Promising Level. The award of Promising is for districts that provide evidence of a solid foundation for growth in implementing a system-wide and sustainable infrastructure. The foundation enables school psychologists to provide a comprehensive range of services by implementing all six organizational principles articulated in the NASP Practice Model. Districts with this designation have an actionable plan for working toward the nationally recommended ratio and provide evidence that school psychologists offer a variety of services.

The division includes several Professional Learning Committees, including those dedicated to Autism, Multi-Tiered Service and Support, Trauma-informed practices, English learners, Crisis response, Traumatic brain injury/neuropsychology, etc.

The School Psychology Division within MNPS prides itself on the high-quality training it provides its interns. We highly encourage our current interns to apply when staff positions become available.

Internship Administrative Supervisors

The internship program administrators are Dr. Ron Roberts (Training Director) and Jennifer Polk, Ed.S. (Operations Director). Both have tenure, have been primary supervisor of school psychology interns, and currently oversee all aspects of the internship program, acting as administrative supervisors. They report to Tieawasa “Tie” Hodack, Ed.S. the Director of Exceptional Education.

Dr. Roberts graduated from the University of Tennessee, Knoxville School Psychology Program (APA-accredited) and completed an APPIC Internship with the Tennessee Internship Consortium affiliated with The University of Tennessee Knoxville in 2000. He has practiced as a school psychologist since graduating in 2000, serving across various school settings and school systems, and leading district-level initiatives. He has served as the Tennessee Association of School Psychologists (TASP) President three times. Dr. Roberts has been an actively Licensed Psychologist with Heath Service Designation by the Tennessee Board of Examiners in Psychology since 2006. In Nashville, he also works in a clinical setting, working with students, adults, and parents. Dr. Roberts also collaborates with businesses and organizations to select and develop workplace leaders.

Dr. Roberts has functioned as the Internship Training Director since 2016 and is responsible for the integrity and quality of the training program. Dr. Roberts identifies topics and facilitates didactics each week. He is responsible for developing the internship's evaluation/feedback tools to evaluate the training program's goals/activities and documents and managing training records. He has acted as a consultant for the Department of Education with Project RAISE, Rural Access to Interventions in School Environments. Dr. Roberts' personal goal is to support each intern through the transition from student to successful and competent professional.

Ms. Polk graduated from the Middle Tennessee State University, a NASP-approved [program]. She completed an Internship with MNPS. Ms. Polk has practiced as a school psychologist since graduating in 2005, serving various school settings, and leading division-level initiatives. Over the last ten years, she has focused on English Language learners in her practice in the schools.

Since becoming the Operations Director for the internship, Ms. Polk has streamlined processes and procedures to align unique university requirements with MNPS better. She oversees HR-related issues and many administrative matters. In addition to these critical roles for the internship, Ms. Polk played Division 1 level softball on a scholarship, where she learned about teamwork and an understanding of how to coach and motivate others to push through adversity to succeed. She functions as the Internship Operations Director by supporting interns in settling into the community of Nashville, administrative onboarding processes, responding to general inquiries, coordinating interviews, and supporting the unique path for each intern's success.

Notice of Nondiscrimination

The Metropolitan Nashville Public Schools (MNPS) does not discriminate based on race, religion, creed, sex, gender, gender identity, sexual orientation, national origin, color, age, and/or disability in admission to, access to, or operation of its programs, services, or activities. MNPS does not discriminate in its hiring or employment practices. MNPS provides equal employment opportunities (EEO) to employees and applicants for employment following applicable federal, state, and local laws and MNPS Non-Discrimination Policy HR 5.166. MNPS expressly prohibits employee harassment as defined in MNPS Employee Harassment HR 5.160.

MNPS SCHOOL PSYCHOLOGY INTERNSHIP DESCRIPTION

Mission

The mission of the MNPS SPI Program is a full-time supervised post-practicum internship experience for both Doctoral and Specialist level school psychology interns. We provide opportunities for practice and supervision of the significant professional competencies required of both a health service psychologist who may desire to practice as a Licensed Psychologist beyond the school setting and Educational Specialists who work in the schools as a school psychologist. In the context of MNPS, high-quality opportunities are provided to develop and refine the skills needed to be a professional and competent in the specialized area of school psychology. Successful interns will leave the program prepared for the school psychologist's rapidly shifting and developing role across professional settings.

Goals and Objectives

- 1. Data-Based Decision-Making and MTSS:** Interns will demonstrate competence with data-based decision-making and supporting diverse learners through an MTSS (Multi-Tiered Systems of Support) model.
 - Interns will participate in appropriate school-based data team meetings and advise on data use for decision-making regarding intervention implementation, fidelity, and student progress. Interns will demonstrate an understanding of various progress monitoring tools to monitor student academic and behavioral skill development, including curriculum-based measurement. Interns will gain experience in supporting the implementation of MTSS in school buildings through consultation, collaboration, and advocacy for policies and practices that support a positive school climate with a focus on prevention.
 - Interns will demonstrate an understanding of the importance of a preventative model of services, including the use and benefits of universal screening procedures.
 - Interns will aid in systematically collecting data from multiple sources and consider all available data when making decisions regarding intervention, assessment, eligibility, and need for services.
 - Interns will demonstrate how to use data to understand students' challenges and implement evidence-based academic, social-emotional, and behavioral health services.
 - Interns will participate in assigned school meetings as appropriate such as IEP meetings, 504 meetings, FBA/BIP meetings, and Support Team (S-team) meetings.
- 2. Evaluation/Assessment Techniques:** Interns will produce high-quality psychological evaluation reports with valuable recommendations.
 - Interns will follow district and division policies regarding evaluation procedures.
 - Interns will appropriately conduct observations and interviews, as appropriate, for evaluations and consider data from multiple sources.
 - Interns will administer and score evaluation measures following standardized procedures.
 - Interns will integrate evaluation data into informative, appropriate reports.
 - Interns will make recommendations to school personnel and parents consistent with acceptable practices in the field and in consideration of school resources.
 - Interns will effectively communicate evaluation findings and recommendations to school personnel, students, and parents.
 - Interns will thoroughly understand the Tennessee Department of Education guidelines for special education eligibility. They will participate, as appropriate, in IEP teams in determining student eligibility and need for special education support and services.

3. **Crisis Intervention:** Interns will demonstrate effective crisis prevention and intervention skills.
 - Interns will follow state, district, and division policies regarding limits of confidentiality with students•
 - Interns will demonstrate knowledge of risk and preventative factors for suicide and school violence and develop an understanding of risk and threat assessments concerning the school environment.
 - Interns will notify and seek appropriate supervision from assigned site supervisors or other division psychologists. They will assist school teams, as needed, in the event of a school or student crisis.

4. **Consultation:** Interns will demonstrate competence in consultation activities with school personnel, agency personnel, and parents regarding professional and psychological issues.
 - Interns will provide appropriate consultation services to school teams, parents, and outside providers (when appropriate) using accepted psychological practices.
 - Interns will respond to and complete requests for consultation in a timely manner.
 - Interns will make recommendations to school teams and parents consistent with accepted practice in the field and with consideration for school resources.
 - Interns will clearly communicate findings and recommendations to school teams, parents, and students (when appropriate).
 - Interns will demonstrate respect for and appreciation of consultees' diverse backgrounds and perspectives. The intern will consider and address any cultural, linguistic, or socioeconomic barriers between and among school team members to ensure that each voice is heard.

5. **Legal, Ethical and Professional Conduct:** Interns will demonstrate legal, ethical, and professional conduct in all aspects of their work as district employees and psychology interns and seek appropriate supervision when necessary.
 - Interns will demonstrate a sound understanding of the limits of their competencies and ensure that they seek appropriate supervision in all aspects of their practice.
 - Interns will demonstrate sound ethical principles and practice confidentiality and disclosure when appropriate.
 - Interns will follow district and division policies regarding working with students, ensuring informed consent by parents and students when appropriate.
 - Interns will work cooperatively with school and other district personnel. Interns will demonstrate an understanding of how to address professional conflict across settings as it arises.
 - Interns will follow all district procedures related to the Employee Code of Conduct.
 - Interns will demonstrate an understanding of the impact of psychologists'/interns' roles and behaviors on school and district personnel.
 - Interns will demonstrate ethical standards of practice.
 - Interns will demonstrate cultural, individual, family, and environmental diversity sensitivity.
 - Interns will demonstrate a theoretical understanding of psychopathology, child and adolescent development, and behavior management.
 - Interns will maintain an organized style that permits timely, careful completion of assigned tasks.
 - Interns will demonstrate knowledge of federal and state regulations and laws governing the rights of students and their families and education laws and assist school teams in understanding these regulations relevant to general and special education.
 - Interns will demonstrate self-direction, motivation, and interest in continued professional growth by attending and presenting at professional workshops or continuing education opportunities.

6. **Supervision:** Interns will develop competence in supervision and management activities, both as a recipient and in training, to assist in a deeper understanding of expectations and competencies with supervision.
- Interns will maintain appointments and come prepared for scheduled supervision.
 - Interns will attend scheduled intern and psychological staff training activities, including group supervision and weekly didactic training.
 - Interns will professionally accept supervision suggestions and feedback.
 - Interns will independently consult with assigned site supervisors and division staff outside of scheduled supervision when necessary and appropriate.
 - Interns will function in a generally independent, professional manner in assigned settings.

Internship Program Components and Description

Interns engage in an organized sequence of activities under supervision throughout the year. Immediately after acceptance to the internship, interns are in ongoing contact with the administrative supervisors to coordinate university expectations/requirements with MNPS in preparation for the upcoming year.

In July, interns will meet their Primary Supervisor(s) and other interns before the staff returns at the beginning of August. In some cases, interns will coordinate with their Primary Supervisor to begin internship hours and supervision in July, depending on their specific requirements or needs.

For most, the internship begins when the staff returns for Fall in-service and training based on the MNPS school calendar. During the first two weeks of the internship, interns are expected to attend all training with staff and the new hire academy to continue further orientation to the division, staff, other interns, and Primary Supervisors. Intern rotation plans are developed with each intern during this period, then agreed upon by the intern and all supervisors and put into writing to document the agreement. The agreement can be modified as needed.

After this initial period, the internship occurs in a series of phases of increasing independence. Interns are expected to progress from a **dependent** relationship with their supervisors to a **collaborative** relationship, ending the year able to function with supervised **independence** as a first-year school psychologist. A goal is for each intern to manage a school and caseload with minimal supervision. The speed that interns progress through these phases occurs on demonstrated competence of each intern.

Initially, training will focus on the accumulation of professional practice within the school. This training will exist in new hire meetings with other newly hired staff, various supervisors, and weekly didactic group meetings. This onboarding and professional instruction will include, but not be limited to:

- District procedures and expectations
- Special Education classification and guidelines
- Administration of frequently used assessments
- Case conceptualization
- Methods of report writing
- Communicating test results and recommendations to parents and school staff
- Common types of school-based meetings and their formats
- Effective consultation with school staff
- The school psychologist's role within multi-tiered systems of support

Often the primary supervisor will also function as the first rotation for the intern where more than two hours a week supervision will occur. As the year progresses, the intern will become involved with various rotations across the district with other school psychologists as determined by the primary supervisor. The second rotation is to begin the third or fourth week of the school year. The primary supervisor will choose rotation supervisors and locations based on the framework of the internship and areas identified for growth of the intern. The rotation supervisors will offer access and supervision to specific populations and cases at their location. This is monitored by the primary supervisor and face to face meetings of at least two hours per week will occur to ensure rigor of the training experience. As the school year progresses the intern spends less time at the primary supervisor's location but maintains at least two hours of face-to-face meeting time per week to ensure rigor and quality of experience. This process is also monitored by the training director through monthly meetings with primary supervisors / interns and interns' progress is also monitored on each rotation.

Interns use the four pillars of assessment, including norm-referenced tests, interviews, observations, and informal assessment procedures. Initially they are asked about the several types of assessments they are proficient in. The supervisor then observes the interns performing various assessments to ensure they are competent in the delivery and scoring of the assessment. Once the intern is deemed competent with a test or area of assessment, they are permitted to become more independent. They are assigned cases that are within their zone of proximal development. Interpretation of the data is a year-long endeavor, as is verbal and written communication for stakeholders.

Interns in MNPS have access to many sources of data that are generated by the district they use for evaluations and consultations. Observations are made throughout the year which occurs in classrooms, during interventions, during recess, lunch, and in other settings. They are also trained and provided access to experience a variety of psychological assessments.

The assessments generally include cognitive (verbal and nonverbal), achievement (basic reading, reading fluency, reading comprehension, math calculation, math application, written expression), adaptive (rating forms and interviews), and many behavior rating forms (spanning across multiple types of issues). The division has a multitude of assessment tools interns have full access as needed. The inventory is updated each year, and this is a representative sample of the variety of assessments available to staff and interns.

- Adaptive Behavior Assessment System-3rd Ed
- Autism Spectrum Rating Scales
- Behavior Rating Inventory of Executive Function-2
- Comprehensive Executive Function Inventory
- Conners Early Childhood
- Conners 3
- Conners CBRS
- Autism Spectrum Rating Scales
- Behavior Assessment System for Children-3
- Brown Attention Deficit Disorder Scales
- Adaptive Behavior Evaluation Scale-Revised
- Bilingual Verbal Ability Tests
- Child Behavior Checklist
- Clinical Assessment of Behavior
- Attention Deficit Disorder Evaluation Scale 3rd Ed
- Comp. Test of Nonverbal Intelligence-2nd Ed
- Bayley Scales of Infant And Toddler Develop,-3
- Comp. Test of Phonological Processing-2nd Ed
- Autism Diagnostic Interview-Revised
- California Verbal Learning Test-Children's Ver.)
- Bracken Basic Concept Scale-3
- Cognitive Assessment of Young Children
- Diagnostic Assessment of Reading-2
- Comprehensive Behavior Rating Scale for Children
- Autism Diagnostic Obs.Schedule
- Behavior Dimensions Scale-2
- Behavior Evaluation Scale-3
- Children's Inventory of Anger
- Children's Depression Inventory – 2nd Ed
- Kaufman Test of Educational Achievement-3
- Social Communication Questionnaire
- Wechsler Abbreviated Scale of Intelligence-2
- Suicidal Ideation Questionnaire
- Wechsler Individual Achievement Test-3rd Ed
- Delis-Kaplan Executive Function System
- Wechsler Intelligence Scale For Children 4th Ed
- Developmental Profile -3
- Leiter International Performance Scale-3
- Social Responsiveness Scale-2nd Ed
- Multidimensional Anxiety Scale for Children-2nd Ed
- Emotional or Behavioral Disorder Scale

- NEPSY-2: A Developmental Neuropsychological Assessment
- Test of Early Mathematics Ability-3
- WJ Munoz Language Survey, Revised
- Pervasive Developmental Disorder Behavior Inventory
- Test of Nonverbal Intelligence-4
- WJ IV ECAD' Tests of Early Cog. & Acad. Development
- Pediatric Behavior Rating Scale
- Test of Reading Comprehension-4
- Woodcock-Johnson Tests of Achievement 4th Ed
- Tests of Creative Thinking, Figural Forms
- Feiter Assessment of Math
- Phonological Awareness Test-2n Ed
- Personality Inventory For Children-2nd Ed
- Test of Written Language-4)
- WJ IV COGNITIVE
- WJ IV ORAL LANGUAGE
- Feiter Assessment of Reading
- Profile of Creative Abilities
- Test of Word Reading Efficiency-2
- Gifted Evaluation Scale-3
- Reynolds Adolescent Depression Scale -2
- Universal Nonverbal Intelligence Test-2
- Wechsler Presch. & Primary Scale of Intell.-4
- Gray Oral Reading Test-5th Ed
- Reynolds Child Depression Scale-2
- VINELAND-2
- Revised Children's Manifest Anxiety Scale-2
- Illinois Test of Psycholinguistic Abilities
- Reynolds Intellectual Assessment Scales-2
- Kaufman Assessment Battery For Children-2
- Roberts Apperception Test for Children 2nd Ed
- Wide Range Assess. of Memory & Learning-2
- Berry Developmental Test of Visual Motor Integration-6
- KeyMath
- Scales for Assessing Emotional Disturbance-2
- Kaufman Functional Acad. Skills Test
- Developmental Scoring System For Bender
- Wechsler Adult Intelligence Scale 4th Ed

To prepare interns to meet the field's current and future expectations, our program recognizes the need for school psychologists who are leaders and are accomplished in prevention, assessment, consultation, and intervention at the individual and systems levels. The school psychologist's expertise in assessment, viewed in its broadest context, guides the practicing professional in providing the most effective services. That is, assessment, linked to intervention for both prevention and remediation of student difficulties, is the key to meeting the complex needs of schools today. Consequently, interns are prepared to offer a broad continuum of innovative, evidence-based, and individually targeted services.

Training builds upon a foundation of scientific knowledge and develops the skills necessary for professional competence. Intensive, sequential, field-based experiences are designed to provide interns with the opportunities to apply and integrate methods of prevention, consultation, and intervention. The internship highlights the importance of delivering school psychological services within a collaborative framework. Interns learn to view problems from a systems perspective, focusing on the dynamic interrelationships among learners, families, schools, and communities.

Supervisors will build the intern's awareness of, sensitivity to, and respect for diversity and individual differences within the context of each of these systems. Recognition of these unique differences is underscored in every domain of practice. The development of technological competencies is similarly woven throughout the curriculum to train school psychologists to deliver services in the most efficient and student-centered manner.

General Intern Expectations

All interns must have completed adequate and appropriate prerequisite training before the internship. This would include completing formal academic coursework at a degree-granting program in professional psychology (clinical, counseling, school) or school psychology. The internship is a closely supervised experiential training in professional psychology skills and conducted in non-classroom settings.

At least 25% of hours are spent in direct service with students, families, teachers, and administrators in the school. Most weeks' interns will exceed this minimum percentage of time spent in face-to-face psychological services. The appendix provides a sample of an intern's week for September 19-23, 2022. It documents the actual hours this week and the accumulated hours for September. It demonstrates that in the sample week she spent approximately 18 hours (intervention, consultation, and half of the time used in assessment) in direct service with clients (e.g., students, parents, teachers, administrators, and school staff) and 18.5 hours (half of assessment, profession, mentoring, field supervision) in other professionally related activities. The weekly total shows that 49% of her week was in direct service and the month was 32% of her time in direct service hours.

Hours must be logged and submitted quarterly, using the internship activity/hour log provided by the intern's University and any other governing body the intern is responsible for (e.g., grants, fellowships, MNPS, Etc.).

All interns are expected to complete their university requirements based on their level of training. The school systems in Tennessee maintains a term of not less than two hundred (200) days. At the rate of 7.5 hours a day all interns can accrue 1500 hours within the school year directly from the school setting. Additional hours can be accrued by working some evenings and weekends on related tasks (e.g., report writing, reading research related to case, preparation for feedback, etc.). This will exceed the 1200 hours required for Specialist-Level interns.

Doctoral-Level interns are encouraged to accrue an additional 500 hours to reach a total of at least 2000 hours. This will ensure enough training hours to meet the licensure requirements for any states in which they might want to practice in the future. Programs have discretion regarding how many non-school hours spent on such internship tasks as writing reports, making phone calls, researching, and creating service delivery plans, planning in-services, etc., may be counted toward the total hours. In addition, the university programs may also accept other activities including conferences, webinars, dissertations, university supervision and other university requirements. If needed, the Doctoral-Level interns may be provided additional access in the summer to complete the remaining hours.

All interns will be encouraged to meet or exceed the minimum expectation of hours and experiences as time allows.

Intern Placement

Each school setting provides a continuum of experiences, including assessment, consultation, observation, interviewing, report writing, small group and individual counseling, crisis intervention, and parenting classes. Experiences are available across the ranges of child development from preschool through high school age, including work placements in the community. Interns are encouraged to develop dependence and collaborative skills for working in schools.

Primary Placement

Throughout the year, each intern is assigned to their Primary Supervisor(s) and immersed in the supervisor's school assignment(s). Three to four days per week are spent with this Primary Supervisor's sites during the first few weeks. During this initial introduction and orientation, the interns will begin by shadowing and observing the practice of their supervisors. The supervisor will observe the intern's strengths, opportunities for growth, and specific areas of interest. Based on this, the Primary Supervisor(s) will construct rotations to offer the best opportunity for growth.

As MNPS has many combinations of school characteristics, a benefit matching will purposely be made in the interns' best professional interests.

As their competency and confidence build, they will be expected to take on case components and roles with increasing independence. The expansion of autonomy will be offered at each rotation site based on the intern's competence. By the final training phase, interns are expected to function independently within a school building, with oversight from their supervisor. The intern will have at least two hours of regularly scheduled time with their Primary Supervisor.

Each rotation will include a Clinical Supervisor responsible for the cases (e.g., countersigning documentation) at that site. Depending on clinical needs, increased hours of supervision will be provided. Each placement offers practical learning for the intern to provide psychological services directly to consumers through psychological assessment, treatment, intervention, consultation, and feedback. The intern will have at least two hours of regularly scheduled time with their Clinical Supervisor each week.

Diversity is embedded in every rotation placement decision to expand the intern's exposure to new populations, cultures, and community dynamics. MNPS schools vary by region (urban, suburban, and rural), language (varying numbers of students who are learning language and are in different stages of language and cultural assimilation), Social Economic Status, and settings (rural, urban, and suburban).

Each rotation will have reoccurring elements which will be honed over time. These may include sharing difficult results with parents, differentiating between developmental differences and disabilities, facilitating various meetings (MTSS, Support Teams, Reevaluation, 504, etc.), collaborating with other specialists/professionals, and explaining data/findings at multiple levels for different audiences, data interpretation, motivating/empowering school staff/parents/students, school cultures, truancy issues., interceding the school and home divide, and giving feedback to students.

Rotations

The internship includes two types of rotations (Required and Supplementary). The required rotation takes precedence over supplementation rotations. All required rotations will occur but not in the same sequence for each intern. The internship coordinators will advise the primary supervisor about each intern's strengths and opportunities for development. The primary supervisor will initially spend time with the interns to develop rapport and identify the intern's areas of interest and past experiences to create a developmental sequence that will provide both support and opportunity for developing the intern personally, professionally, and as a clinician in the school setting.

In MNPS, many schools meet rotation expectations; however, based on the development of intern's additional variables are considered, such as student population (e.g., urban, rural, suburban, SES) and the personality of both the intern and clinical supervisor. As an example, if an intern has experience in urban settings, is more flexible and accommodating, we often will seek a clinical supervisor who can model a higher level of conscientiousness and assertiveness in a rural setting. As a result, the category of the rotations will be the same for all interns, but the sequence, specific setting, and clinical supervisors will differ. The primary supervisor is responsible for developing the sequence and settings of the internship rotations (with the guidance of the internship coordinators) with input from the intern.

As a rotation is intended to last six to nine weeks, most interns will begin the first rotation with the primary supervisor school(s). Before September 1, the second rotation will begin. Most interns will be balancing two rotations simultaneously. As one rotation concludes, they would anticipate the transition of beginning another. The exception is the rotation for Reading Acquisition (all interns will participate in tantum at the same location and time), Crisis Response Team (cases are unexpected and will be priorities with other obligations at the time) and the AOS Team (evaluations occur throughout the year). All required rotations can be completed by the end of April, which allows the intern to explore areas of interest or revisit a rotation for more in-depth experience. See the appendix for two examples documenting interns rotation mid-year.

Required Rotations

Required rotations have the greatest precedence and are expected to be completed during the internship. These placements will last six to nine weeks and be supervised by a Clinical Supervisor who works closely with the Primary Supervisor and intern to focus on setting goals and expectations. Interns are expected to participate as fully as possible, including completing consultations, assessments, team meetings, behavior/academic interventions, group/individual counseling, application of law/ethics, and a personal reflection journal. Interns begin their initial rotations at the schools belonging to the Primary Supervisor so they can become comfortable with each other. Each intern is expected to fully participate in all aspects and function independently in the role of a school psychologist in each rotation as the clinical supervisor deems them competent.

1. **Pre-School/Pre-Kindergarten**—This rotation is highly focused on multiple areas of assessment and early child development. It is an initial part of the Child Find law, which requires all school districts to identify, locate and evaluate all children with disabilities. Also, it often works with Tennessee Early Intervention Services (TEIS), birth to three, in transitioning young children to school-based services. Assessments are typically conducted in an arena style with other assessment specialists (Speech Language Pathologists, Occupational/Physical therapists). Consultation, social history by interview (at times with interpreters from parents and caregivers), and efficient production of evaluation findings in both written and oral formats are emphasized.
2. **Elementary School**—Much of this rotation offers the opportunity to focus on the initial diagnosis of disabilities, differentiation of symptoms, adjustment and personality issues, and the communication with parents, guardians, and school staff for initial eligibility of services (e.g., 504, IEP). They will learn how to use a multi-tiered intervention and support in both academic and behavioral domains. In addition, the intern will use data-based decision-making in real cases that can be more ambiguous. They will learn to provide fidelity checks of general instruction, targeted instruction, and monitoring of progress in areas of concern. Special emphasis is given to the response to instruction and intervention as it relates to difficulties associated with a variety of disabilities in the school setting. They will learn and partake in various school-wide and classroom management and Positive Behavior Intervention programs. Opportunities for group or individual counseling are offered.

3. **Middle School**—This rotation builds upon elementary-related (e.g., age, grade developmental level) issues and focuses largely on adjustments related to matriculation as it manifests in academic, emotional, and behavioral concerns identified by teachers, parents, and students. Additional diagnostic issues will become an area of interest as it relates to the manifestation of issues in behavioral, cognitive, and emotional domains. These middle school students have a higher level of agency that interns will learn how to team with students for assent and a higher level of integration from the student’s perspective. Opportunities for group or individual counseling are offered.
4. **High School**—This rotation includes many experiences previously mentioned for elementary and middle school settings. This setting will have a higher number of cases surrounding managing/mitigating discipline issues, re-evaluating students with disabilities, and coaching students and their parents through the transition of adult goals and life beyond high school. Opportunities for group or individual counseling are offered.
5. **English Learner**— This rotation focuses largely on culturally competent practice involving assessment of cognitive, academic, emotional, behavioral, and cognitive issues in the school setting. Second language development and commonly related assessment for the population (BICS, CALPS, WIDA). Practice for proper interaction with translators and learning how to effectively communicate with parents (social history, consultation, feedback). Ongoing professional development of this varied population and the dynamic interaction between the community and school setting continues throughout the year beyond this focused rotation. Within Metro Nashville Public Schools, students speak more than 100 different languages, and nearly a third (30%) speak a language other than English at home. The EL assessment process is guided by a dedicated team of school psychologists who have been providing training for school systems across the state.
6. **Reading Acquisition** – Interns will be supervised by Susan Porter, Ph.D. She has a doctorate in literacy studies with a concentration in dyslexia and reading disabilities. She is an advisor with the TN Dyslexia Advisory Council. This rotation offers interns the opportunity to learn how typical students acquire reading in general education. Interns are expected to be actively involved in providing targeted interventions with students. All interns will begin this rotation together at the same location, once completing the didactic focus upon reading.
7. **ADOS Team** – Interns will work with school psychologists who Vanderbilt University and Emory University trained to administer the Autism Diagnostic Observation Schedule, Second Edition (ADOS). They will observe live assessments to become more proficient in scoring and understanding symptoms associated with Autism. If offered, the intern will participate in training opportunities provided by Vanderbilt University. The MNSP ADOS Team supplements and supports staff in assessments regarding Autism Spectrum Disorder across the district. The team serves as consultants for the entire school psychology staff.
8. **Crisis Response Team** – Interns will work with school psychologists who are trained in the NASP PREPaRE model. They will be provided opportunities to work with the Crisis Response Team for events that typically include a student/teacher death (suicide, homicide, accidental) with MNPS but have also included weather-related crises (floods and tornados). Interns will initially participate as support to the team members. Later, they may be engaged at a comfortable and competent level based on the Crisis Response Team recommendations.

Supplementary Rotations

Supplementary Rotations are more adaptable. They last from a minimum of a day of exposure to three weeks, twice per week, depending on the location. These practical rotations are diverse and expose the intern to important areas of practice but are less common or infrequent opportunities.

1. **Special School Populations** - Feature wrap-around services (Murrell School)—The Murrell School is a shining example of Metro's dedication to students who experience severe mental health issues. This special school requires careful and exceptionally complex assessments of students. The school provides wrap-around services, including nursing, behavior specialists, personal aides, and a Positive Behavior Intervention System developed in-house. This site provides interns with many opportunities to work closely with other agencies that serve children and their families.
2. **Private School** – the public school system provides FERPA-related assessments.
3. **Alternative School** - Students who have serious discipline records (Johnson School during that school year)
4. **Special Magnet School** - Populations, such as Montessori, Academic Magnet, STEM, and Performing Arts.
5. **Specialty High Schools** – Support high school students aged 15 to 22 to fast-track to graduation. These schools include the Academy at Old Cockrill and the Academy at Opry Mills.

Didactic Experience

Fridays are reserved for didactic training, group supervision, research progress, university-related concerns, and MNPS new hire academy.

The didactic experience and curriculum are designed to expand the knowledge base of the intern, fine-tune interpersonal skills, enhance problem-solving, integrate of discrete skills into a coherent professional role, improve the interns' understanding of the conceptualization of cases, and strengthen the commitment of the intern to professional, social, and ethical responsibility.

The level of didactic instruction is intended to identify each intern's current level of concepts and content related to school psychology, the field of psychology, professional and personal development. To ensure that didactics are at an appropriate level for doctoral interns, a licensed psychologist or doctoral level professional in the content area will be present at each training session.

Didactic instruction is a weekly scheduled group meeting that lasts at least 2 hours. It is conducted within a seminar format and includes a review of a range of topics that are meant to encourage conversation, discussion, and opportunities for interns to speak on current pertinent topics and to the professional practice of psychology and school psychology. A sample Didactic Topic Calendar is included in the appendix. The most current available upon request and shared each fall to all interns.

Topics include but are not limited to:

- MNPS expectations and policies. Expectations of an intern compared to an employee. Rights and responsibilities.
- Assessment criteria from the Tennessee Department of Education as compared with the DSM-V.
- Assessment and Case Consultation (year-long)
- Report Writing and writing communication of complex ideas.
- Data-based Decision Making (MTSS, Assessments, Observations, Quantitative, Qualitative)
- Self-care in education and psychology; Resilience
- Book Study: *Daring Greatly* by Brene Brown. To introduce the relevance of vulnerability and shame for the intern in their professional setting and the clients they serve.
- Consultation with teachers regarding behavior and management. How to help motivate fellow educators and support them to problem-solve.
- Book review: *A Framework for Understanding Poverty* by Ruby K. Payne. To build cultural competence in the SES domains.
- Book study on *Crucial Conversations: Tools for Talking When Stakes are High* by Kerry Patterson. To build self-awareness of styles of stress and tool for communication difficulty information that can be emotionally charged.
- Johari's Window, Self-Knowledge, and the Practice of School Psychology
- Book study on *The Righteous Mind* to build awareness of differences of moral reasoning and how to better communicate with those who have different values.
- Carol-Horn-Cattell Theories of Cognitive Abilities with discussions of IQ, patterns of strength and weakness, clinical judgment, and links to academics/intervention
- Scope of practice and research on academic predictors
- Crisis Response
- Systems Theory
- Focused study of emotions, review of CBT as it related to personality, mental health, and Emotional Disturbance.
- Ethics and Law related to supervision.
- Specific Learning Disability in Reading vs. Dyslexia
- Training for job interviews
- APA/NASP Ethics, Dual Relationships, managing professional relationships.
- Trauma: discussion of Van der Kolk's book, *The Body Keep the Score*
- Summaries of the year: Perfection vs. Excellence, Silence vs. Complicity, Effective Methods; Published handbooks and resources.
- Seminar on organization and records
- Supervision and Management
- Summer assignments for Ph.D. students

Supervision

The internship is supervised by Ron Roberts, Ph.D. (Internship Coordinator / Training Director), and Jennifer Polk, Ed.S. (Internship Coordinator / Operations Director). Dr. Roberts functions as the Internship Training Director and is responsible for the quality of the training program by identifying topics and leading didactics each week. He is responsible for developing the internship's evaluation/feedback tools and processes. Ms. Polk functions as the Internship Operations Director by supporting interns in settling into the Nashville community and administrative onboarding processes. They coordinate and manage different aspects of the internship, including the selection process and managing Primary Supervisors, Clinical Supervisors, and Interns.

Our internship integrates Doctoral-level (Ph.D.) and Education Specialist-level (Ed.S.) internship training, that is, post-practicum. Many areas of overlap exist for internship for both Ph.D. and Ed.S.; some distinctions exist based on the type of degree, affiliate expectations and licensure requirements. Expectations of all interns incorporate APPIC and NASP standards and areas we believe are essential for professional growth beyond the internship.

Supervision is considered an important component of the overall internship program. Each full-time intern receives a minimum of two hours of individual one-to-one supervision on a weekly basis. All interns in the internship will receive two hours per week of group supervision from a licensed psychologist.

Doctoral-level interns have two Primary Supervisors who work closely during the internship. Doctoral-level intern Primary supervisors are chosen from school psychologists who are Licensed School Psychologists with the Department of Education and Licensed Psychologists with a Health Service Provider designation and in good standing with the Board of Examiners of Psychology.

Specialist-level interns have one Primary Supervisor with whom they work closely during the entire internship. Specialist-level intern supervisors are chosen from school psychologists who have licensed school psychologists with the Department of Education.

All Primary Supervisors work in tandem with their interns to develop a year's schedule that meets their specific expectations of APPIC and/or NASP, the student's university program, special requirements, and our unique program. Primary Supervisors provide two hours of weekly one-on-one supervision and act as liaisons to the administrative supervisors.

Each rotation will include a Clinical Supervisor that is responsible for the case and will countersign documentation when needed. Depending on clinical needs, increased hours of supervision will be provided for the specific rotation.

All intern supervisors work collaboratively with interns to foster the development and refinement of clinical skills and competencies in assessment, consultation, evaluation, individual and group intervention, outreach, crisis assessment and intervention, relationship and interpersonal skill, professional development, and sensitivity to diversity, ethical, and legal issues. The supervisory relationship is one of mutual respect and trust. Interns also receive supervision from their site supervisors during each rotation.

Intern Selection Procedures

Applications are initially screened using a point-based checklist focusing on various aspects of the application packet. Qualifying applicants are then invited for interviews and are evaluated on their performance during interviews. Each applicant invited for interviews will be interviewed by members of the internship committee.

Application Materials

The internship committee will review all applicants to ensure that they have a university preparation program compatible with the objectives of the internship, as well as appropriate practicum experience in a specialist-level or doctoral level program in School Psychology.

Doctoral-level applicants must be school psychology students in an APA-accredited program. Specialist-level applicants are not required to be from a NASP-accredited program, but it is preferred. The committee members review all applications and invite applicants for interviews.

Applicants submit all application materials to Jennifer Polk, Ed. S, (jennifer.polk@mnps.org) which includes:

- Cover Letter
- Curriculum Vitae
- Application (includes documentation of hours of practicum experience)
 - hours of interventions
 - hours of assessment
- All Graduate Transcripts
- Three letters of recommendation
- A completed Psycho-Educational Evaluation as a sample of written reports (Attached as "supplementary materials").

Complete applications must be received by **Doctoral** level interns by November 1st.

Complete applications must be received by **Specialist** level interns by January 15th.

Applicants must have the following attributes:

- From a Graduate Program in School Psychology
- APA accredited for Doctoral Level interns.
- NASP accredited for Specialist Level interns.

Preference is given to applicants with the following attributes:

- Awards/recognition in graduate studies
- Previous experience working in schools (e.g., teacher, school psychologist)
- Strongly worded statement of goals/essay
- Hours of practica experience
- Two or more professional presentations
- At least one professional publication
- Self-identification from diverse background
- High-quality recommendation letters
- Psychoeducational evaluation and report
 - clearly written
 - logically organized
 - well integrated
 - includes summary of information
 - clear conclusion regarding a diagnosis or educational disability
 - included recommendations that reflect knowledge of empirical base in psychology and/or education
- Clearly stated special interests related to individual sites (such as behavior assessment, curriculum evaluation, RTI, CBM, Autism, mental health, etc.)
- Comprehensive exam or equivalent university expectation passed

Interviews

Interviews will be conducted beginning in January either virtually (through MS Teams / Zoom or in-person in Nashville (CST)). Most interviews will occur on Fridays and specific arrangements will be made and confirmed for each candidate.

The interview will include questions from the interview committee. The process typically takes 60 to 90 minutes. The applicant will meet with at least one of the internship coordinators. Doctoral level applicants will have one or more licensed psychologists present to answer questions. All applicants can ask questions and upon request can be provided with contact information of current interns and supervisors.

Stipend and Benefits

MNPS offers two paid internships annually through the division reserved for doctoral-level interns. This is paid at \$15.00 an hour for up to 7.5 hours per school day (approximately \$22,000 currently).

Our internship is intended for those seeking an internship in school psychology. A year of full-time, supervised experience in the internship is defined as a minimum of 37.5 hours per week of experience/employment for 210 days, across 10 months which provides up to 1,575 paid hours.

If a doctoral intern requires 2000 pre-doctoral internship hours, the remaining 425 hours can be achieved beyond the paid hours in the school day by tracking hours deemed acceptable in writing reports, reviewing records, and researching content to be used in practice after hours or on weekends.

The 12-month/2000-hour internship option is made available to students who foresee the possibility of licensure in a state where this requirement applies. Prospective interns are encouraged to explore the licensing requirements of all states in which they may wish to practice. As the contract for payment covers 210 days, an extension of the internship beyond that time period is performed on a volunteer basis. This option must be discussed at the time of application and the at interview to determine in advance the internship whether it will be made available to the applicant. Interns work regular staff hours.

Interns are entitled to the same leave time as regular employees. In the event of extended leave, such as six weeks of Family Leave, the intern may make up the necessary 1800 pre-doctoral internship hours from mid-June through the end of July. Whenever feasible, the intern should plan wisely and build hours prior to taking an expected leave of absence. In such a situation, the 112-month 2000-hour option may no longer be available to the intern through MNPS School Psychology Internship.

As staff members, they are assigned office space and clerical support equivalent to other full-time professional staff. This includes office space, a computer (desktop or laptop), internet access, personal assessment kits, office supplies, and access to a library of assessment instruments, counseling materials, and computer scoring software. Interns attend and participate in staff meetings, professional training opportunities, and district-level meetings with the entire professional staff. This allows for regular, structured opportunities for the interns to interact with each other and other staff members.

INTERN EVALUATION POLICY

Evaluations

The MNPS School Psychology Internship requires that interns demonstrate minimum levels of achievement across all training goals and competencies. Interns are formally evaluated by their Primary Supervisor twice annually and by the Rotation Supervisor upon completion of each rotation. Evaluations are conducted using standard rating forms (see Appendix of the Internship Manual). The evaluation forms include information about the interns' performance regarding all the MNPS School Psychologist Internship expected training competencies. Supervisors are expected to review these evaluations with the interns and provide an opportunity for discussion if the intern has questions or concerns about the feedback. The program will provide the intern's graduate training director with feedback concerning the intern's progress in the internship program upon request.

MNPS School Psychology internship will internally evaluate each intern using the **Primary Supervisor Evaluation Form** by December 1st and May 1st each year. The **Clinical Supervisor Evaluation Form** will be used to monitor progress during each rotation to support and develop interns as professionals.

A minimum level of achievement on each evaluation is defined as a rating of “3” for each competency. If an intern receives a score less than 3 on any individual competency, or if supervisors have reason to be concerned about the student’s performance or progress, support and guidance will be provided. Only when informal support has been unsuccessful for an extended time, or a serious violation occurs, will the program’s Due Process procedures be initiated. The Due Process guidelines are outlined below.

Additionally, all MNPS School Psychology interns are expected to complete the level of training outlined by their respective universities during the internship year. Meeting the requirement for total hours and obtaining sufficient ratings on all evaluations demonstrates that the intern has progressed satisfactorily through and completed the internship program. Primary supervisor(s) will complete feedback to university programs are requested.

If successful completion of the program comes into question at any point during the internship year, or if an intern enters the formal review step of the Due Process procedures due to a grievance by a supervisor or an inadequate rating on an evaluation, their university doctoral program will also be contacted within 30 days.

In addition to the evaluations described above, interns must complete a self-evaluation form at the beginning, mid-point, and end of the training year. Additionally, interns will complete an evaluation of their supervisor and a program evaluation at the mid-point and end of the internship year to provide feedback that will inform any changes or improvements in the training program. All evaluation forms can be found in the Appendix of this Training Manual.

Completion of the Internship

Upon successful completion of the internship, each intern will receive signed documentation to verify for university, program, and licensure purposes.

Certificate of Completion. Upon successful completion of the internship, the Internship Training Director will provide interns with a Certificate of Completion on behalf of the MNPS School Psychology Internship. It will provide information pertinent to the Doctoral level or Specialist level.

Also, internships are regarded as being complete based on the number of hours required and the end date of the contract. Early completion and leaving the site before the contractual date is not acceptable. Unless otherwise specified, each intern’s term will follow the days of a full-time school psychologist. The MNPS school calendar can be found at https://www.mnps.org/district_calendar

DUE PROCESS AND GRIEVANCE PROCEDURES

Due Process Procedures

Due Process Procedures are implemented in situations in which a supervisor or other faculty or staff member raises a concern about the functioning of a doctoral intern. MNPS School Psychologist Internship Due Process procedures occur in a stepwise fashion, involving greater levels of intervention as a problem increases in persistence, complexity, or level of disruption to the training program.

Rights and Responsibilities

These procedures protect the rights of both the intern and the doctoral internship training program and carry responsibilities for both.

Interns: The intern has the right to be afforded every reasonable opportunity to remediate problems. These procedures are not punitive; rather, they are meant as a structured opportunity for the intern to receive support and assistance to remediate concerns. The intern has the right to be treated in a manner that is respectful, professional, and ethical. The intern has the right to participate in the Due Process procedures by having their viewpoint heard at each step. The intern has the right to appeal decisions with which they disagree within the limits of this policy. The intern's responsibilities include engaging with the training program and the institution in a respectful, professional, and ethical manner, making every reasonable attempt to remediate behavioral and competency concerns, and striving to meet the aims and objectives of the program.

Internship Program: MNPS SPI has the right to implement these Due Process procedures when they are called for, as described below. The program and its faculty/staff have the right to be treated in a manner that is respectful, professional, and ethical. The program has a right to make decisions related to remediation for an intern, including probation, suspension, and termination, within the limits of this policy. The responsibilities of the program include engaging with the intern in a respectful, professional, and ethical manner, making every reasonable attempt to support interns in remediating behavioral and competency concerns, and supporting interns to the extent possible in successfully completing the training program.

Definition of a Problem

For purposes of this document, a problem is defined broadly as interference in professional functioning, which is reflected in one or more of the following ways:

- An inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior.
- An inability to develop professional skills to reach an acceptable level of competency; and/or
- An inability to control personal stress, psychological dysfunctions, and/or excessive emotional reactions interfere with professional functioning.
- An inability to reconcile interpersonal differences in a professional manner with a supervisor which results in a change of supervisor.

It is a professional judgment when an issue becomes a problem requiring remediation. Issues typically become identified as problems that require remediation when they include one or more of the following characteristics:

- The intern does not acknowledge, understand, or address the problem when it is identified;

- The problem is not merely a reflection of a skill deficit that can be rectified by the scheduled sequence of clinical or didactic training;
- The quality of services delivered by the intern is sufficiently negatively affected;
- The problem is not restricted to one area of professional functioning;
- A disproportionate amount of attention by training personnel is required;
- The trainee's behavior does not change as a function of feedback and/or time;
- The problematic behavior has the potential for ethical or legal ramifications if not addressed;
- The intern's behavior negatively impacts the public view of the agency;
- The problematic behavior negatively impacts other trainees;
- The problematic behavior potentially causes harm to a patient; and/or,
- The problematic behavior violates appropriate interpersonal communication with agency staff.

Informal Review

When a supervisor or other faculty/staff member believes that an intern's behavior is becoming problematic or that an intern is having difficulty consistently demonstrating an expected level of competence, the first step in addressing the issue should be to raise the issue with the intern directly and as soon as feasible to resolve the problem informally. This may include increased supervision, didactic training, and/or structured readings. The supervisor or faculty/staff member who raises the concern should monitor the response to the issue identified and the outcome. If the response is adequately and quickly resolved no further action is required.

If the identified issue is not resolved within a reasonable amount of time, an Internship Coordinator will be contacted for further support. The identified issue will be clarified with the Internship Coordinator(s) with plans to support both the intern and supervisor. This will be monitored for progress. Based on the response of the supervisor and intern it will be determined if the support provided is adequate to address the underlying issue. If it is not resolved after both the Primary supervisor and Internship Supervisor(s) informal attempts a formal review will begin.

Formal Review

If an intern's problem behavior persists following an attempt to resolve the issue informally, the following process is initiated:

- Notice**: The intern will be notified in writing that the issue has been raised to a formal level of review and that a Hearing will be held.
- Hearing**: The supervisor or faculty/staff member will hold a Hearing with the Training Director (TD) and intern within ten working days of issuing a Notice of Formal Review to discuss the problem and determine what action needs to be taken to address the issue. If the TD is the supervisor who is raising the issue, an additional faculty member who works directly with the intern will be included at the Hearing. The intern will have the opportunity to present his/her perspective at the Hearing and/or to provide a written statement related to his/her response to the problem.
- Outcome and Next Steps**: The result of the Hearing will be any of the following options, to be determined by the Training Director and other faculty/staff member who was present at the Hearing. This outcome will be communicated to the intern in writing within 5 working days of the Hearing:

1. Issue an "Acknowledgement Notice" that formally acknowledges.
 - a. that the faculty is aware of and concerned with the problem;
 - b. that the problem has been brought to the attention of the intern;
 - c. that the faculty will work with the intern to specify the steps necessary to rectify the problem or skill deficits addressed by the inadequate evaluation rating; and,
 - d. that the problem is not significant enough to warrant further remedial action at this time.

2. Place the intern on a "Remediation Plan" which defines a relationship such that the faculty, through the supervisors and TD, actively and systematically monitor, for a specific length of time, the degree to which the intern addresses, changes and/or otherwise improve the problematic behavior or skill deficit. Implementing a Remediation Plan will represent a probationary status for the intern. The length of the probation period will depend upon the nature of the problem and will be determined by the intern's supervisor and the TD. A written Remediation Plan will be shared with the intern and the intern's home doctoral program and will include:
 - a. the actual behaviors or skills associated with the problem;
 - b. the specific actions to be taken for rectifying the problem;
 - c. the time frame during which the problem is expected to be ameliorated; and,
 - d. the procedures designed to ascertain whether the problem has been appropriately remediated.

At the end of this remediation period, as specified in '2c' above, the TD will provide a written statement indicating whether or not the problem has been remediated. This statement will become part of the intern's permanent file and will be shared with the intern's home doctoral program. If the problem has not been remediated, the Training Director may choose to move to Step D below or may choose to extend the Remediation Plan. The extended Remediation Plan will include all of the information mentioned above, and the extended time frame will be specified clearly.

3. Place the intern on suspension, which would include removing the intern from all clinical service provisions for a specified period of time, during which the program may support the intern in obtaining additional didactic training, close mentorship, or engaging in some other method of remediation. The length of the suspension period will depend upon the nature of the problem and will be determined by the intern's supervisor and the TD. A written Suspension Plan will be shared with the intern and the intern's home doctoral program and will include:
 - a. the actual behaviors or skills associated with the problem;
 - b. the specific actions to be taken for rectifying the problem;
 - c. the time frame during which the problem is expected to be ameliorated; and,
 - d. the procedures designed to ascertain whether the problem has been appropriately remediated.

At the end of this suspension period, as specified in 'c' above, the TD will provide to the intern and the intern's home doctoral program a written statement indicating whether the problem has been remediated to a level that indicates that the suspension of clinical activities can be lifted. The statement may include a recommendation to place the intern on probationary status with a Remediation Plan. In this case, the process in #2 above would be followed. This statement will become part of the intern's permanent file.

- D) If the problem is not rectified through the above processes, or if the problem represents gross misconduct or ethical violations that have the potential to cause harm, the intern's placement within the internship program may be terminated. The decision to terminate an intern's position would be made by the Director of Exceptional Education and a representative of Human Resources and would represent the discontinuation of participation by the intern within every aspect of the training program. The Director of Exceptional Education would make this determination during a meeting convened within ten working days of the previous step completed in this process. The TD may decide to suspend an intern's clinical activities during this period before a final decision is made if warranted. The internship program will notify others (e.g., APPIC and/or the intern's home doctoral/specialist program) of the decision. All time limits mentioned above may be extended by mutual consent within a reasonable limit.

Appeal Process

If the intern wishes to challenge a decision made at any step in the Due Process procedures, the intern may request an Appeals Hearing before the Training Committee. This request must be made in writing to the TD and a Lead School Psychologist within five working days of notification regarding the decision with which the intern is dissatisfied. Lead School Psychologists oversee the TD. If requested, the Appeals Hearing will be conducted by a review panel convened by a Lead School Psychologist consisting of him/herself (or another supervisor, as is appropriate) and at least two other members of the training faculty or additional Lead School Psychologists who have worked directly with the intern. The intern may request a specific training faculty member to serve on the review panel. The Appeals Hearing will be held within 10 working days of the intern's request. The review panel will review all written materials and have an opportunity to interview the parties involved or any other individuals with relevant information. The review panel may uphold the decisions made previously or may modify them. Decisions made by the review panel will be shared with the intern and the intern's home doctoral program. If the intern is dissatisfied with the review panel's decision, he/she may appeal the decision, in writing, to the Director of Exceptional Education. Each of these levels of appeal must be submitted in writing within five working days of the decision being appealed. The Director of Exceptional Education of MNPS over the Psychology Division has final discretion regarding the outcome. Decisions made during these appeal processes will be shared with the intern and the intern's home doctoral program.

Grievance Procedures

Grievance Procedures are implemented in situations in which a psychology intern raises a concern about a supervisor or other faculty member, trainee, or any aspect of the internship training program. Interns who pursue grievances in good faith will not experience any adverse professional consequences. This guidance applies in situations in which an intern raises a grievance about a supervisor, staff member, trainee, or the internship program.

Informal Review

First, the intern should raise the issue as soon as feasible with the involved supervisor, staff member, another trainee, or the TD to resolve the problem informally.

Formal Review

If the matter cannot be satisfactorily resolved using informal means, the intern may submit a formal grievance in writing to the TD. If the TD is the object of the grievance, the grievance should be submitted to the Director of Exceptional Education. The individual being grieved will be asked to submit a response in writing. The TD (or Director of Exceptional Education, if appropriate) will meet with the intern and the individual being grieved within 10 working days. In some cases, the TD or Director of Exceptional Education may wish to meet with the intern and the individual being grieved separately first. In cases where the intern is submitting a grievance related to some aspect of the training program rather than an individual (e.g., issues with policies, curriculum, etc.) the TD and Director of Exceptional Education will meet with the intern jointly.

The goal of the joint meeting is to develop a plan of action to resolve the matter. The plan of action will include a) the behavior/issue associated with the grievance, b) the specific steps to rectify the problem, and c) procedures designed to ascertain whether the problem has been appropriately rectified. The TD or Director of Exceptional Education will document the process and outcome of the meeting. The intern and the individual being grieved, if applicable, will be asked to report back to the TD or other Director of Exceptional Education in writing within 10 working days regarding whether the issue has been adequately resolved. If the action plan fails, the TD or Director of Exceptional Education will convene a review panel consisting of him/herself and at least two other training faculty members within 10 working days. The intern may request a specific training faculty member to serve on the review panel. The review panel will review all written materials and have an opportunity to interview the parties involved or any other individuals with relevant information. The review panel has final discretion regarding the outcome. If the review panel determines that a grievance against a staff member cannot be resolved internally or is not appropriate to be resolved internally, then the issue will be turned over to Human Resources in order to initiate the agency's due process procedures.

ACKNOWLEDGMENTS

History of MNPS Internship

The current format of the internship follows a previous membership with APPIC. The school psychology internship was initially developed by Dr. Patricia Mitchell, a Licensed Psychologist and school psychologist with Metro Nashville Public Schools. The district employed Dr. Mitchell from 1984 to 2014. The APPIC membership ended in 2004 when MNPS ceased funding the internship. The School Psychologist of the Year award at MNPS is named for Dr. Mitchell.

The current internship program was redeveloped in 2015-2016 by Dr. Ron Roberts and Dr. Beverly Whalen-Schmeller, both school psychologists with MNPS and Licensed Psychologists. They both completed their postdoctoral supervision under Dr. Mitchell. Dr. Whalen-Schmeller graduated from the APA- accredited Internship with Cherokee Health Systems, formerly a part of the Tennessee Internship Consortium affiliated with the University of Tennessee at Knoxville. At the University of Tennessee at Knoxville, Dr. Roberts completed an APA-accredited graduate program and APPIC Internship with the Tennessee Internship Consortium affiliated with UTK.

MNPS INTERNSHIP COMMITTEE 2022-2023

All are trained as school psychologists and work within MNPS.

Tieawasa “Tie” Hodack, Ed. S, **Director of Exceptional Education**
Ron Roberts, Ph.D., Licensed Psychologist, **Training Director**
Jennifer Polk, Ed.S., NCSP, **Operations Director**

Jennifer LeQuire, Ed.S., Director of School-Based Practicum and Chair of ADOS Team
Tori Baker, Ed.S. Chair of Crisis Team

Aimee Dukes, Ph.D., Licensed Psychologist – Intern Supervisor
Madelyn Albright, Ed.S. – Intern Supervisor
Cassie Little, Ed.S. – Intern Supervisor
Jeanie M, Ed.S. – Intern Supervisor

Jared Yaw, Ph.D., Licensed Psychologist
Martha Knowles, Ph.D.

MNPS School Psychology Interns

2015-2016 Reinstatement of Internship

2016-2017 Interns

- Kia Boyd, Doctoral-Level, *University of Alabama, Tuscaloosa, AL*
- Elisabeth Quintrell, Doctoral-Level, *University of Georgia, Athens, GA*
 - *Currently Licensed Psychologist in TN*
- Polly Palmer, Specialist-Level, *Middle Tennessee State University, Murfreesboro, TN*

2017-2018 Interns

- Erin Dees, Specialist-Level, *Middle Tennessee State University, Murfreesboro, TN*
- Lauren Scott, Specialist-Level, *University of Georgia, Athens, GA*

2018-2019 Interns

- Winifred Bedford, Doctoral-Level, *Tennessee State University, Nashville TN*
- Emily Dodge, Specialist-Level, *Middle Tennessee State University, Murfreesboro, TN*
- Cassie Little, Specialist-Level, *University of Tennessee at Chattanooga, Chattanooga, TN*

2019-2020 Interns

- Grant Hacherl, Specialist-Level, *Western Kentucky University, Bowling Green, KY*
- Colleen Robinson, Specialist-Level, *Western Kentucky University, Bowling Green, KY*
- Cat York, Specialist-Level, *Middle Tennessee State University, Murfreesboro, TN*

2020-2021 Interns

- Madison Finley, Specialist-Level, *University of Missouri at Saint Louis, Saint Louis, MO*
- Kiya Lewis, Specialist-Level, *Middle Tennessee State University, Murfreesboro, TN*
- Morgan Reavis, Specialist-Level, *Middle Tennessee State University, Murfreesboro, TN*
- Cordelia Witty, Specialist-Level, *Western Kentucky University, Bowling Green, KY*

2021-2022 Interns

- Madonna Ghaly, Specialist-Level, *Roberts Wesleyan College, Rochester, NY*
- Naomi Mayor, Specialist-Level, *Lewis & Clark Graduate School of Education and Counseling, Portland, OR*
- Komal Patel, Specialist-Level, *Chicago School of Professional Psychology, Chicago, IL*
- Alix Pinlac, Specialist-Level, *University of Tennessee at Chattanooga, Chattanooga, TN*

2022-2023 Interns

- Emily Toole, Doctoral-Level, *University of North Carolina at Chapel Hill, School of Education, NC*
- Nujan Amedi, Specialist-Level, *Middle Tennessee State University, Murfreesboro, TN*
- Melissa Cornell, Specialist-Level, *Murray State University, KY*
- Olivia King, Specialist-Level, *Middle Tennessee State University, Murfreesboro, TN*

2022-2023 Interns (Current)

- Paulene Castro, Specialist-Level, *Rider University, Lawrence Township, NJ*
- Esmari Crafford, Specialist-Level, *Middle Tennessee State University, Murfreesboro, TN*
- Chynna Mallory, Specialist-Level, *Middle Tennessee State University, Murfreesboro, TN*
- Leslie Qualls, Specialist-Level, *Middle Tennessee State University, Murfreesboro, TN*

Appendix A – Intern Program Evaluation Form

MNPS School Psychology Intern Evaluation of Clinical Supervisors

The MNPS School Psychology Internship Training Director receives feedback on the intern’s supervision by asking interns to complete this form. The evaluation should be completed once for each supervisor at the end of the supervision period. The purposes are twofold: (1) to provide the Training Director with feedback for improving supervision and (2) to encourage students to evaluate their own experience regarding supervision.

Intern:

Clinical Supervisor(s)

Location / Site

Supervision time period: From (date) to (date)

DIRECTIONS: School Psychology intern students evaluate their on-site supervision. Circle the number that best represents how you feel about the supervision you received. **Please rate 1 (Inadequate) to 5 (Exceptional).** After the form is completed, MNPS School Psychology Internship Training Director reviews the intern’s comments and ratings.

1. Gives time and energy to directly observe my activities.	1	2	3	4	5
2. Accepts and respect me as a person.	1	2	3	4	5
3. Recognizes and encourages further development of my strengths and capabilities.	1	2	3	4	5
4. Gives me useful feedback when I do something well.	1	2	3	4	5
5. Provides me the freedom to develop flexible and effective counseling styles.	1	2	3	4	5
6. Encourages and listens to my ideas and suggestions for developing my counseling and assessment skills.	1	2	3	4	5
7. Provides suggestions for developing my counseling and assessment skills.	1	2	3	4	5
8. Helps me understand the implications and dynamics of the counseling approaches I use.	1	2	3	4	5
9. Encourages me to use new and different techniques when appropriate.	1	2	3	4	5
10. Is spontaneous and flexible in the supervisory sessions	1	2	3	4	5
11. Helps me define and achieve specific concrete goals for myself during the practicum/intern experience.	1	2	3	4	5
12. Gives me useful feedback when I do something wrong.	1	2	3	4	5
13. Allows me to discuss problems I encounter in my practicum/intern setting.	1	2	3	4	5
14. Pays attention to both me and my clients.	1	2	3	4	5
15. Focuses on both my verbal and nonverbal behavior.	1	2	3	4	5
16. Helps me define and maintain ethical behavior in counseling, assessment & case management.	1	2	3	4	5
17. Encourages me to engage in professional behavior.	1	2	3	4	5
18. Maintains confidentiality to material discussed in supervisory sessions.	1	2	3	4	5
19. Deals with both content and affect when supervising.	1	2	3	4	5
20. Focuses on the implications, consequences, and contingencies of specific behaviors in counseling and supervision.	1	2	3	4	5
21. Helps me organize relevant case data in planning goals and strategies with my clients.	1	2	3	4	5
22. Helps me formulate a theoretically sound rationale of human behavior.	1	2	3	4	5
23. Offers resource information when I request or need it.	1	2	3	4	5
24. Helps me develop increased skill in critiquing and gaining insight from my counseling and assessment via direct observation or reviewing logs and case notes.	1	2	3	4	5
25. Allows and encourages me to evaluate myself.	1	2	3	4	5
26. Explains his/her criteria for evaluation clearly in behavioral terms.	1	2	3	4	5
27. Applies his/her criteria fairly in evaluating my performance.	1	2	3	4	5

Note: These above items were originally printed in Chapter 10 in the Practicum Manual for Counseling and Psychotherapy by K. Dimick and F. Krause, Muncie, IN: Accelerated Development, 1980.

Appendix B – Primary Supervisor Evaluation Form

The actual form will be electronic and include an area for comments in each competency area.

Psychology Intern Competency Assessment Form

Intern _____ Primary Supervisor _____ Semester: Fall / Spring

Date _____ Training Experience _____

Assessment Method(s) for Competencies

_____ Direct Observation

_____ Review of Written Work

_____ Videotape

_____ Review of Raw Test Data

_____ Audiotape

_____ Discussion of Clinical Interaction

_____ Case Presentation

_____ Comments from Other Staff

Competency Rating Descriptions	
NA	Not applicable for this training experience/Not assessed during the training experience
5	Advanced/Skills are comparable to autonomous practice at the licensure level. Rating expected at the completion of postdoctoral training. Competency attained at full psychology staff privilege level, however as an unlicensed intern, supervision is required while in training status.
4	High Intermediate/Occasional supervision is needed. A frequent rating at completion of the internship. Competency attained in all but non-routine cases; supervisor provides overall management of intern's activities; depth of supervision varies as clinical needs warrant.
3	Intermediate/Should remain a focus of supervision. Common rating throughout internship and practica. Routine supervision of each activity.
2	Entry level/Continued intensive supervision is needed. Most common rating for practica. Routine, but intensive, supervision is needed.
1	Needs remedial work. Requires remedial work if the intern is in internship or post-doc.

The use of "client" in the goal attainment scales is inclusive of students, parents, guardians, caregivers, teachers, administrators, professionals (SLP, OT, PT, etc.), advocates, and colleagues.

Goal: Competence in Professional Conduct, Ethics, and Legal Matters

Objective: Professional Interpersonal Behavior	
Professional and appropriate interactions with treatment teams, peers, and supervisors; seeks peer support as needed.	
NA	Not applicable for this training experience/Not assessed during the training experience
5	Smooth working relationships, handle differences openly, tactfully, and effectively.
4	Actively participates in team meetings. Appropriately seeks input from supervisors to cope with rare interpersonal concerns
3	Progressing well on providing input in a team setting. Effectively seeks assistance to cope with interpersonal concerns with colleagues.
2	The ability to participate in team models is limited and relates well to peers and supervisors.
1	May be withdrawn, overly confrontational, insensitive, or may have had hostile interactions with colleagues.
Comments:	

Objective: Seeks Consultation/Supervision	
Seeks consultation or supervision as needed and uses it productively.	
NA	Not applicable for this training experience/Not assessed during the training experience
5	Actively seeks consultation when treating complex cases and working with unfamiliar symptoms.
4	Open to feedback shows awareness of strengths and weaknesses, uses supervision well when uncertain, occasionally over or under-estimates need for supervision
3	Generally, accepts supervision well, but occasionally defensive. Needs supervisory input for determination of readiness to try new skills.
2	Needs intensive supervision and guidance, difficulty assessing own strengths and limitations.
1	Frequently defensive, inflexible and resists important and necessary feedback.

Objective: Uses Positive Coping Strategies	
Demonstrates positive coping strategies with personal and professional stressors and challenges. Maintains professional functioning and quality client care.	
NA	Not applicable for this training experience/Not assessed during the training experience
5	Good awareness of personal and professional problems. Stressors have only mild impact on professional practice. Actively seeks supervision and/or personal therapy to resolve issues.
4	Good insight into impact of stressors on professional functioning, seeks supervisory input and/or personal therapy to minimize this impact.
3	Needs significant supervision time to minimize the effect of stressors on professional functioning. Accepts reassurance from supervisor well.
2	Personal problems can significantly disrupt professional functioning
1	Denies problems or otherwise does not allow them to be addressed effectively.

Objective: Professional Responsibility and Documentation	
Responsible for key client care tasks (e.g., phone calls, letters, case management), and completes tasks promptly. All client contacts, including scheduled and unscheduled appointments, and phone contacts are well documented. Records include crucial information.	
NA	Not applicable for this training experience/Not assessed during training experience
5	Maintains complete records of all client contacts and pertinent information. Notes are clear, concise, and timely. Takes initiative in ensuring that key tasks are accomplished. Records always include crucial information.
4	Maintains timely and appropriate records; may forget some minor details or brief contacts (e.g., phone calls from the client), but recognizes these oversights and retroactively documents appropriately. Records always include crucial information.
3	Uses supervisory feedback well to improve documentation. Needs regular feedback about what to document. Rarely, may leave out the necessary information, and occasionally may include excessive information. Most documentation is timely.
2	Needs considerable direction from supervisor. May leave out crucial information.
1	May seem unconcerned about documentation. May neglect to document client contacts. Documentation may be disorganized, unclear, or excessively late.

Objective: Efficiency and Time Management	
Efficient and effective time management. Keeps scheduled appointments and meetings on time. Keeps supervisors aware of whereabouts as needed. Minimizes unplanned leave, whenever possible.	
NA	Not applicable for this training experience/Not assessed during training experience
5	Efficient in accomplishing tasks without prompting, deadlines or reminders. Excellent time management skills regarding appointments, meetings, and leave.
4	Typically completes clinical work/client care within scheduled hours. Generally, on time. Accomplishes tasks in a timely manner but needs occasional deadlines or reminders.
3	Completes work effectively and promptly by using supervision time for guidance. Regularly needs deadlines or reminders.
2	Highly dependent on reminders or deadlines.
1	Frequently has difficulty with timeliness fashion. Or tardiness or unaccounted absences are a problem.

Objective: Knowledge of Ethics and Law	
Demonstrates good knowledge of ethical principles and state law. Consistently apply these appropriately, seeking consultation as needed.	
NA	Not applicable for this training experience/Not assessed during the training experience
5	Spontaneously and consistently identifies ethical and legal issues and addresses them proactively. Judgment is reliable about when consultation is needed
4	Consistently recognizes ethical and legal issues, and appropriately asks for supervisory input.
3	Generally, recognizes situations where ethical and legal issues might be pertinent, is responsive to supervisory input
2	Often unaware of important ethical and legal issues.
1	Disregards important supervisory input regarding ethics or law.

Objective: Administrative Competency	
Demonstrates a growing ability to accomplish administrative tasks. Prioritizes appropriately. Shows a growing autonomy in management of larger administrative, research or clinical projects.	
NA	Not applicable for this training experience/Not assessed during training experience
5	Independently assesses the larger task to be accomplished, breaks the task into smaller ones and develops a timetable. Prioritizes various tasks and deadlines efficiently and without need for supervisory input. Adjusts priorities as demands evolve.
4	Identifies components of the larger task and works independently on them. Needs some supervisory guidance to successfully accomplish large tasks within the timeframe allotted. Identifies priorities but needs input to structure some aspects of task.
3	Completes work effectively, using supervision time to identify priorities and develop plans to accomplish tasks. Receptive to supervisory input to develop own skills in administration.
2	The intern takes on responsibility, then has difficulty asking for guidance or accomplishing goals within the timeframe.
1	Deadline passes without task being done. Not receptive to supervisory input about own difficulties in this process.

Goal: Competence in Individual and Cultural Diversity

Objective: Client Rapport	
Consistently achieves a good rapport with clients.	
NA	Not applicable for this training experience/Not assessed during training experience
5	Establishes quality relationships with almost all clients, reliably identifies potentially challenging clients, and seeks supervision.
4	Generally comfortable and relaxed with clients, handles anxiety-provoking or awkward situations adequately so that they do not undermine therapeutic success.
3	Actively developing skills with new populations. Relates well when has prior experience with the population.
2	Has difficulty establishing rapport.
1	Alienates clients or shows little ability to recognize problems.

Objective: Sensitivity to Client Diversity	
Sensitive to the cultural and individual diversity of clients. Committed to providing culturally sensitive services.	
NA	Not applicable for this training experience/Not assessed during training experience
5	Discusses individual differences with clients when appropriate. Acknowledges and respects differences that exist between self and clients in terms of race, ethnicity, culture and other individual difference variables. Recognizes when more information is needed regarding client differences and seeks out information autonomously. Aware of own limits to expertise.
4	In supervision, recognizes and openly discusses limits to competence with diverse clients.
3	Has a significant lack of knowledge regarding some client groups but resolves such issues effectively through supervision. Open to feedback regarding limits of competence.
2	Is beginning to learn to recognize beliefs which limit effectiveness with client populations.
1	Has been unable or unwilling to surmount own belief system to deal effectively with diverse clients.

Objective: Awareness of Own Cultural and Ethnic Background	
Aware of own background and its impact on clients. Committed to continuing to explore own cultural identity issues and relationship to clinical work.	
NA	Not applicable for this training experience/Not assessed during the training experience
5	Accurately self-monitors own responses to differences and differentiates these from client responses. Aware of personal impact on clients different from self. Thoughtful about own cultural identity. Reliably seeks supervision when uncertain.
4	Aware of own cultural background. Uses supervision well to examine this in psychological work. Readily acknowledges own culturally based assumptions when these are identified in supervision.
3	Uses supervision well to recognize own cultural background and how this impacts psychological work. Comfortable with some differences that exist between self and clients and working well on others. May occasionally deny discomfort with clients to avoid discussing relevant personal and client identity issues.
2	Growing awareness of own cultural background and how this affects psychological work. Can make interpretations and conceptualizations from culturally based assumptions. Responds well to supervision.
1	Has little insight into own cultural beliefs even after supervision.

Goal: Competence in Theories and Methods of Psychological Diagnosis and Assessment

Objective: Diagnostic Skill	
Demonstrates a thorough working knowledge of Special Education Disabilities, psychiatric diagnostic nomenclature, and DSM-V classification. Utilizes historical, interview, and psychometric data to diagnose accurately. (<i>Specialist-level only must know Special Education Disabilities, while the Doctoral level need to know both Sp Ed Disabilities, psychiatric diagnostic nomenclature, and DSM-V</i>)	
NA	Not applicable for this training experience/Not assessed during training experience
5	Demonstrates a thorough knowledge of classification, including diagnoses and relevant diagnostic criteria to develop an accurate diagnostic formulation autonomously.
4	Has a good working knowledge of the diagnosis. Is thorough in consideration of relevant client data, and diagnostic accuracy is typically good. Uses supervision well in more complicated cases involving multiple or more unusual diagnoses.
3	Understands basic diagnostic nomenclature and can accurately diagnose many problems. May miss relevant client data when making a diagnosis. Requires supervisory input on most complex diagnostic decision-making.
1-2	Has significant deficits in understanding of the classification systems and/or ability to use criteria to develop a diagnostic conceptualization.

Total Number of Assessments Completed this Evaluation Period _____

Objective: Psychological Test Selection and Administration	
Promptly and proficiently administers commonly used tests in his/her area of practice. Appropriately chooses the tests to be administered. Demonstrates competence in administering intelligence, achievement, adaptive, behavioral and personality tests.	
NA	Not applicable for this training experience/Not assessed during training experience
A	Proficiently administers all tests. Completes all testing efficiently. Autonomously chooses appropriate tests to answer referral questions.
HI	Occasional input is needed regarding fine points of test administration. Occasionally needs reassurance that selected tests are appropriate.
I	Needs continued supervision on frequently administered tests. Needs occasional consultation regarding appropriate tests to administer.
E/R	Test administration is irregular and slow. Or often needs to recall client to further testing sessions due to poor choice of tests administered.

Objective: Psychological Test Interpretation	
Interprets the results of psychological tests used in his/her area of practice. Demonstrates competence in administering intelligence, achievement, adaptive, behavioral and personality tests.	
NA	Not applicable for this training experience/Not assessed during training experience
5	Skillfully and efficiently interprets tests autonomously. Makes accurate independent diagnostic formulations on a variety of syndromes. Accurately interprets and integrates results prior to supervision session
4	Demonstrates knowledge of scoring methods, reaches appropriate conclusions with some support from supervision.
3	Completes assessments on typical clients with some supervisory input, occasionally uncertain how to handle difficult clients or unusual findings. Understands basic use of tests, may occasionally reach inaccurate conclusions or take computer interpretation packages too literally.
1-2	Significant deficits in understanding of psychological testing, over-reliance on computer interpretation packages for interpretation. Repeatedly omits significant issues from assessments, reaches inaccurate or insupportable conclusions.

Objective: Assessment Writing Skills	
Writes a well-organized psychological report. Answers the referral question clearly and provides the referral source with specific recommendations.	
NA	Not applicable for this training experience/Not assessed during training experience
5	The report is clear and thorough, follows a coherent outline, and is an effective summary of major relevant issues. Relevant test results are woven into the report as supportive evidence. Recommendations are related to referral questions.
4	Report covers essential points without serious error, may need polish in cohesiveness and organization. Readily completes assessments with minimal supervisory input, makes useful and relevant recommendations.
3	Uses supervision effectively for assistance in determining important points to highlight.
1-2	Inaccurate conclusions or grammar interfere with communication. Or reports are poorly organized and require major rewrites.

Objective: Feedback Regarding Assessment	
Plans and carries out a feedback interview. Explains the test results in terms the client and/or caregiver can understand, provides suitable recommendations and responds to issues raised by client or caregiver.	
NA	Not applicable for this training experience/Not assessed during training experience
5	Plans and implements the feedback session appropriately. Foresees areas of difficulty in the session and responds empathically to client or caregiver concerns. Adjusts personal style and complexity of language and feedback details to accommodate client or caregiver needs.
4	With input from supervisor, develops and implements a plan for the feedback session. May need some assistance to identify issues which may become problematic in the feedback session. May need intervention from supervisor to accommodate specific needs of client or family.
3	Develops plan for feedback session with the supervisor. Presents basic assessment results and supervisor addresses more complex issues. Continues to benefit from feedback on strengths and areas for improvement.
2	Supervisor frequently needs to assume leadership in feedback sessions to ensure correct feedback is given or to address emotional issues of client or caregiver.
1	Does not modify interpersonal style in response to feedback

Goal: Competence in Theories and Methods of Effective Psychotherapeutic Intervention

Objective: Client Risk Management and Confidentiality	
Effectively evaluates, manages and documents client risk by assessing immediate concerns such as suicidality, homicidality, and any other safety issues. Collaborates with clients in crisis to make appropriate short-term safety plans, and intensify treatment as needed. Discusses all applicable confidentiality issues openly with clients.	
NA	Not applicable for this training experience/Not assessed during training experience
A	Assesses and documents all risk situations fully prior to leaving the worksite for the day. Appropriate actions taken to manage client risk situations are initiated immediately, then consultation and confirmation of supervisor is sought. Establishes appropriate short-term crisis plans with clients.
HI	Aware of how to cope with safety issues, continues to need occasional reassurance in supervision. Asks for input regarding documentation of risk as needed. Sometimes can initiate appropriate actions to manage client risk, sometimes needs input of supervisor first. May occasionally forget to discuss confidentiality issues promptly.
I	Recognizes potentially problematic cases but needs guidance regarding evaluation of client risk. Supervision is needed to cope with safety issues; afterwards interns handles them well. Can be trusted to seek consultation immediately if needed, while the client is still on site. Needs to refine crisis plans in collaboration with supervisor. Needs input regarding documentation of risk. Occasionally needs prompting to discuss confidentiality issues with client.
E	Delays or forgets to ask about important safety issues. Does not document risk appropriately. But does not let client leave site without seeking "spot" supervision for the crisis. Does not remember to address confidentiality issues, needs frequent prompting. Fear may overwhelm abilities in client crises.
R	Makes inadequate assessment or plan, then lets client leave site before consulting supervisor.

Objective: Case Conceptualization and Treatment Goals	
Formulates a useful case conceptualization that draws on theoretical and research knowledge. Collaborates with client to form appropriate treatment goals.	
NA	Not applicable for this training experience/Not assessed during training experience
5	Independently produces good case conceptualizations within own preferred theoretical orientation, can also draw some insights into case from other orientations. Consistently sets realistic goals with clients.
4	Reaches case conceptualization on own, recognizes improvements when pointed out by supervisor. Readily identifies emotional issues but sometimes needs supervision for clarification. Sets appropriate goals with occasional prompting from supervisor, distinguishes realistic and unrealistic goals.
3	Reaches case conceptualization with supervisory assistance. Aware of emotional issues when they are clearly stated by the client, needs supervision for development of awareness of underlying issues. Requires ongoing supervision to set therapeutic goals aside from those presented by client.
1-2	Responses to clients indicate significant inadequacies in theoretical understanding and case formulation. Misses or misperceives important emotional issues. Unable to set appropriate treatment goals with client.

Objective: Therapeutic Interventions	
Interventions are well-timed, effective and consistent with empirically supported treatments.	
NA	Not applicable for this training experience/Not assessed during training experience
5	Interventions and interpretations facilitate client acceptance and change. Demonstrates motivation to increase knowledge and expand range of interventions through reading and consultation as needed.
4	Most interventions and interpretations facilitate client acceptance and change. Supervisory assistance needed for timing and delivery of more difficult interventions.
3	Many interventions and interpretations are delivered and timed well. Needs supervision to plan interventions and clarify interpretations.
1-2	Most interventions and interpretations are rejected by client. Has frequent difficulty targeting interventions to clients' level of understanding and motivation.

Objective: Effective Use of Emotional Reactions in Therapy (Countertransference)	
Understands and uses own emotional reactions to the client productively in the treatment.	
NA	Not applicable for this training experience/Not assessed during training experience
A	During session, uses countertransference to formulate hypotheses about client's current and historical social interactions, presents appropriate interpretations and interventions. Able to identify own issues that impact the therapeutic process and has ideas for coping with them. Seeks consultation as needed for complex cases.
HI	Uses countertransference to formulate hypotheses about the client during supervision sessions. Can identify own issues that impact therapeutic process. Interventions are generally presented in the following session.
I	Understands basic concepts of countertransference. Can identify own emotional reactions to client as countertransference. Supervisory input is frequently needed to process the information gained.
E	When feeling anger, frustration, or other intense emotional response to the client, blames client at times. Welcomes supervisory input and can reframe own emotional response to the session.
R	Unable to see countertransference issues, even with supervisory input.

Objective: Group Therapy Skills and Preparation	
Intervenes in group skillfully, attends to member participation, completion of therapeutic assignments, group communication, safety and confidentiality. If the group is psychoeducational, readies materials for group, and understands each session's goals and tasks.	
NA	Not applicable for this training experience/Not assessed during training experience
5	Elicits participation and cooperation from all members, confronts group problems appropriately and independently, and independently prepares for each session with little or no prompting. Can manage group alone in absence of co-therapist/supervisor with follow-up supervision later.
4	Seeks input on group process issues as needed, then works to apply new knowledge and skills. Needs occasional feedback concerning strengths and weaknesses. Generally prepared for group sessions.
3	Welcomes ongoing supervision to identify key issues and initiate group interaction. Actively working on identifying own strengths and weaknesses as a group leader. Identifies problematic issues in group process but requires assistance to handle them. May require assistance organizing group materials.
2	Has significant inadequacies in understanding and implementation of group process. Unable to maintain control in group sufficient to cover content areas. Preparation is sometimes disorganized.
1	Defensive or lacks insight when discussing strengths and weaknesses. Frequently unprepared for content or with materials.

Goal: Competence in Scholarly Inquiry and Application of Current Scientific Knowledge to Practice

Objective: Seeks Current Scientific Knowledge	
Displays necessary self-direction in gathering clinical and research information practice independently and competently. Seeks out current scientific knowledge as needed to enhance knowledge about clinical practice and other relevant areas.	
NA	Not applicable for this training experience/Not assessed during training experience
5	Fully dedicated to expanding knowledge and skills, independently seeks out information to enhance clinical practice utilizing available databases, professional literature, seminars and training sessions, and other resources.
4	Shows initiative, eager to learn, beginning to take steps to enhance own learning. Identifies areas of needed knowledge with specific clients. Asks for and responsive to supervisor's suggestions of additional informational resources and pursues those suggestions.
2-3	Open to learning but waits for supervisor to provide guidance. When provided with appropriate resources, willingly use the information provided and uses supervisor's knowledge to enhance own understanding.
1	Unwilling to acquire or incorporate new information into practice. Resists suggestions to expand clinical perspective. Procrastinates on readings assigned by supervisor.

Objective: Develops and Implements Research Plan	
Develops and implements plan for research or other professional writing or presentation.	
NA	Not applicable for this training experience/Not assessed during training experience
5	Develops research plan alone or in conjunction with a colleague. Is a full and equal participant in the project.
4	Provides substantive input into the plan. Demonstrates ability to execute at least one aspect of the project independently.
2-3	Provides helpful suggestions regarding design and implementation of a colleague's plan. Provides significant assistance in the accomplishment of the project.
1	Does not follow-through with responsibilities in development or implementation of plan.

Goal: Competence in Professional Consultation

Objective: Consultation Assessment	
Performs an assessment of the client referred for consultation, incorporating mental status exam, structured interview techniques, or psychological assessment, as needed, to answer the referral question.	
NA	Not applicable for this training experience/Not assessed during training experience
5	Chooses appropriate means of assessment to respond effectively to the referral question; reports and progress notes are well-organized and provide useful and relevant recommendations with minimal supervisory input.
4	Occasional input is needed regarding appropriate measures of assessment and effective write-up of report or progress notes to best answer the referral question
2-3	Needs continued supervision regarding appropriate assessment techniques to complete consultations as well as input regarding the integration of findings and recommendations.
1	Consultation reports and progress notes are poorly written and/or organized. Fails to incorporate relevant information and/or use appropriate measures of assessment necessary to answer the referral question.

Objective: Consultative Guidance	
Gives the appropriate level of guidance when providing consultation to other health care professionals, considering their level of knowledge about psychological theories, methods, and principles.	
NA	Not applicable for this training experience/Not assessed during the training experience
5	Relates well to those seeking input, can provide appropriate feedback.
4	Requires occasional input regarding the manner of delivery or type of feedback given.
2-3	Needs continued guidance. May need continued input regarding appropriate feedback and knowledge level of other professionals.
1	Unable to establish rapport.

Goal: Competence in Supervision

Objective: Supervisory Skills	
Demonstrates good knowledge of supervision techniques and employs these skills in a consistent and effective manner, seeking consultation as needed. Builds good rapport with supervisee.	
NA	Not applicable for this training experience/Not assessed during training experience
5	Spontaneously and consistently applies supervision skills. Supervisee verbalizes appreciation of intern's input.
4	Consistently recognizes relevant issues and needs occasional guidance and supervisory input. Well thought of by the supervisee. Supervisee recognizes at least one significant strength of intern as a supervisor as documented on the evaluation form.
2-3	Generally, recognizes relevant issues, and needs guidance regarding supervision skills. Supervisee finds input helpful. The intern is rated by supervisee at the satisfactory or higher level in all areas.
1	Unable to provide helpful supervision.

Supervisor Comments

Summary of Strengths

Areas of Additional Development or Remediation, including Recommendations

Conclusions

Remedial Work Instructions

In the rare situation when it is recognized that an intern needs remedial work, a competency assessment form should be filled out immediately, prior to any deadline date for evaluation, and shared with the intern and the director of training. In order to allow the intern to gain competency and meet passing criteria for the rotation, these areas must be addressed proactively, and a remedial plan needs to be devised and implemented promptly.

The goal for practicum evaluations

All competency areas will be rated at a level of E or higher. No competency areas will be rated as R.

The goal for intern evaluations done prior to 10 months

All competency areas will be rated at a level of competence of I or higher. No competency areas will be rated as R or E.

The goal for intern evaluations done at 10 months

At least 80% of competency areas will be rated at the level of competence of HI or higher. No competency areas will be rated as R or E. Note: exceptions would be specialty area rotations that would take a more intensive course of study to achieve this level of competency and the major supervisor, training director and intern agree that a level of I is appropriate for that particular rotation, e.g., a neuropsychology rotation for a general track intern.

The goal for post-doctoral evaluations done prior to 12 months

All competency areas will be rated at a level of competence of HI or A. Only areas where the post-doc has no prior experience will be rated I. No competency areas will be rated as R or E.

The goal for post-doctoral evaluations done at 12 months

At least 80% of competency areas will be rated at the level of competence of A. No competency areas will be rated as I, R, or E. Note: exceptions would be specialty area rotations that would take a more intensive course of study to achieve this level of competency, and the major supervisor, training director, and intern agree that a level of HI is appropriate for that particular rotation, e.g., a neuropsychology rotation for a general track intern.

_____ The intern HAS successfully completed the above goal. We have reviewed this evaluation together.

_____ The intern HAS NOT successfully completed the above goal. We have made a joint written remedial plan as attached, with specific dates indicated for completion. Once completed, the rotation will be re-evaluated using another evaluation form, or on this form, clearly marked with different color ink. We have reviewed this evaluation together.

Supervisor _____

Date _____

Intern Comments Regarding Competency Evaluation (if any):

I have received a full explanation of this evaluation. I understand that my signature does not necessarily indicate my agreement.

Intern _____

Date _____

Appendix C – Clinical Supervisor Evaluation Form

MNPS School Psychology Competencies

Intern name:

Clinical / Rotation Supervisor

Time period rating covers: Begin date:

End date:

Please complete this rating form using a numeric value of 1-5. If needed decimals can be used if a whole number is not satisfactory. A rating of 1 "Minimal" Competence" indicates they have not been able to demonstrate the skill. A rating of 2 "Adequate" Competence" indicates they have demonstrated the skill but inconsistently and need supervision to navigate the area noted. A 3 "Emerging "Professional" Competence" would suggest they have shown a level of ability to function with limited supervision. A 4 "Entry Level "Professional" Competence" suggested they are ready to be fully independent and do not need supervision beyond what a typical first year school psychologist requires. A rating of 5 "Professional" Competence indicates they have shown exemplary skill in the area and have the capacity to be independent.

The objective of the rating is feedback to monitor growth and a means to better target goals and opportunities of the intern and supervisor. If you want to type notes on the document, please do so.

We will compare self-rating with the supervisor ratings and have a conversation regarding strengths and areas for growth. Please complete this form and send it back to Ron.Roberts@mnps.org on or before Dec 15 and again on or by May 15.

Integrity: Acts honestly following moral or ethical principles.

1. Understands ethical issues involved in the given situation	1	2	3	4	5
2. Can present the unvarnished truth appropriately and beneficially (e.g., direct, truthful)	1	2	3	4	5
3. Keeps confidences	1	2	3	4	5
4. Admits mistakes	1	2	3	4	5
5. Does not misrepresent her/himself for personal gain	1	2	3	4	5

Accountability: Accepts responsibility for one's actions regardless of outcomes.

1. Willingly assumes responsibility for her/his actions regardless of the outcome	1	2	3	4	5
2. Does not shirk personal responsibility	1	2	3	4	5
3. Can be depended upon when times are unpleasant or challenging	1	2	3	4	5
4. Is willing to be the only champion for an idea or position	1	2	3	4	5
5. Is comfortable working alone on a difficult assignment	1	2	3	4	5

Time Management: Plans and prioritizes work to increase efficiency, production, and minimize downtime.

1. Uses her/his time effectively and efficiently	1	2	3	4	5
2. Values the time of others	1	2	3	4	5
3. Can prioritize demands on her/his time.	1	2	3	4	5
4. Concentrates her/his efforts on the more important priorities	1	2	3	4	5
5. Gets more done in less time than others	1	2	3	4	5

Quality Focus: Strives to meet quality standards and produce quality work products.

1. Committed to standard systems for designing and measuring work processes	1	2	3	4	5
2. Seeks to reduce variances in organization processes	1	2	3	4	5
3. Delivers the highest-quality products and services which meet the needs and requirements of internal and external customers	1	2	3	4	5
4. Is committed to continuous improvement and open to suggestions	1	2	3	4	5
5. Influences technology to impact quality positively	1	2	3	4	5

Handling Stress: Manages pressure without getting upset, moody, or anxious.

1. Does not become defensive or irritated when times are tough	1	2	3	4	5
2. Can be counted on to hold things together during tough times	1	2	3	4	5
3. Is not knocked off balance by the unexpected	1	2	3	4	5
4. Does not show frustration when resisted or blocked	1	2	3	4	5
5. Is a settling influence in a crisis	1	2	3	4	5

Caring about People: Displays sensitivity towards the attitudes, feelings, or circumstances of others.

1. Genuinely cares about people	1	2	3	4	5
2. Is concerned about their work and non-work problems	1	2	3	4	5
3. Is available and ready to help	1	2	3	4	5
4. Is sensitive to the difficulty of others not as fortunate	1	2	3	4	5
5. Demonstrates real empathy with the joys and pains of others	1	2	3	4	5

Verbal Communication: Expresses ideas and opinions effectively in both spoken conversations of individuals, small and larger groups.

1. Can express thoughts and ideas clearly and succinctly in various communication settings and styles (e.g., formal/informal, technical/overview, adults/students).	1	2	3	4	5
2. Able to explain complex concepts in a courteous manner	1	2	3	4	5
3. Clarifies information as needed.	1	2	3	4	5
4. Can make clear and convincing oral presentations that have the desired effect	1	2	3	4	5
5. Listens effectively	1	2	3	4	5

Written Communication: Expresses ideas and opinions effectively in writing.

1. Writes clearly and succinctly in a variety of communication settings and styles	1	2	3	4	5
2. Can get messages across that to have the desired effect	1	2	3	4	5
3. Uses the appropriate writing style that suits the message and the audience	1	2	3	4	5
4. Invest the proper amount of time crafting communications (email, reports, notes to stakeholders)	1	2	3	4	5
5. Able to explain complex concepts in a transparent and unambiguous manner	1	2	3	4	5

Teamwork: Collaborates with others to achieve goals.

1. Blends people into teams when needed	1	2	3	4	5
2. Creates strong morale and feeling of belonging in his/her team	1	2	3	4	5
3. Fosters open dialogue	1	2	3	4	5
4. Allows people to finish and be responsible for their work (e.g., manages boundaries	1	2	3	4	5
5. Defines wins and successes in terms of the whole team	1	2	3	4	5

Leveraging People Skills: Gets along well with others, is tactful, and behaves appropriately in social situations.

1. Relates well to all kinds of people – up, down, and sideways, inside and outside the organization	1	2	3	4	5
2. Builds appropriate rapport	1	2	3	4	5
3. Builds constructive and effective relationships	1	2	3	4	5
4. Uses diplomacy and tact	1	2	3	4	5
5. Can defuse even high-tension situations comfortably	1	2	3	4	5

Managing Conflict: Conflict Management] Resolves hostilities and disagreements between others.

1. Steps up to conflicts, seeing them as opportunities	1	2	3	4	5
2. Reads situations quickly	1	2	3	4	5
3. Good at focused listening	1	2	3	4	5
4. Can hammer out tough agreements and settle disputes equitably	1	2	3	4	5
5. Can find common ground and get cooperation with minimum noise	1	2	3	4	5

Processing Information: Intellectual Horsepower] Gathers, organizes, and analyzes diverse sources of information that will be required to make a decision.

1. Adeptly handles ideas, concepts, and complexity comfortably (3)	1	2	3	4	5
2. Readily grasps and assimilates complex ideas and appropriately (3)	1	2	3	4	5
3. Has command of language skills and quickly communicates information and concepts (simple and complex) to others	1	2	3	4	5
4. Sees patterns, connections, and relationships that structure complexity	1	2	3	4	5
5. Blends analysis, knowledge, and insight to effectively assess and employ information to enhance personal and organizational performance	1	2	3	4	5

Decision Making: Decision Quality] Uses sound judgment to make timely and effective decisions.

1. Makes the right decisions promptly based upon a mixture of analysis, wisdom, experience, and judgment	1	2	3	4	5
2. Most of his/her solutions and suggestions turn out to be correct and accurate when judged over time	1	2	3	4	5
3. Sought out by others for advice and solution	1	2	3	4	5
4. Able to decide with an adequate amount of information without unnecessarily slowing down processes.	1	2	3	4	5
5. Able to state, "I don't know," and identify and gather information required to make the decision.	1	2	3	4	5

Solving Problems: Identifies solutions given the available information.

1. Uses thorough and logical methods to solve difficult problems with effective solutions	1	2	3	4	5
2. Probes all fruitful sources for answers	1	2	3	4	5
3. Can see hidden problems	1	2	3	4	5
4. Is excellent at honest analysis	1	2	3	4	5
5. Can look beyond the obvious and does not stop at the first answer.	1	2	3	4	5

Intern's Areas in Need of Improvement:

Signature of Supervisor:

Date:

Signature of Internship Director:

Date:

*Signature of Intern:

Date:

**Note: Signature of Intern indicates that the evaluation results were shared with the intern and does not necessarily indicate agreement with it.*



Appendix D – Internship Completion Verification Forms

MNPS SCHOOL PSYCHOLOGY
INTERNSHIP COMPLETION VERIFICATION FORM

Department of Exceptional Education
Psychological Services
Robertson Academy
835 Robertson Academy Road,
Nashville TN 37220
Phone (615) 687.4551 x665588

Applicant's Name:

[] Doctoral-level (Ph.D.) or [] Education Specialist-level (Ed.S.)

INTERNSHIP INFORMATION

School District/Site Name:

School/Site Address:

Name of Primary or Field-Based Supervisor(s):

Name of University-Based Supervisor:

Start Date _____ End Date _____ Total Hours _____ Total school hours if different than total _____

*Doctoral candidates who had a previous specialist-level internship or an equivalent school-based internship experience through advanced practica would include those hours here.

THIS SECTION MUST BE COMPLETED BY PRIMARY/FIELD-BASED SUPERVISORS AND THE TRAINING DIRECTOR

(Supervisor for school-based setting must be credentialed as a school psychologist in the state and setting in which the applicant completed the internship.)

Did the intern receive an average of two hours per week of face-to-face supervision? [] YES [] NO

Did the intern successfully complete the internship? [] YES [] NO

The primary or field-based supervisor(s) are licensed/certified to practice within the internship setting. [] YES [] NO

License/Certification Affiliation(s) and Number(s): _____

I certify that all the above information on this verification form is accurate and true.

Internship Primary Supervisor Signature Date E-mail Address

Internship Primary Supervisor Signature Date E-mail Address

Internship Training Director Signature Date E-mail Address

Appendix E – Example of Rotation Documentation Form (Mid-Year Status)

This is an example of an actual intern’s mid-year documentation of rotations. Each intern’s clinical supervisors and locations will differ, but the category of rotations will be identical. In this example, the first rotation was an elementary setting because the primary supervisor role includes an elementary school. Most interns’ first rotation will be with the primary supervisor. During this time, the primary supervisor develops a rotation sequence most beneficial to the intern based on current abilities, areas of interest, and skills targeted for further development.

The rotation sequence will differ based upon the experience determined beneficial to develop the intern’s exposure to various populations, social-economic status, school culture, and other school-based professionals. Each rotation is expected to last six to nine weeks to learn the nuances of the setting. The intern is to complete as many cases as possible, understand the culture well, the nature of referrals, how staff interrelates with students, concerns for parents, expectations (stated and assumed), and the general flow in that setting. While not exhaustive, we want you to have a solid orientation to the setting.

Exceptions include Reading Acquisition, Criss Response Team, and the ADOS Team. A doctor of literacy studies leads the Reading Acquisition rotation at a specific location so all interns can be involved concurrently. The Crisis Response Team requires the intern to attend at least one meeting with the team members to become orientated to current procedures. As crises occur interns will be offered the opportunity to participate as part of the response team on short notice throughout the school year. The ADOS team will require interns to attend a team meeting for orientation and review of the ADOS. Then as specific cases arise, the intern will receive an invitation to attend the evaluation process.

	<i>Rotation</i>	<i>Supervisor Name and Location</i>	<i>Begin Date</i>	<i>End Date</i>	<i>Hours Completed</i>
Required	Pre-School/Pre-Kindergarten	<i>S. Shindler Cohn Learning Center</i>	<i>09/19/22</i>	<i>11/21/22</i>	<i>56 hrs.</i>
	Elementary School	<i>J. Wright Ruby Major Elementary</i>	<i>08/05/22</i>	<i>05/26/23</i>	<i>165 hrs.</i>
	Middle School	--	--	--	--
	High School	<i>R. Raymer McGavock High</i>	<i>10/20/22</i>	<i>02/09/23</i>	<i>38 hrs.</i>
	English Learner	<i>K. Schletzer Glenview Elementary</i>	<i>01/10/23</i>	--	--
	Reading Acquisition	<i>S. Porter Fall Hamilton Elementary</i>	<i>11/15/22</i>	<i>01/09/23</i>	<i>23 hrs.</i>
	ADOS Team	<i>J. LeQuire Buena Vista</i>	<i>10/20/22 (meeting)</i>	N/A	<i>3 hrs.</i>
	Crisis Response Team	<i>T. Baker Eagle View Elementary</i>	<i>11/29/22</i>	N/A	<i>5 hrs.</i>
Supplementary	Special School Populations	<i>S. Clayton Murrell School</i>	<i>09/06/22</i>	<i>12/06/22</i>	<i>83 hrs.</i>
	Private School	--	--	--	--
	Alternative School	<i>L. Henry Johnson Alternative</i>	<i>10/19/22</i>	<i>10/19/22</i>	<i>7 hrs.</i>
	Special Magnet School	<i>B. Whalen-Schmeller MLK</i> ----- <i>C. Little Hume Fogg</i>	<i>08/30/22</i> ----- <i>09/20/22</i>	<i>08/30/22</i> ----- <i>09/20/22</i>	<i>15 hrs.</i>
	Specialty High Schools	--	--	--	--

Appendix F – Example Week of Actual Intern Log with Months Total Included

Most weeks' interns will exceed the 25% minimum expectation of time spent in face-to-face psychological services. This is an actual sample of an intern's week for September 19-23, 2022. Most interns will work in two different setting Monday through Thursday. Friday beings with didactics, followed by MNPS School Psychology new hire academy with first year staff. The remainder of each Friday is to be used to focus on current cases and potential university requirements.

This log demonstrates how the intern spent approximately 18 hours (intervention, consultation, and half of the time used in assessment) in direct service with clients (e.g., students, parents, teachers, administrators, and school staff) and 18.5 hours (half of assessment, profession, mentoring, field supervision) in other professionally related activities. The weekly total shows that 49% of her week was in direct service, and the month was 32% of her time was in direct service hours.

Intern log for September 19-23, 2022	M	T	W	R	F	Monthly Total Per Area
Assessment Related Activities: e.g., administering, scoring, and/or writing up cognitive, academic, behavioral/social-emotional measures; observations; file reviews; etc...		3		2		13
Consultation Related Activities: e.g., discussions with teachers / other school personnel, parents, principal / administrator about specific students or professional issues; staffing/meetings such as IEP/Rtl/student support meetings; discipline staffing/meetings such as suspension / manifestation and zero-tolerance meetings etc...	6.5	3	4			30.5
Intervention Related Activities: e.g., providing academic/behavioral/social/emotional interventions to individual and/or small groups of students; providing professional development training to school personnel; assisting with program development/evaluation; presenting to community groups and/or parents; etc...				2		5
Professional Activities: e.g., serving on systems-level committees; attending district-sponsored professional development; attending other sponsored professional development such as by NASP or TASP; readings materials related to state or district policies and/or procedures; reading materials related to the practice of school psychology; attending school functions such as parent's night or PTA meetings; etc.				2.5		40
Receiving Mentoring: e.g., monthly MTSU internship online chat, supervisor modeling, completion of district paperwork, supervisor modeling test administration, discussions regarding your role in district processes.		1.5	3		7	33
Field-Based Direct Case Supervision: face-to-face discussions regarding assigned cases_ <i>NOTE - must receive a minimum of 2 hours per week</i>	1			1		6
Daily total	7.5	7.5	7	7.5	7	
						Monthly Total
						127.5

Appendix G – Example Didactics Calendar from 2022-2023
Topics (Arranged in complexity across the year)

Date	<i>Various speakers are invited to cover topics. Didacts are facilitated by Dr. Roberts to maintain consistency and level of training required for doctoral level interns.</i>
5-Aug	Practice of School Psychology overview of Internship. Open questions
12-Aug	Difference between Standards and Rules. Ethics Review and TN Department of Education as compared with the DSM-V and Report Writing
19-Aug	Order and Chaos, Johari's Window /Self-Knowledge, and Book Discussion (Brene Brown: Daring Greatly)
26-Aug	Review SLD and Dyslexia in TN school's vs Independent Practice (DSM)
2-Sep	Academic and Cognitive associations
9-Sep	MTSS and SLD (using ROI and GAP for SLD identification) and Dyslexia screening
16-Sep	Cognitive Measurement (review)
23-Sep	Book Discussion (Brene Brown: Daring Greatly)
30-Sep	Cognitive Measurement (Statistical Vs Clinical significance)
7-Oct	Review Reading Acquisition Literature
14-Oct	Doctoral intern case review
21-Oct	Introduction to Reading Acquisition Rotation
28-Oct	What is your why for School Psychology? Adverse Childhood Experiences (ACES), Benevolent Childhood Experiences (BCEs) and chronic stress.
4-Nov	Book Discussion (Crucial Conversations) Tools for Talking When Stakes Are High) The stories we tell ourselves.
11-Nov	Doctoral intern case review
18-Nov	Differences vs Disability and Order vs Disorder
25-Nov	Doctoral intern case review
1-Dec	EQ and application
8-Dec	Book Discussion (Crucial Conversations Tools for Talking When Stakes Are High)
16-Dec	Orientation to Individual Personality Traits and Stress responses
23-Dec	Winer Break
30-Dec	Doctoral intern case review
6-Jan	Introduction to Emotion
13-Jan	Emotion in action
20-Jan	Interviewing
27-Jan	Book Discussion (The Righteous Mind)
3-Feb	EL Evaluations
10-Feb	ED vs SM unpacking the criteria
17-Feb	Interviewing
24-Feb	Autism A + B = C
3-Mar	Book Discussion (The Righteous Mind)
10-Mar	Other Health Impairment and ADHD
17-Mar	Spring Break
24-Mar	EL Evaluations
31-Mar	Autism revisited
7-Apr	Book Discussion (The Righteous Mind)
14-Apr	Genetic Disorders in schools, Developmental Delay, and Intellectual Disabilities.
21-Apr	Book review (A Framework for Understanding Poverty by Ruby K. Payne)
28-Apr	Traumatic Brain Injury
5-May	Intellectually Gifted
12-May	Book review (Managing Transitions by William Bridges, PhD)
19-May	Revisiting your why for school psychology
26-May	TBD
2-Jun	TBD
9-Jun	TBD