

**EDP 708**

**INTERNSHIP IN EDUCATIONAL AND  
COUNSELING PSYCHOLOGY**

**SYLLABUS  
FALL/SPRING 1999-2000**

**Instructor:** Harriett H. Ford, Ph.D.

**Phone:** Office: 606/257-8273; Home: 606/225-3718

**Fax:** 606/257-5662

**E-Mail:** [hford@pop.uky.edu](mailto:hford@pop.uky.edu)

**Office:** 231 Dickey Hall  
University of Kentucky  
Lexington, Kentucky 40506-0017

**Office Hours:** By Appointment

**OBJECTIVES**

The internship course is to be conducted in accordance with the Ed.S. or doctoral level internship guidelines attached to this syllabus.

**COURSE REQUIREMENTS**

1. Each student will submit a written statement of his/her goals and objectives to be accomplished during EACH semester, preferably by the first group meeting but no later than the second meeting (see sample of "Request for Approval of Internship" form attached).
2. Each student will submit the following examples of relevant work samples over the course of the internship year:

\*Two comprehensive psychoeducational reports "(sanitized)". The two reports should represent different presenting problems and ages.

\*One summary of an "indirect" intervention. This may be an inservice presentation, teacher consultation, research/program evaluation activity, etc.

\*One summary of a “direct” intervention. This intervention may be a direct behavioral intervention for a specific problem, an individual or group counseling experience, parent/family consultation/counseling, etc. (more detail on appropriate types of materials to submit will be provided in class).

3. Students will participate in monthly seminars/group supervision meetings with the University supervisor. The first meeting will be held on September 16, 1999, from 6:00-8:00 p.m. at the School Psychology Clinic, 641 Maxwellton Court, on the UK campus. Other meeting times will be arranged at that meeting. These meetings will focus on general professional issues and clinical case discussions. All students will be expected to present at least one case during the semester. Other activities will be arranged at the discretion of the instructor. **ATTENDANCE IS MANDATORY AT THESE MEETINGS UNLESS OTHER ARRANGEMENTS ARE MADE WITH THE INSTRUCTOR.**
4. Near the end of the semester, each student will meet individually with the University supervisor to review progress during the semester, as well as progress for the entire internship experience. The times for these meetings will be arranged individually.
5. Interns will keep daily and monthly activity report forms that will be turned in each month throughout both semesters. These forms summarize actual activity time. In addition, students will turn in a “Summary of Activities Report Form” at the end of each semester (see attached forms).
6. Interns will facilitate the submission of the “Internship Field Supervisor Rating Form” (see attached form) by their Field supervisor and the arrangement of telephone consultations between the University and Field supervisors. The supervisor rating form and the other components of the Internship Progress Report (see attached sheet) are to be submitted twice during the year: (a) midway through the internship, i.e., at the end of the fall semester, and (b) no later than two weeks following the completion of the internship.

## **GRADING AND OTHER REQUIREMENTS**

Submission of the course requirements and attendance at specified meetings is required. Timely submission of all requirements, attendance at all monthly meetings, and an overall “satisfactory” rating by the student's Field supervisor will yield an “A” grade. Failure to submit required materials on time, missing meetings, and/or a less than overall satisfactory rating by the student's Field supervisor may result in the lowering of the student's final grade. A final grade will not be submitted until all requirements have been met.

## **Appendix G**

### **GUIDELINES FOR SCHOOL PSYCHOLOGY INTERNSHIPS FOR SPECIALIST (Ed.S.)/CERTIFICATION STUDENTS**

#### **I. Definition and Purpose of Internship**

The internship shall consist of a full-time placement for a minimum of one full academic year (or the equivalent of 1500 hours), of supervised experience in a public school setting (or other approved equivalent setting serving a variety of school-age children with and without disabilities).

The internship is primarily an extension of the training of a prospective school psychologist into the real world of practice. Though the provision of direct or indirect services is an obvious characteristic of the internship, these services are provided in order to promote further learning, allow for relating of previous learning to current practices, and encourage the provision of competent services after entering the profession (NASP Standards, 1994). Consequently, while the intern should be exposed to the real world of school psychology, the focus of the internship is on continued training and not the provision of services to meet the school district's immediate needs for psychological services.

#### **II. Establishment of the Internship**

The prerequisite for employment and the internship is the Kentucky Provisional Certificate for School Psychologist. The provisional certificate is issued on the basis of completion of a 57 semester hours graduate curriculum including a Master's Degree and successful performance on the Praxis School Psychologist test. Following receipt of the provisional certificate and prior to beginning the internship, a request for approval of the internship shall be submitted to the student's advisor for approval by the School Psychology Program Faculty. A written response granting approval or seeking additional information will be sent within two weeks of receipt of the request.

#### **III. Levels of Supervision**

The one-year internship shall be supervised jointly by the local school district field supervisor and a non-field supervisor (typically a member of the training program faculty).

Field supervision must be provided to the intern on a regular basis by a school psychologist holding either the standard certification from the Kentucky State Department of Education or licensure from the Kentucky State Board of Psychology. The field supervisor should be employed by or under contract to the local school system. Supervision should be carried out on an individual face-to-face basis, for a minimum of two hours per week. Arrangements for phone consultation as needed should be included in the field supervision plan.

Field supervisor responsibilities include the following:

- (a) Provision of regular on-site supervision.
- (b) Review and discussion with the intern of psycho-educational evaluation reports, intervention plans, placement team meetings, parent/child counseling, and teacher consultation.
- (c) Preparation and submission to the university training program of a minimum of two written evaluation reports describing the intern's strengths and weaknesses and progress in developing specific competencies related to the effective practice of school psychology. The first report is to be submitted midway through the internship with the second report due no later than two weeks following the completion of the internship. The supervisor's report (and consequently the supervisory efforts) should relate to and include activities as stated in Sections IV and V of this appendix.

Non-field supervision will be provided typically by a member of the university training program faculty. In cases where the internship is completed a significant distance from the university program, non-field supervision may be provided by an approved university training program (when appropriate) and/or the state consultant for school psychological services in the Kentucky Department of Education. Non-field supervisors are responsible for providing liaison relationships between the intern and the placement site in terms of goals and objectives of the internship, protection of the intern from inappropriate assignments, arbitration of any difficulties between field supervisor and intern, etc. Non-field or university supervisors will make at least one on-site visit with an intern and the field supervisor during each semester of the internship.

#### **IV. Areas of Experience To Be Included In The Internship**

**General activities shall include experiences in the following broad areas:**

- (a) Developing and analyzing data relevant to individual pupils' problems. The skills required apply to school records, teacher reports, classroom observations, pupil interviews and history, parent interviews and family history, and psychoeducational assessment through group and individual tests.
- (b) Developing appropriate intervention strategies. Such strategies might include classroom consultation, behavior modification, individual and group approaches, work with parents, and referral to community resources.
- (c) Developing and analyzing data relevant to group-based problems. Such problems might include those of a given classroom, grade level, school, or school system. The relevant skills might include those listed above in "A" in addition to large-scale data-gathering techniques and their analysis.

- (d) Identifying problems which arise within the context of the educational process, whether these problems arise in an individual pupil or in a group.
- (e) Applying the knowledge and skills of psychology to the resolution of the previously mentioned problems and the willingness to accept ethical and legal responsibilities.

**Specific areas of experience should include but not be limited to the following:**

- (a) Selection, scoring, and interpretation of appropriate assessment procedures
- (b) Report writing and the development and implementation of appropriate recommendations
- (c) Consultation skills with teachers, parents, administrators, and community agencies
- (d) Evidence of preventive, non-assessment intervention efforts such as in-service presentations, program evaluation activities, etc.
- (e) Admissions and Release Committee (ARC) participation
- (f) Counseling and crisis intervention
- (g) Evidence of appropriate application of ethical and legal standards

**V. Required Contractual Arrangement**

The internship agency shall provide appropriate support for the internship experience including:

- (a) a written contractual agreement specifying the period of appointment and the terms of compensation; (b) a schedule of appointments consistent with that of agency school psychologists (e.g., calendar, meetings, etc.); (c) provision for the intern's participation in continuing professional development activities; (d) expense reimbursement consistent with policies pertaining to agency school psychologists; (e) an appropriate work environment including adequate supplies, materials, secretarial services, and office space; (f) release time for internship supervisors; and (g) a commitment to the internship as a training experience.

The intern's work schedule shall be arranged so that adequate time is reserved for supervision, special projects, and continued professional development. Activities considered necessary and appropriate for continued professional development include but are not limited to the following areas: Grant writing, program evaluation studies, visitation of model programs, and attending or presenting in-service or parent education programs. In addition, attendance and participation in professional meetings such as those sponsored by the Kentucky Association for Psychology in the Schools, the Bureau of Education for Exceptional Children, the Kentucky Personnel and Guidance

Association, or others designated by the Kentucky State Department of Education, are appropriate for the intern's continuing professional development. Attendance at similar professional meetings on the national level is also appropriate.

## APPENDIX L

### Guidelines for School Psychology Internship For Doctoral Students UNIVERSITY OF KENTUCKY SCHOOL PSYCHOLOGY PROGRAM

#### I. Definition and Purpose of Internship

The internship shall consist of a full-time placement for a minimum of one full academic year (or the equivalent of 1500 hours), of supervised experience in a public school setting or other approved equivalent setting serving a variety of school-age children with and without disabilities. The internship is primarily an extension of the training of a prospective school psychologist into the real world of practice. Though the provision of direct or indirect services is an obvious characteristic of the internship, these services are provided in order to promote further learning, allow for relating of previous learning to current practices, and to encourage the provision of competent services after entering the profession. Consequently, while the intern should be exposed to the real world of school psychology, the focus of the internship is on continued training and not the provision of services to meet the school district's immediate needs for psychological services.

#### II. Establishment of the Internship

The doctoral internship follows completion of coursework and the Qualifying Examination plus receipt of the Kentucky Provisional Certificate for School Psychologist which is issued on the basis of a 57 semester hours graduate-curriculum including a Master's Degree and successful performance on the School Psychology Praxis Examination. Following receipt of the Provisional Certificate and prior to beginning the internship, a request for approval of the internship shall be submitted to the student's advisor for approval by the Program Faculty and the student's doctoral committee. A written response granting approval or seeking additional information will be sent within two weeks of receipt of the request.

#### III. Levels of Supervision

The one-year internship shall be supervised jointly by the local school district field supervisor and non-field supervisor, typically a member of the training program faculty.

1. A doctoral level psychologist holding licensure from the State Board of Psychology and, preferably, also holding certification as a school psychologist from the State Department of Education must provide field supervision to the intern on a regular basis. The field supervisor should be employed by or under contract to the local school system or other approved setting. Supervision should be carried out on an individual face-to-face basis, for a minimum of two hours per week. Arrangements for phone consultation as needed should be included in the field supervision plan.

Field supervisor responsibilities include the following:

- (a) provision of regular on-site supervision
  - (b) review and discussion with intern of psycho-educational evaluation reports, intervention plans, placement team meetings, parent/child counseling, and teacher consultation.
  - (c) preparation and submission to the university training program a minimum of two written evaluation reports describing the intern's strengths and weaknesses and progress in developing specific competencies related to the effective practice of school psychology. The first report is to be submitted halfway through the internship with the second report due no later than two weeks following the completion of the internship. The supervisor's report (and consequently the supervisory efforts) should relate to and include activities as stated in Sections IV and V. A suggested outline for this Progress Report is provided in this Appendix.
2. Non-field supervision will be provided typically by a member of the university training program faculty. This involves, primarily, monitoring the intern's experience throughout the year, documenting experience, and insuring appropriateness of the field experiences.

#### IV. Areas of Experience to Be Included in Internship

General activities shall include experiences in the following broad areas:

- (1) Developing and analyzing data relevant to an individual pupil's problems. Skills required might apply to school records, teacher reports, classroom observation, pupil interview, parent interview, pupil history, family history, and psycho-educational assessment through group and individual tests.
- (2) Developing appropriate intervention strategies. Such strategies might include classroom consultation, behavior modification, individual and group approaches, work with parents, and referral to community resources.
- (3) Developing and analyzing data relevant to group-based problems. Such problems might include those of a given classroom, grade level, school or school system. The relevant skills might include those of #1 above, plus large-scale data gathering techniques and their analysis.
- (4) Identifying problems, which arise in the context of the educational process, whether these problems arise in an individual pupil or in a group.
- (5) Applying the knowledge and skills of psychology to the resolution of such problems and the willingness to accept responsibility in an ethical manner.

#### **Specific areas of experience should include but not be limited to the following:**

- (a) selection, scoring, and interpretation of appropriate assessment procedures.
- (b) report writing and the development and implementation of appropriate recommendations.
- (c) teacher, parent, administrator and community resources consultation skills.
- (d) evidence of preventive, non-assessment intervention efforts, e.g. in-service, program evaluation.
- (e) Admissions and Release Committee (ARC) participation.
- (f) counseling and crisis intervention.

#### V. Required Contractual Arrangement

The internship placement agency shall provide appropriate support for the internship experience which shall include: (a) a written contractual agreement specifying the period of appointment and the terms of compensation; (b) a schedule of appointments consistent with that of agency school psychologists (e.g., calendar, meetings, etc.); (c) provision for participation in continuing professional development activities; (d) expense reimbursement consistent with policies pertaining to agency school psychologists; (e) an appropriate work environment including adequate supplies, materials, secretarial services, and office space; (f) release time for internship supervisors; and (g) a commitment to the internship as a training experience. The intern's work schedule shall be arranged so that adequate time is reserved for supervision, special projects, and continued professional development. (See Section I, Purpose).

Activities considered necessary and appropriate in this continued training component include but are not limited to the following areas: Supervision by field and/or non-field supervisor; projects such as grant writing, program evaluation studies, visitation of model programs, attending or presenting in-service or parent education programs, etc.; attendance and participation in professional meetings such as those sponsored by the Kentucky Association for Psychology in the Schools, the Bureau of Education for Exceptional Children, Kentucky Personnel and Guidance Association, or others as designated by the State Department of Education; and attendance at similar professional meetings on a national level when possible.

**Sample of  
Request for Approval of Internship  
(Modified)**

Intern \_\_\_\_\_

Address \_\_\_\_\_  
\_\_\_\_\_

Phone/E-Mail \_\_\_\_\_

Internship Placement \_\_\_\_\_

Superintendent \_\_\_\_\_

Address \_\_\_\_\_  
\_\_\_\_\_

Phone/E-Mail \_\_\_\_\_

Supervisor \_\_\_\_\_

Address \_\_\_\_\_  
\_\_\_\_\_

Phone/E-Mail \_\_\_\_\_

**I. Description of Educational Setting**

As a school psychologist, I am responsible for working with students in schools located in Campbell County. There is one high school, two middle schools, and five elementary schools in the public school system. In addition, there are six parochial schools in the county. Therefore, I will be working with students anywhere from the age of three years to age 18 for regular education students and up to 21 years of age for special education students. I am responsible for all of the psychological evaluations (new referrals and re-evaluations) that come from these schools, with the exception of the re-evaluations for high school students. I participate in admissions and release committee (ARC) meetings. The county also conducts pre-referral intervention efforts through Technical Assistance Team meetings in which I also participate. Screenings for Attention Deficit/Hyperactivity Disorder (ADHD) are conducted in the spring. Within the county, there are programs for learning disability students (pull-out resource room instruction for relevant areas, collaborative classrooms) in all schools; special education classrooms for mild mental disability students in all but two schools; functional mental disability classrooms in two schools; and classrooms for emotionally and behaviorally disordered students in all but three schools. Most of these classrooms have students who are mainstreamed in regular education classes

for varying amounts of time consistent with their individual needs and abilities. There are KERA preschool programs in three of the elementary schools. There are also five speech/language pathologists that serve students in the Campbell County schools. Each school has one or more guidance counselors available to participate in individual counseling services from outside sources such as Comprehensive Care. There are also several independent psychologists who are available for consultation on difficult cases.

## **II. Description of Work Environment**

My office is located in the basement of the Board of Education building. It is of adequate size and is very private in that I do not share the room with anyone else, and it has a door that remains open for the most part but can be closed when necessary. Test materials are located either inside my office or in a cabinet just outside the entrance to the office. There is a telephone in the office with five available lines shared with other central office employees. The forms that are used for placement, observations, etc., are located on a shelf also in the basement. There is a secretary available to me, and her office is located on the ground floor of the central office. Most of the working files are located in my office and the rest are located in a file cabinet on the ground floor. I have been informed that I can present a request for any testing materials I think I need in order to serve students effectively, and I can also borrow materials from the Northern Kentucky Cooperative office, which is located in Campbell County.

## **III. Supervision Arrangements**

I will be receiving regular supervision from David T. Feldmann. He was the school psychologist in Campbell County for the previous ten years. He was recently promoted to the position of Director of Pupil Personnel. His office is located in the same building at the above address, and he can be reached through the same phone number. He possesses the NCSP certification as a school psychologist. In case of an emergency or the need for immediate information, Mr. Feldmann is generally available in the central office for brief consultations. Mr. Feldmann reviews and signs all reports. Extended supervision periods take place in the mornings approximately two days per week, but not necessarily the same days every week, yielding at least two hours of supervision per week.

## **IV. Projected Experiences and Goals**

I plan to attempt or accomplish the following goals during the 1996-1997 school year for my internship:

1. I will complete all required evaluations and provide the appropriate written reports. With respect to the re-evaluations, I would like to get ahead by approximately one month on my re-evaluation schedule during the fall semester.

2. I will review the county's current supply of testing materials and order additional instruments if needed.
3. I will participate in all necessary ARC and TAT meetings.
4. I will conduct requested ADHD screenings.
5. I will conduct teacher and parent consultation sessions on an as-needed or as-requested basis.
6. I will participate as a member of the crisis intervention team and act as chairperson of this team.
7. I will explore group counseling opportunities once the assessment schedule for this year is under control.
8. I will pursue professional development opportunities when possible by attending inservices and national, state, and regional conferences and workshops.
9. I will develop close working relationships with teachers, principals, and other related service providers within the county.

Signatures:

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Intern

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School Psychologist Field Supervisor

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Superintendent



## Monthly or Semester Summary of Activities Report Form

Name: \_\_\_\_\_

Month/Semester: \_\_\_\_\_

	Code	No. of Hours	% of Time
1.0	Planning, Preparation	_____	_____
2.0	Direct Client Contact	_____	_____
3.0	Indirect Involvement with Client	_____	_____
4.0	Education and Professional Development	_____	_____
5.0	Supervision	_____	_____
6.0	Holiday	_____	_____
7.0	Illness, Doctor's Appt.(s)	_____	_____
8.0	Vacation	_____	_____
9.0	Other	_____	_____
	<b>TOTAL</b>	_____	_____

## CODELIST

### **1.0 Planning , Preparation**

- 1.1 Staff meetings – Office
- 1.2 Information Identification and Retrieval – Office
- 1.3 Product Development - Office

### **2.0 Direct Client Contact**

- 2.1 Consultation
- 2.2 Observation
- 2.3 Assessment
- 2.4 Intervention
- 2.5 ARC Meetings
- 2.6 T.A.T. meetings

### **3.0 Indirect Involvement with Client**

- 3.1 Recording of Notes
- 3.2 Scoring, Interpretations, and Report Writing
- 3.3 Client's File Review
- 3.4 Follow-up with Other Sources (Professionals, Teachers, etc.)

### **4.0 Education and Professional Development**

- 4.1 Research/Lit. Review
- 4.2 Inservice Preparation/Participation
- 4.3 Professional Meeting
- 4.4 Other Presentation (Specify: \_\_\_\_\_)

### **5.0 Supervision**

- 5.1 Meeting with School Psychologist Field Supervisor
- 5.2 U.K. Faculty Supervisor/Internship Class

### **6.0 Holiday**

### **7.0 Illness, Doctor's Appointment(s)**

### **8.0 Vacation**

### **9.0 Other**

**APPENDIX K**  
**University of Kentucky School Psychology Program**  
**Internship Field Supervisor Rating Form**

Name of Intern:

Date:

Name of Supervisor:

Internship Level: Doctoral \_\_\_\_\_  
 Specialist \_\_\_\_\_

School District/Setting:

Doctoral and specialist level students are required to serve one academic year (including 1500 hours) working in a school setting as a psychologist under supervision considered adequate by the school psychology faculty. The following objectives are considered basic to school psychology and are required at all levels of training. However, for doctoral students, an additional emphasis is placed upon providing supervision and demonstrating research competence in these areas whereas at the specialist level, emphasis is placed mostly on practicing these competencies. Therefore, at the completion of training, the student should be capable of demonstrating at the appropriate level the following abilities:

Competency	RATING				No Opportunity Allowed To Observe in Setting	
	Excellent	Good	Adequate	Poor	No	Not

**A. Assessment/  
 Diagnosis**

1. Ability to administer score, interpret, and describe findings using individual intelligence tests such as the WISC-III, WAIS-III, and Stanford-Binet IV.	1	2	3	4	N.O.	N.A.
Comments:						
2. Ability to administer score, interpret individual tests of cognitive, educational, and language development.	1	2	3	4	N.O.	N.A.
Comments:						
3. Ability to administer score, interpret and describe characteristics of individuals & groups from standardized achievement, intelligence, personality, and computerized assessment procedures.	1	2	3	4	N.O.	N.A.
Comments:						

Competency	RATING				No	Not
	Excellent	Good	Adequate	Poor	Opportunity Allowed to Observe in Setting	Allowed in Setting
4. Ability to assess affective, emotional, and social development.	1	2	3	4	N.O.	N.A.
	Comments:					
5. Ability to accurately diagnose student learning and adjustment difficulties using both special education and mental health classification systems.	1	2	3	4	N.O.	N.A.
	Comments:					
<b>B. Observing</b>						
Ability to accurately observe behavior in the classroom, to determine base rates of behavior, and to integrate these findings with other assessment data.	1	2	3	4	N.O.	N.A.
	Comments:					
<b>C. Written and Oral Communication</b>						
Ability to review test data, integrate behavioral observations of children, teachers, and parents, and report such information both in verbal manner and in written manner in understandable educational language that is relevant to educational programming.	1	2	3	4	N.O.	N.A.
	Comments:					
<b>D. Interviewing and Counseling</b>						
Ability to interview children and teachers effectively and to engage in short-term group and individual counseling where desired or necessary.	1	2	3	4	N.O.	N.A.
	Comments:					

Competency	RATING				No Opportunity Allowed to Observe in Setting	Not Allowed
	Excellent	Good	Adequate	Poor		

**E. School and Community Procedure**

Ability to seek and obtain information about students from files; ability to obtain information from other school sources, e.g., counselors, social workers, Special Ed. teachers; ability to know and work with community resources, conduct parent interviews, and participate in and contribute to the admissions, release, and placement (ARC) proceedings required by the school district.	1	2	3	4	N.O.	N.A.
	Comments:					

**F. Instructional Strategies**

Ability to identify available instructional programs related to the teaching of reading & math; ability to identify and participate in alternate curriculum procedures for special education students.	1	2	3	4	N.O.	N.A.
	Comments:					

**G. Adjustment Strategies**

Ability to identify at least four alternate guidance and treatment strategies for coping with children who manifest: (1) behavioral excesses & deficits; (2) academic deficits; & other problems.	1	2	3	4	N.O.	N.A.
	Comments:					

Competency	RATING				No Opportunity Allowed to Observe in Setting	Not Allowed
	Excellent	Good	Adequate	Poor		

**H. Consultation**

Ability to consult with teachers, parents, counselors, administrators, and community professionals to facilitate implementation of appropriate interventions for individual students, classes, schools or school systems.	1	2	3	4	N.O.	N.A.
Comments:						

**I. Professional Characteristics**

Ability to demonstrate appropriate ethical and professional responsibilities for the role and function of school psychology.	1	2	3	4	N.O.	N.A.
Comments:						

**J. Professional Relationships**

Ability to work with and support the efforts of other professions that might contribute to a child's educational program such as a pediatrician, neurologist, speech pathologist, educational diagnostician, special education teacher, etc.	1	2	3	4	N.O.	N.A.
Comments:						

**K. Familiarity with Disabled Children**

Ability to use and interpret formal and informal assessment procedures and recommend appropriate educational services for children ranging from mildly to severely handicapped.	1	2	3	4	N.O.	N.A.
Comments:						

Competency	RATING				No	Not
	Excellent	Good	Adequate	Poor	Opportunity To Observe	Allowed in Setting

**L. Familiarity with Non-disabled and Gifted Children**

Ability to use and interpret formal and informal procedures to assist in the development of appropriate educational services for children whose performance in the regular academic program is below their anticipated level.	1	2	3	4	N.O.	N.A.
Comments:						

**M. Laws, Ethics, Organization, and Funding**

Ability to describe and function within legal, ethical, organizational, and funding structures that exist in the schools to bring services to children who need them.	1	2	3	4	N.O.	N.A.
Comments:						

**N. Familiarity with Multicultural Issues**

Ability to understand and relate to the special learning and developmental characteristics of individuals from different ethnic, racial, economic, or geographically remote cultures and assess and intervene on behalf of such individuals using non-biased techniques and procedures.	1	2	3	4	N.O.	N.A.
Comments:						

**Suggested Outline  
Internship Progress Report**

Interim (date) \_\_\_\_\_

Intern \_\_\_\_\_

Field Supervisor \_\_\_\_\_

Internship Placement \_\_\_\_\_

I. Summary of Direct Services. Provided to: (a) Individuals, (b) School Groups and (c) the Community. Include a description of the type and extent of the service, plus comments indicating the effectiveness of the service. The intern may prepare this section.

II. Procedures of Supervision. This section requires both quantitative and qualitative information. Include number, length, and type of supervisory contacts, and, also, opinions concerning the strengths and weaknesses of the supervisory structure. Specifically identify any problems or needs that have been recognized by the intern, field supervisor, and/or superintendent.

III. Progress Toward Goals. This section, prepared primarily by the field supervisor, should relate to Section IV of the Request for Approval of Internship and the overall Internship Field Supervisor Rating Form. If projected goals and experiences have been modified, an update should be included. Comments should include consideration of the intern's professional strengths and weaknesses.

Signatures:

\_\_\_\_\_  
Intern

\_\_\_\_\_  
Field-Based School Psychologist

\_\_\_\_\_  
Supervisor

\_\_\_\_\_  
Superintendent (or designee)

