

# **Minnesota School Psychology Internship Consortium**

## *Handbook*



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**Note:** This Handbook provides an overview of the Consortium and its policies and procedures for involved parties. This Handbook is reviewed and updated annually. Interns are expected to comply with the policies set forth for the version in place at the time their [Intern-Site Agreement](#) is signed.

## **I. OVERVIEW**

The Minnesota School Psychology Internship Consortium (hereafter, the Consortium) supports the development and maintenance of high-quality internship sites for school psychology doctoral students through provision of high-quality, programmatic training experiences.

### ***A. Consortium Purpose and Aims***

The purpose of the Consortium is to provide robust training program for school psychology interns. To this end, the Consortium has four broad aims to (a) recruit and retain diverse interns with the potential to be leaders in research-based practice; (b) promote knowledge and use of scientifically-based practices that recognize classrooms, schools, homes, and communities as critically important settings that influence outcomes for children and youth; (c) promote knowledge and use of scientifically-based practices that incorporate an ecological perspective to improve academic, social, behavioral, and emotional competence of children and youth; and (d) to provide a program and training experiences that respond directly to the needs of systems that serve children and youth.

In particular, the Consortium supports school-based sites by providing interns with didactic training throughout the internship year, and by promoting the internship site to a national pool of highly-qualified intern candidates. We emphasize service delivery to improve provision of psychological services within multitier systems of support (MTSS) facilitating P12 students' academic, behavioral, and social-emotional development and believe a school psychologist is responsible for integrating and explaining psychological theories and principles relevant to individuals' development and performance.

### ***B. Goals and Competencies for Intern Training***

The Consortium's goal is that interns will demonstrate competencies in the nine domains of profession-wide competencies articulated by the APA Standards for Accreditation. Interns will demonstrate the following competencies:

#### *1. Research*

Demonstrate the substantially independent ability to critically evaluate and communicate research.

#### *2. Ethical and Legal Standards:*

- a) Be knowledgeable and act in accordance with:
  - a. APA Ethical Principles of Psychologists and Code of Conduct;
  - b. Relevant laws, regulations, rules, and policies governing health service psychology;
  - c. National Association of School Psychologists (NASP) professional standards and guidelines
- b) Recognize ethical dilemmas and apply ethical decision-making processes
- c) Conduct self in an ethical manner in all professional activities.

### *3. Individual and Cultural Diversity*

- a) An understanding of how their own personal/cultural history may affect how they interact with people different from themselves.
- b) Knowledge of the current theoretical and empirical knowledge base as it relates to diversity.
- c) Ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles.
- d) Independently apply knowledge in working effectively with the range of diverse individuals and groups

### *4. Professional Values and Attitudes*

- a) Behave in ways that reflect the values and attitudes of psychology
- b) Engage in self-reflection
- c) Demonstrate openness and responsiveness to feedback and supervision
- d) Respond professionally in increasingly complex situations with a greater degree of independence.

### *5. Communication and Interpersonal Skills*

- a) Develop and maintain effective relationships with a wide range of individuals.
- b) Produce and comprehend oral, nonverbal, and written communications.
- c) Demonstrate effective interpersonal skills

### *6. Assessment*

- a) Demonstrate current knowledge of diagnostic classification systems, functional/dysfunctional behaviors, including psychopathology
- b) Demonstrate understanding of human behavior.
- c) Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors.
- d) Select and apply assessment methods that draw from empirical literature; collect relevant data
- e) Interpret assessment results to inform case conceptualization, classification, and recommendations.
- f) Communicate findings in an accurate and effective manner

### *7. Intervention*

- a) Establish and maintain effective relationships with the recipients of psychological services
- b) Develop evidence-based intervention plans
- c) Implement interventions informed by the current scientific literature
- d) Apply the relevant research literature to clinical decision making
- e) Modify and adapt evidence-based approaches
- f) Evaluate intervention effectiveness.

## *8. Supervision*

- a) Demonstrate knowledge of supervision models and practices.
- b) Apply this knowledge in direct or simulated practice with psychology interns, or other health professionals.

## *9. Consultation and Interprofessional/Interdisciplinary Skills*

- a) Demonstrate knowledge and respect for the roles and perspectives of other professions.
- b) Apply this knowledge in direct or simulated consultation

## ***C. Overview of Internship Plan, Sequence, and Locations***

The Consortium is comprised of members sites in which interns engage in a range of assessment, intervention, and consultation activities with recipients of school psychological services within the sites, including, but not limited to:

- Individual assessment of cognitive, academic, behavior (including functional behavior), and social-emotional functioning; including standardized, norm-referenced measures of each area as well as interviews, observations, and file reviews;
- Individual or small group evidence-based interventions to address social, emotional, and behavioral needs;
- Individual or small group evidence-based interventions to address academic needs
- Progress monitoring to document intervention effectiveness, using curriculum based measures or other change-sensitive assessments; and
- Behavioral consultation or consultee-centered consultation with educational professionals to improve outcomes for students.

Recipients, or clients, may include students and their family members, as well as teachers and other staff within the sites. Interns will engage in the provision of a variety of supervised psychological services and are expected to spend at least 25% of their time in direct (i.e., face-to-face) services with clients. All interns are provided at least two hours/week supervision.

The Consortium will adopt a capstone model of training, in which coursework is expected to be complete prior to beginning internship. Interns will participate in a didactic series as a part of their internship, but will not complete additional coursework. This model will be enacted under an allied/shared governance structure with leadership by the Training Director. All interns are expected to complete a 10-month, 1500 hour placement. Increased hours up to 2000 may be available depending on the intern's projected licensing needs.

### **1. Locations**

The Consortium is comprised of multiple affiliated sites (see Appendix for [Consortium Site Affiliation Agreement](#)). All sites provide experience with traditional assessment as well as tiered service delivery. Site specific responsibilities will also include counseling, community-school collaboration development, teacher consultation, and parent collaboration. Groves

Academy provides specialized opportunities to engage in diagnostic assessment. Two sites, TCGIS and LILA, are language immersion sites, offering specialized exposure to multilingual clients engaged in the sites' language immersion curriculum across Spanish, Chinese, and German languages. Osseo Area Schools offers a large public school district experience. Finally, KIPP North Star Academy is a college preparatory charter school targeted toward students who are traditionally underrepresented in college, thus offering interns' exposure to this specialized client population. At this time, sites represent a full-year placement, with no rotations. For more information about each site, please see their websites. The 2019-2020 sites include:

**Groves Academy** (NMS # 248012): The Learning Center at Groves Academy ([www.grovesacademy.org](http://www.grovesacademy.org)) offers interns experience conducting psychoeducational evaluations and writing reports under the guidance of our team of licensed psychologists. Our diagnostics team has extensive experience working with children, adolescents, and adults with a primary focus of working with populations with suspected learning and attention disorders. The diagnostics team is nestled within The Learning Center which offers outpatient services such as tutoring, career counseling, speech/language therapy, assistive technology, and diagnostic evaluations. While a majority of our clients is outpatient referrals from the community, we actively work with our day school by completing evaluations, providing professional development, and assisting teachers in other matters to meet the needs of our students.

Interns will gain experience with conducting evaluations and writing comprehensive evaluations. We offer access to many instruments including cognitive, academic, executive functioning, social-emotional, personality, language, and neuropsychological assessments. Upon showing mastery of the assessments we administer, interns will be allowed to complete comprehensive written reports. Our goals include fostering the student's independence to complete the full provision of services offered to the client including completing the clinical interview, administering and scoring the assessments, writing the evaluation report, and providing feedback to the clients. Other responsibilities will include assisting our professionals who provide counseling and social skills training to our students. Mental health supports will be provided by the intern to assist with various needs caused by anxiety, ADHD, and other factors that adversely affect social-emotional functioning. Interns will have the opportunity to work at a system-wide level to support our school that specifically provides support for those with learning disorders and problems with executive function.

**KIPP Minnesota** (NMS # 248011): K-8 college preparatory charter school. <http://www.kippminnesota.org>. The KIPP Minnesota position offers experiences in traditional school psychological services including special education evaluations and IEP consultation and service delivery. In addition, interns will have experience in supporting the strengthening of the school's tiered model of service delivery. This includes coordinating the problem solving team (School Wide Support Team; SWST), including scheduling, record keeping,

permissions, data management, as well as analysis of assessment and intervention data and development of data-based decision-making protocols across tiers of service delivery.

**Lakes International Language Academy (NMS #248013):** K-12 charter school in Forest Lake, Minnesota. LILA is a language immersion school with Mandarin Chinese and Spanish tracks, as well as International Baccalaureate curriculum for all students. The school is IB accredited for the Primary Years Programme K-5, Middle Years Programme 6-10, and the Diploma Programme 11-12. LILA offers a diverse environment that embraces culture and offers students exchange opportunities in Spain and China, with many international teaching staff in the classroom. Multi-tiered systems are implemented in English and target language depending on tier and subject area. <http://www.mylila.org>

**Twin Cities German Immersion School (NMS #248014):** K-8 German Immersion charter school in St. Paul, MN <https://www.tcgis.org/> Intern experiences will include traditional school psychology services including special education evaluations and IEP service delivery and consultation. In addition, interns will have the opportunity to continue to strengthen a multi-tiered model in place in the school. This includes coordinating the problem solving team (School Wide Support Team; SWST), coordinating and implementing Tier I (general education via consultation) and Tier II interventions for individual or groups of students, including appropriate assessment and progress monitoring, analyze assessment and intervention data and develop data-based decision-making protocols across tiers of service delivery, and assisting with staff training and supervision of staff providing tiered services and interventions. In addition, assessment, evaluation, and research services will include assisting in selection, administration, and/or interpretation of assessments (e.g., Minnesota Comprehensive Assessment data, Deutsche SprachDiplom data, universal screening data, etc.) to inform instruction or fulfill other school needs (e.g. grants, initiatives, accountability requirements, improvement plans, etc.) as well as conducting analyses or research as needed to support decision making, evaluate effectiveness of programs or interventions, etc. Balance of time among above experiences to be determined by intern's professional goals, APPIC/CDSPP requirements, as well as school needs.

**Osseo Area Schools (NMS #248015):** Osseo Area Schools is a large public school district in the Twin Cities Metro Area. Interns in the Osseo Area Schools will be exposed to the full range of school psychological services, including screening, problem solving, and consultation, intervention, and psychoeducational evaluation. Interns will likely have an opportunity to influence and work on district-level MTSS policy and procedures. Ideal applicants will have experience with the broad range of school psychology services described above, as well as a deep applied knowledge base in the implementation of systems to support student success in academics, behavior, and mental health.



## **2. Supervision**

Each intern will receive at least two hours of individual face-to-face supervision per week of FTE practice with a licensed psychologist (see Primary Supervisors; i.e., at least 1 hour of supervision for every 20 internship hours). Each intern is assigned a primary supervisor based on their site selection, as well as a secondary supervisor from among the Consortium's leadership.

Interns will also participate in group supervision with other consortium and/or doctoral interns for four hours per month. This supervision will be coordinated by the Training Director. At least one group supervision per month will take place during a group lunch, to be attended by all interns at least the Training Director, with site supervisors being invited as well. In addition, interns will be observed during group supervision while engaged in simulations in the areas of consultation, communication, and supervision. Secondary supervision will be provided by the Training Director through group supervision across the Consortium.

## **3. Didactic Training**

Consortium interns and leadership will participate in Didactic Seminars convened at least once per month for a total of at least 8 hours per month. Didactic seminars consist of didactic training, case presentations, peer socialization, and group supervision. In total, Consortium interns engage in the equivalent of at least two hours/week didactic activities. Didactic training will primarily occur through (a) site-based in-service training for psychological service providers, including the intern and their primary supervisor, and (b) Consortium-led seminars convened by the Training Director in which all Consortium interns will participate. Didactic training is intended to provide both substantive professional development and meaningful peer socialization. The [2019-20 Didactic Seminar Syllabus](#) is provided in the Appendix.

## ***D. Relationship to the UMN School Psychology Program***

The Consortium was created by the University of Minnesota (UMN) School Psychology PhD Program (hereafter, the UMN Graduate Program) to cultivate and sustain the highest quality training experiences in the state in order to reduce the persistent shortage of appropriately trained and credentialed psychologists in the state. To do so, the Consortium brings together the graduate preparation program, sites, and licensed psychologists to provide organized, sequential preparation for interns. The Consortium is administered by the UMN Graduate Program by the Consortium Training Director, who, as a core faculty of the program has FTE allocated specifically to the Consortium administration.

The affiliated sites represent a breadth of client populations, treatment modalities, and service delivery models consistent with professional standards and recommendations for ethically, legally, and scientifically-sound school psychological practice. In alignment with the mission and orientation of the UMN Graduate Program, the Consortium provides a training program consistent with national standards set forth for graduate and internship training programs in school psychology (i.e., [Association for Psychology Postdoctoral and Internship Centers](#)

[APPIC], accreditation standards of the [American Psychological Association](#) [APA], [National Association of School Psychologists](#) [NASP], and [Council of Directors of School Psychology Programs](#) [CDSPP]) and [MN state licensing requirements](#) for the practice of psychology. Members of the UMN Graduate Program provide leadership and administrative support for the Consortium (see Section II, [Subsections D](#) and [E](#) for more information).

## II. LEADERSHIP AND ADMINISTRATION

### *A. Consortium Training Director*

**Annie Hansen-Burke, PhD, LP, NCSP**

**Licenses/Credentials:** Licensed Psychologist by MN Board of Psychology; Licensed School Psychologist by MN Professional Educator Licensing Board; Nationally Certified School Psychologists by National Association of School Psychologists.

**email:** Hans1498@umn.edu

**phone:** 612-624-5547

**location:** Education Sciences Building

56 E. River Rd., Minneapolis, MN 55455

**About:** Dr. Hansen-Burke has over ten years of experience as a practicing school psychologist and graduate level instructor. She is a core faculty member and Fieldwork Coordinator for the UMN Graduate Program. She has provided field-based and university supervision for doctoral-level school psychology students for the several years, with specific focus on implementation of MTSS in schools, psychoeducational evaluation, and delivery of evidence based interventions including trauma-focused CBT. Dr. Hansen-Burke also serves on the Minnesota School Psychologist Association Board. Dr. Hansen-Burke is the Consortium Training Director and responsible for the administration of the Consortium's training program.

The Consortium Training Director oversees the intern selection process, directs and coordinates the training program, manages and directs its resources, monitors the program's goals and activities, facilitates development and implementation of intern training plans, evaluation, and overall development, and maintains records for the Consortium. In this capacity, the Training Director engages in ongoing collaborates with supervisors to plan and monitor training opportunities, communicates with intern and their graduate programs, and works closely with each member site to ensure high quality experiences by interns and Consortium partners. The Training Director will manage a listserv for all parties involved in the Consortium. The Training Director is responsible for communicating with site administrators and supervisors to monitor intern progress as well as to coordinate quarterly consortium meetings. The director provides bi-annual reports to the intern's training program to share intern progress. In the event of any need for remediation or other due process

procedures, the training director may also contact the doctoral training program (see [Section IV: Due Process](#) for more detail). The Training Director will complete site visits twice per year for all affiliated sites and interns to review both intern progress and site functioning. The Training Director is responsible for informing APPIC of any significant changes in the Consortium (i.e., any of the policies or arrangements specified herein) within one month of said change. Such changes will be communicated via signed memos emailed to the appropriate APPIC representative.

### ***B. Primary Intern Supervisors***

We are happy to have a strong team of full-time equivalent doctoral level psychologist as supervisors who provide direct supervision and training in the Consortium's sites, as well as supporting the didactic opportunities for the Consortium as a whole. Specifically, supervisors are doctoral level licensed psychologists who: (a) are in each site at least part time each week (e.g.,  $\geq 20$  hours); (b) collaborate with the Training Director to select interns; (c) provide weekly supervision to interns; (d) monitor and evaluate intern activities and development; (e) are responsible for documenting and maintaining intern training records for their site(s); (f) assist with monitoring and evaluating the Consortium goals and activities; and (g) participate in Consortium governance, trainings, and other meetings. The Consortium's psychology intern supervisors include:

#### **Ethan Schwehr, PhD, LP, NCSP**

**Licenses/Credentials:** Licensed Psychologist by MN Board of Psychology; Licensed School Psychologist by MN Professional Educator Licensing Board; Nationally Certified School Psychologists by National Association of School Psychologists.

**Site:** Groves Academy

**About:** Dr. Schwehr started as a school psychologist in southern Minnesota before pursuing his doctorate degree. Since 2010, he has gained experience working with children and young adults in a variety of settings and capacities such as providing therapeutic services in outpatient clinics, conducting neuropsychological evaluations at the Medical College of Wisconsin, teaching courses and professional development seminars for local colleges and school districts, and completing comprehensive evaluations for adolescent boys in residential care. Dr. Schwehr has worked for multiple school districts in Minnesota and Illinois where he guided them through comprehensive evaluations, applications of Response to Intervention (RTI), and special education law. In addition to working directly with children, families, and school personnel, Dr. Schwehr has presented research at regional and international conferences. Dr. Schwehr has research interests in dyslexia, learning disorders, utilizing systems-level intervention strategies, the effects of children's identified disabilities, and providing professional development that promotes efficacy and knowledge. Dr. Schwehr completed an American Psychological Association (APA)-accredited internship in rural Illinois in 2014 and post-doctoral supervision in 2015.

**Tressa Reisetter, PhD, LP, NCSP**

**Licenses/Credentials:** Licensed Psychologist by MN Board of Psychology; Licensed School Psychologist by MN Professional Educator Licensing Board; Nationally Certified School Psychologists by National Association of School Psychologists.

**Sites:** KIPP Northstar Academy, Lakes International Language Academy

**About:** Dr. Reisetter is a licensed psychologist serving two of our consortium sites and her own private practice. Dr. Reisetter has specialties in pediatric neuropsychology and school neuropsychology and is the author of *Getting to Know Your Child's Brain*, a book for parents about brain development. Her assessment foci are on neuropsychological, cognitive, achievement and behavioral areas. She also provides direct and consultative support for interventions and treatment to support the needs of people with learning disorders, ADHD, Autism Spectrum Disorders, and Traumatic Brain Injury in children and teens. Dr. Reisetter has over five years of supervision experience in working with doctoral students during their practicum and internship training.

**Carol Mecklenberg, Ph.D., LP, NCSP.**

**Licenses/Credentials:** Licensed Psychologist by MN Board of Psychology; Licensed School Psychologist by MN Professional Educator Licensing Board; Nationally Certified School Psychologists by National Association of School Psychologists.

**Site:** Twin Cities German Immersion School

**About:** Dr. Mecklenburg specializes in working with children, adolescents, and young adults. She helps young people who have difficulties with relationships, anxiety, depression, anger, behavior regulation, motivation, school performance, and coping with life events in family, school and community contexts. She has many years of experience working with issues arising from life change and cross-cultural stress. Her therapeutic techniques include cognitive behavioral therapy, play therapy, relationship based work, insight-oriented supportive therapy, parent guidance and coaching, behavior management consultation, group work and family therapy. Dr. Mecklenberg also provides comprehensive psychoeducational assessment for students.

**Wendy Johnson, Ph.D., LP.**

**Licenses/Credentials:** Licensed Psychologist by MN Board of Psychology; Licensed School Psychologist by MN Professional Educator Licensing Board

**Site:** Osseo Area Schools

**About:** Dr. Johnson is a full time school psychologist with the Osseo Area School District. She works at the high school level and has supervised both interns and practicum students over the past three years.

### ***C. Governance***

The Consortium employs an allied/shared governance structure. The Training Director is a core faculty member in the UMN Graduate Program, which provides administrative support, space, and other material resources for operation of the Consortium. All supervisors and Consortium faculty and staff will meet at least quarterly in order to review intern progress, evaluate program outcomes, plan didactics, and plan for future internship cohorts. Generally, meetings will take place in August, November, December (applicant review), January (interviews and discussion), and June.

### ***D. Affiliated Staff***

#### **Amanda L. Sullivan, Ph.D., LP**

Affiliation/Position: Program Director, UMN School Psychology Program

Email: [asulliva@umn.edu](mailto:asulliva@umn.edu)

Phone: (612) 626-7221

Location: 344 Education Science Building, 56 E River Rd, Minneapolis, MN 55455

Role: Liaise with UMN Department of Educational Psychology and College of Education and Human Development on an as needed basis; approve major in-kind resource allocations to the Consortium.

#### **Alicia Vegell**

Affiliation/Position: Program Assistant, UMN School Psychology Program

Email: [acvegell@umn.edu](mailto:acvegell@umn.edu)

Phone: 612-626-0367

Location: 250 Education Science Building, 56 E River Rd, Minneapolis, MN

Role: Administrative/clerical support including scheduling and space reservation for Consortium meetings and events; provision/purchasing of materials and resources, including ordering supplies and new assessment or intervention materials.

### ***E. Facilities and Resources***

Interns and supervisors primarily access office space, assessment and intervention materials, and administrative supports through the individual member sites at which interns are placed.

The Consortium is administratively and physically housed in the UMN Graduate Program in the Education Sciences Building (ESB) on the UMN Campus. The Program provides a variety of material resources to the program: Test and Intervention Library and Resource Library in ESB 350D; conference and meeting space; library access; copy, fax, and scanner access; office supplies; administrative supports for processing of any Consortium and University paperwork;

and other materials as needed. When accessing ESB resources, students must follow posted procedures for checking out materials and will be held accountable for any missing or damaged materials.

### ***F. Grievance Procedures***

In the event an intern encounters any difficulties or problems outside the scope of planned [evaluation](#) procedures related during their training program (e.g., poor supervision, unavailability of supervisor(s), workload issues, personality clashes, other staff conflicts), an intern can:

1. Discuss the issue with the staff member(s) involved;
2. If the issue cannot be resolved informally, the intern should discuss the concern with the Training Director who may then consult with other staff members;
3. If the Training Director cannot resolve the issue of concern to the intern, the intern can file a formal grievance in writing with all supporting documents, with the Training Director; or
4. When the Training Director has received a formal grievance, within three work days of receipt, the Director will implement Review Procedures as described below and inform the intern of any action taken.

## **III. INTERN APPLICATION & PLACEMENT PROCEDURES**

### ***A. Eligibility***

The Consortium will accept applications from doctoral students in school, clinical, or counseling psychology who are currently enrolled in APA-accredited training programs. Applicants to the Consortium under the APPIC match must:

- be actively enrolled, in good standing, in a psychology doctoral program
- the applicant's doctoral program must be APA-accredited
- be prepared to complete their internship in residence in MN if residing out of MN at the time of application
- be doctoral candidates who have completed all formal academic coursework and pre-internship fieldwork (e.g., practica, externships, clerkships) required for their degree by the start of internship
- have received closely supervised fieldwork in assessment, intervention, and consultation in non-classroom settings by appropriately licensed psychologists or school psychologists.

### ***B. Application & Selection Process***

Applications are accepted only through the APPIC system. (Note: We are not currently approved by APPIC or APA, but in pursuit of accreditation, are entering the Match this year). Required application materials include:

- AAPI

- Cover Letter
- Curriculum Vita
- Transcript
- 3 references using APPIC Standard Reference Form
- Standard APPIC Essays

The Consortium will select and train a minimum of two interns per year for at least half-time placement (i.e., 20 hours/week), though it is generally assumed that interns will enlist for full-time placements. Preference will be given to prospective interns from school psychology programs unless the applicant can demonstrate preparation through didactic training and supervised fieldwork to research-based school psychological services with an emphasis on service provision within a MTSS framework. Preference is also given to applicants who have advanced to doctoral candidacy and have an approved dissertation plan at the point of application and selection.

Applications are screened by the Training Director for eligibility, then application review and interviews are completed by the Training Director and Primary Supervisors. The Training Director will notify applicants of application status and selection. Applicants will be notified in December if they are selected for interviews. Notice of selection will occur through the APPIC Match.

### ***C. Compensation***

All interns will be provided an annual stipend of \$25,000, as well as fringe benefits, through their sites.

### ***D. Intern Placement & Designation***

The Consortium will provide full-time internship experiences resulting in a minimum of 1,500 hours of supervised practice in no less than 9-months. Interns may complete up to 2,000 hours of supervised practice upon request in order to increase license eligibility across the U.S. The duration of each individual intern's internship, in months and hours, should be explicitly specified in the internship agreement (see next section). All internship hours must be completed before the doctoral degree is granted.

While completing internship, interns are designated "intern" and should present themselves as such in all training contexts and materials (e.g., email and document signatures, business cards, office placards) in order to transparently indicate their intern status to any recipients of services (note: Interns may list only degrees completed when presenting degrees or credentials; unacceptable presentations include ABD, a common placeholder for 'all but dissertation' or future-dated doctoral degrees [e.g., PhD 2020 or PhD in progress]). In addition, the intern's primary supervisor should be identified to recipients of services, including countersigning any documentation created/distributed by the intern (e.g., consent forms, evaluation reports, treatment/intervention plans).



### ***E. Documentation Required Prior to Initiation of Placement***

All trainees are required to complete the following required documentation by the first day of their internship.

- **Educational License:** In order to engage in provision of school psychological services as a Consortium intern in the state of Minnesota, a *Tier 2 School Psychology License* is required. The application forms for this license can be accessed at the Minnesota Professional Educator Licensing and Standards Board: <https://mn.gov/pelsb>. Proof of educational licensure should be submitted to the Training Director before the start of placement.
- **Proof of Insurance:** Interns are responsible for providing proof of liability insurance. Insurance may be purchased individually or provided by the intern's doctoral training program.
- **Internship Site Agreement:** The intern and site supervisor must complete an internship contract detailing the commitments of each party. This form is available in the [Appendix](#).

By the end first month of placement, the intern and primary supervisor should develop an [Internship Plan](#), a detailed internship plan within the first month of internship. This plan details activities in which the intern will engage in each area of competency, and serves as a guide for individualized experiences that will fulfill the intern's training goals and promote development of profession-wide competencies within the opportunities available at the training site.

## **IV. EVALUATION PROCEDURES**

### ***A. Expectations for Interns' Professional Conduct***

In general, all affiliates of the Consortium (interns, supervisors, and faculty) are expected to conduct themselves in a manner consistent with the [APA Ethical Principles of Psychologists and Code of Conduct](#), NASP [Principles of Professional Ethics](#), and MN [state laws for the practice of psychology](#). In addition, Consortium interns are responsible for adhering to the following expectations for professional conduct:

2. *Competent practice:* Students shall engage only in those services within the scope of their graduate training and professional experience. Students shall request additional supervision and support from Primary Supervisors or the Training Director as needed.
3. *Research-based practice:* Students shall apply the theoretical and empirical knowledge gained through their didactic training while providing supervised psychological services in school and clinical settings.
4. *Cultural sensitivity:* Students are responsible for identifying and demonstrating sensitivity to possible sexual, racial, ethnic, religious, and cognitive biases, and conforming with the ethical standards established by the NASP and the APA.
5. *Punctuality:* Students shall arrive promptly to scheduled meeting and activities, both at the practicum site and the university.



6. *Timely Task Completion*: Students shall plan, in consultation with the site and university supervisors, for appropriate and timely completion of all assigned and delegated activities. They shall complete and submit required assignments and evaluation forms in a timely manner.
7. *Professional communication*: Students shall present themselves in written and oral communication, including all electronic communications, in a professional manner.
8. *Professional presentation*: Students shall wear professional clothing suitable for the practicum site and job duties. Generally, students should be well-groomed and dress business casual, unless more casual clothing is encouraged by the supervisor. If students have questions about what is appropriate attire for their site, they should ask supervisors for guidance.
9. *Documentation of activities*: Students shall promptly and accurately record hours and maintain other documentation as appropriate.
10. *Active Participation in Supervision*: Students shall participate actively in supervision by critically reflecting upon their experiences. Students should request additional supervision as needed. They are responsible for seeking supervision from field supervisors, Training Director, and/or University Supervisors when situations exceed their professional competence or present novel ethical or legal issues.
11. *Communication with Supervisors*: Students shall communicate any questions or concerns to the appropriate supervisor in a timely, collegial manner.

### ***B. Evaluation of Intern Competencies***

Primary supervisors will complete two formal evaluations per year. Interns receiving ratings below the minimum expected competency will engage in a planning process with their supervisor to build knowledge and skills in the area(s) of concern. Evaluations must be reviewed with the intern before submitting to the Training Director. Supervisors will evaluate intern performance based at least in part on direct observation. At least one direct observation rubric must be submitted to the Training Director per semester (for more information, see Appendix). Consistent with APPIC Membership Criteria, this process is intended to provide comprehensive feedback to interns as follow, typically in the winter and summer (e.g., in December/January and before completion of internship requirements):

- Summary of performance in all major competencies, including notable strengths or accomplishments and areas in which the intern would benefit from additional training;
- Opportunity to review and discuss forms and feedback with supervisors; and
- Feedback to the intern's graduate training director concerning progress, including strengths, areas for additional training, and any concerns for problematic behavior.

Several learning activities will be completed for the Didactic Seminar. These include case studies, and other presentations (see also the [Checklist of Intern Requirements](#) and [Didactic Seminar Syllabus](#); detailed instructions will be provided in the seminar).

### ***C. Completion Criteria***

In order to be considered to have successfully completed the internship, the following criteria must be met:

- Total internship hours of at least 1,500 hours, or the amount specified in the internship contract, over at least 9 months;
- Average of 2 hours/week direct supervision;
- Average of 2 hours/week, or 8 hours/month didactic training;
- Submission of all required documentation (see [Checklist of Intern Requirements](#));
- Evaluations and direct observations indicate a minimum level of competency for entry to independent practice, as demonstrated by scores of 2 or 3 on each applicable skill item;
- All client records and paperwork has been submitted and approved by the supervisor; and
- No unresolved or un-remediated problematic behaviors.

Upon documentation of the above criteria, the Training Director will issue the intern a [Certificate of Completion](#).

## **V. DUE PROCESS**

At all times, interns and supervisors shall act in a manner consistent with the ethical standards of American Psychological Association (APA; applies to all Ph.D. students) and National Association of School Psychologists (NASP; applies to all school psychology students), as well as state and federal legal requirements related to the provision of psychological services.

The Minnesota School Psychology Internship Consortium provides equal access to and opportunity in its programs, facilities, and employment without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. Internship sites are expected to select and train students consistent with this policy.

### ***A. Intern Rights***

1. The right to a clear statement of general rights and responsibilities upon entry into the internship.
2. The right to be trained by professionals who behave in accordance with APA ethical guidelines.
3. The right to be treated with professional respect, that recognizes the training and experience the intern brings with him/her.
4. The right to ongoing evaluation that is specific, respectful, and pertinent.
5. The right to engage in an ongoing evaluation of the training program experience.
6. The right to initiate an informal resolution of problems that might arise during the training experience.

## 7. The right to due process.

Due process ensures that decisions made by internship supervisors about interns are not arbitrary or biased, requires the internship site to identify specific evaluative procedures that are applied to all interns, and have appropriate appeal procedures available to the intern to challenge the internship's actions. In response to interns' expectations, the training program assumes a number of general responsibilities. Primarily, it recognizes that the provision of on-going feedback to interns is fundamental to a successful training experience. The internship program has the responsibility to assess the progress of each intern throughout his/her training. In order to maximize intern growth and professional development, it is important that such assessment be done on a continuing basis at timely intervals.

### ***B. Guidelines Governing Consortium's Due Process***

The Consortium adheres to the following Due Process Guidelines:

1. During the orientation period, interns will receive in writing the Consortium's expectations related to professional functioning. The Training Director will discuss these expectations in both group and individual settings.
2. The procedures for evaluation, including when and how evaluations will be conducted will be described. Formal evaluation will occur a minimum of twice per year.
3. The various procedures and actions involved in decision-making regarding the problem behavior or intern concerns will be described.
4. The Consortium will communicate early and often with the intern and when needed the intern's home program if any suspected difficulties that are significantly interfering with performance are identified.
5. The Consortium will institute, when appropriate, a remediation plan for identified inadequacies, including a period for expected remediation and consequences of not rectifying the inadequacies. This may occur after a rating of 0 or 1 on a formal evaluation, or following intermediary evaluation between periods.
6. If an intern wants to institute an appeal process, this document describes the steps of how an intern may officially appeal this program's action.
7. Due process procedures will ensure that interns have sufficient time (as described in this due process document) to respond to any action taken by the program before the programs implementation.
8. When evaluating or making decisions about an intern's performance, Consortium staff will use input from multiple professional sources
9. The Consortium will document in writing and provide to all relevant parties, the actions taken by the program and the rationale for all actions.

### ***C. Procedures for Handling of Problematic Behavior***

Problematic Behavior is defined broadly as an interference in professional functioning which is reflected in one or more of the following ways:

1. An inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior;
2. An inability to acquire professional skills in order to reach an acceptable level of competency; and/or
3. An inability to control personal stress, strong emotional reactions, and/or psychological dysfunction which interfere with professional functioning.

It is a professional judgment when an intern's behavior becomes problematic rather than of concern. Interns may exhibit behaviors, attitudes, or characteristics which, while of concern and requiring remediation, are not unexpected or excessive for professionals in training. Problematic behaviors typically become identified when one or more of the following characteristics exist:

1. The intern does not acknowledge, understand, or address the problem when it is identified;
2. The problem is not merely a reflection of a skill deficit which can be rectified by academic or didactic training;
3. The quality of services delivered by the intern is sufficiently negatively affected;
4. The problem is not restricted to one area of professional functioning;
5. A disproportionate amount of attention by training personnel is required; and/or
6. The intern's behavior does not change as a function of feedback, remediation efforts, and/or time.

#### **1. Responses to Problematic Behavior**

If an intern receives an "unacceptable rating" from any of the evaluation sources in any of the major categories of evaluation, or if a staff member or another intern has concerns about an intern's behavior (ethical or legal violations, professional incompetence) the following procedures will be initiated:

1. In some cases, it may be appropriate to speak directly to the intern about these concerns and, in other cases, a consultation with the Training Director will be warranted. This decision is made at the discretion of the staff or intern who has concerns.
2. Once the Training Director has been informed of the specific concerns, they will determine if and how to proceed with the concerns raised.
3. If the staff member who brings the concern to the Training Director is not the intern's supervisor, the Training Director will discuss the concern with the supervisor(s).
4. If the Training Director and supervisor(s) determine that the alleged behavior in the complaint, if proven, would constitute a serious violation, the Training Director will inform the staff member who initially brought the complaint.
5. The Training Director and supervisor(s) may meet to discuss possible course of actions.

## **2. Notification Procedures to Address Problematic Behavior or Inadequate Performance**

It is important to have meaningful ways to address problematic behavior once identified. In implementing remediation or sanctions, the training staff must be mindful and balance the needs of the problematic intern, the clients involved, members of the intern's training group, and other consortium personnel. All evaluative documentation will be maintained in the intern's file. At the discretion of the Training Director, the intern's home academic program will be notified of any of the actions listed below.

1. Verbal Notice to the intern emphasizes the need to discontinue the inappropriate behavior under discussion.
2. Written Notice to the intern formally acknowledges:
  - a) that the Training Director is aware of and concerned with the behavior,
  - b) that the concern has been brought to the attention of the intern,
  - c) that the Training Director will work with the intern to rectify the problem or skill deficits, and
  - d) that the behaviors of concern are not significant enough to warrant more serious action.
3. Second Written Notice to the intern will identify possible sanction(s) and describe the remediation plan. This letter will contain:
  - a) a description of the intern's unsatisfactory performance;
  - b) actions needed by the intern to correct the unsatisfactory behavior;
  - c) the time line for correcting the problem;
  - d) what sanction(s) may be implemented if the problem is not corrected; and
  - e) notification that the intern has the right to request an appeal of this action.

If at any time an intern disagrees with the aforementioned notices, the intern can appeal

## **3. Remediation and Sanctions**

The implementation of a remediation plan with possible sanctions should occur only after careful deliberation and thoughtful consideration of the training director and relevant members of the training staff. The remediation and sanctions listed below may not necessarily occur in that order. The severity of the problematic behavior plays a role in the level of remediation or sanction.

1. Schedule Modification is a time-limited, remediation-oriented closely supervised period of training designed to return the intern to a more fully functioning state. Modifying an intern's schedule is an accommodation made to assist the intern in responding to personal reactions to environmental stress, with the full expectation that the intern will complete the internship. Several possible and perhaps concurrent courses of action may be included in modifying a schedule. These include
  - a) increasing the amount of supervision, either with the same or additional supervisors;
  - b) change in the format, emphasis, and/or focus of supervision
  - c) reducing the intern's workload; and/or
  - d) requiring specific academic coursework.

2. Probation is also a time limited, remediation-oriented, more closely supervised training period. Its purpose is to assess the ability of the intern to complete the internship and to return the intern to a more fully functioning state. Probation defines a relationship in which the Training Director systematically monitors for a specific length of time the degree to which the intern addresses, changes and/or otherwise improves the behavior associated with the inadequate rating. The intern is informed of the probation in a written statement that includes:
  - a) the specific behaviors associated with the unacceptable rating;
  - b) the remediation plan for rectifying the problem;
  - c) the time frame for the probation during which the problem is expected to be ameliorated, and
  - d) the procedures to ascertain whether the problem has been appropriately rectified.
3. Suspension of Direct Service Activities requires a determination that the welfare of the intern's client(s) or the school community has been jeopardized. When this determination has been made, direct service activities will be suspended for a specified period as determined by the Training Director in consultation with the intern's supervisor(s). At the end of the suspension period, the intern's supervisor(s) in consultation with the Training Director will assess the intern's capacity for effective functioning and determine if, and when, direct service can be resumed.
4. Administrative Leave involves the temporary withdrawal of all responsibilities and privileges at the Consortium.

Note: If the Probation Period, Suspension of Direct Service Activities, or Administrative Leave interferes with the successful completion of the training hours needed for completion of the internship, this will be noted in the intern's file and the intern's academic program will be informed. The Training Director will inform the intern of the effects the administrative leave will have on the intern's stipend and accrual of benefits.
5. Dismissal from the Training Program involves the permanent withdrawal of all agency responsibilities and privileges. When specific interventions do not, after a reasonable time period, rectify the problem behavior or concerns and the intern seems unable or unwilling to alter her/his behavior, the Training Director and supervisor(s) will discuss the possibility of termination from the training program. Either administrative leave or dismissal would be invoked in cases of severe violations of the APA Code of Ethics, or when imminent physical or psychological harm to a client is a major factor, or the intern is unable to complete the training program due to physical, mental, or emotional illness. The Training Director will make the final decision about dismissal.
  - 5b. Immediate Dismissal involves the immediate permanent withdrawal of all agency responsibilities and privileges. Immediate dismissal would be invoked but is not limited to cases of severe violations of the APA Code of Ethics, or when imminent physical or psychological harm to a client is a major factor, or the intern is unable to complete the

training program due to physical, mental, or emotional illness. In addition, in the event an intern compromises the welfare of a client(s) or the campus community by an action(s) which generates grave concern from the supervisor(s) or Training Director, the Director may immediately dismiss the intern from the Consortium. This dismissal may bypass steps identified in notification procedures and remediation and sanctions alternatives. When an intern has been dismissed, the Training Director will communicate to the intern's academic department that the intern has not successfully completed the training program.

If at any time an intern disagrees with the aforementioned sanctions, the intern can implement *Appeal Procedures* as described below.

#### **4. Appeal Procedures**

In the event that an intern does not agree with any of the aforementioned notifications, remediation, or sanctions, or with the handling of a grievance, the following appeal procedures should be followed:

1. The intern should file a formal appeal in writing with all supporting documents, with the Director. The intern must submit this appeal within 5 work days from their notification of any of the above (notification, remediation or sanctions, or handling of a grievance).
2. Within three work days of receipt of a formal written appeal from an intern, the Director will consult with members of the Consortium training and supervision team and then decide whether to implement a Review Panel or respond to the appeal without a Panel being convened.
3. In the event that an intern is filing a formal appeal in writing to disagree with a decision that has already been made by the Review Panel and supported by the Director, then that appeal is reviewed by the Director in consultation with the Consortium training and supervision team. The Director will determine if a new Review Panel should be formed to reexamine the case, or if the decision of the original Review Panel is upheld.

#### **5. Review Procedures / Hearing**

When needed, a Review Panel will be convened by the Director to make a recommendation to the Director about the appropriateness of a Remediation Plan/Sanction for an Intern's Problematic Behavior OR to review a grievance filed by the intern.

1. The Panel will consist of three staff members of the Consortium or UMN Graduate Program selected by the Director with recommendations from the Training Director and the intern who filed the appeal or grievance. The Director will appoint a Chair of the Review Panel.
  - a. In cases of an appeal, the intern has the right to hear the expressed concerns of the training program and have an opportunity to dispute or explain the behavior of concern.
  - b. In response to a grievance, the intern has a right to express concerns about the training program or staff member and the program or staff has the right and responsibility to respond.
2. Within five (5) work days, a Panel will meet to review the appeal or grievance and to examine the relevant material presented.

3. Within three (3) work days after the completion of the review, the Panel will submit a written report to the Director, including any recommendations for further action. Recommendations made by the Review Panel will be made by majority vote if a consensus cannot be reached.
4. Within three (3) work days of receipt of the recommendation, the Director will either accept or reject the Review Panel's recommendations. If the Director rejects the recommendation, the Director may refer the matter back to the Panel for further deliberation and revised recommendations or may make a final decision.
5. If referred back to the Panel, a report will be presented to the Director within five (5) work days of the receipt of the Director's request of further deliberation. The Director then makes a final decision regarding what action is to be taken and informs the Training Director.
6. The Training Director informs the intern, staff members involved, and necessary members of the training staff of the decision and any action taken or to be taken.



## **VI. APPENDIX**

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- Consortium Site Affiliation Agreement
- Intern-Site Agreement
- Internship Plan
- Didactic Training Schedule, 2019-20
- Intern Evaluation Form
- Direct Observation Rubric
- Intern Assessment of Field Site
- Checklist of Intern Requirements
- Certification of Intern Completion

## **CONSORTIUM SITE AFFILIATION AGREEMENT**

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### **University of Minnesota School Psychology Program**

**And**

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### **(Name of Internship Consortium Affiliated Organizations)**

The Minnesota School Psychology Internship Consortium (MNSPIC) designates each of the following as an approved setting for a doctoral internship in school psychology.

[SITES LISTED HERE]:

The internship is an organized training program that is designed to provide the Intern with a planned sequence of training activities.

This Agreement becomes effective on \_\_\_\_\_, remains in effect for a period of one year, and automatically renews itself annually unless either MNSPIC or the Affiliated Organization indicates a need for review, change, or termination. Unless otherwise agreed to by both parties, any such termination shall not take effect until any Intern in place at the time of the termination notice has completed their internship.

Adjustments to this Agreement will be included in a written addendum signed by all parties.

Subject to the terms of this agreement, MNSPIC agrees to:

1. Work cooperatively with the Affiliated Organization to design appropriate internship experiences consistent with the internship guidelines of the American Psychological Association and the Council of Directors of School Psychology Programs.
2. Provide consultation to appropriate staff of the Affiliated Organization in the general development of the internship.
3. Respect the autonomy of the Affiliated Organization to set its own service delivery system.
4. Recommend doctoral students, who will have completed all requirements for certification as a school psychologist in Minnesota by the time of the start of the internship, to be placed as doctoral interns at the Affiliated Organization, and respect the autonomy of the Affiliated Organization to provide input on the selection of an Intern.

5. Designate a Training Director of the Minnesota School Psychology Internship Consortium who will:
  - a. Direct and organize the training program and its resources
  - b. Be responsible for intern selection, in consultation with Affiliated Organizations
  - c. Serve as principal liaison between MNSPIC and the Affiliated Organization.
  - d. Be available to the executive of the Affiliated Organization as needed concerning relationships between MNSPIC and the Affiliated Organization.
  - e. Monitor and evaluate the training program's goals and activities.
  - f. Document and maintain intern training records.
  - g. Make periodic visits to the Affiliated Organization to review Intern progress and consult with the Affiliated Organization Site Supervisor on progress and problems.
  - h. Share with the Affiliated Organization Site Supervisor information about the policies, procedures, and educational program of the School Psychology Program at the University of Minnesota, other graduate training programs as appropriate, and the Minnesota School Psychology Internship Consortium.
  - i. Communicate to the School Psychology Program faculty the concerns and suggestions of the Affiliated Organization and the Site Supervisor.
6. Provide two hours per week of group supervision for the Intern by a doctoral level school psychologist through the University of Minnesota School Psychology Internship Seminar.
7. Provide regularly scheduled, supervised training activities with other Interns through the University of Minnesota School Psychology Internship Seminar.
8. Provide a format for an Internship Contract indicating the conditions of the Internship, including goals, activities, and supervision, agreed upon by the Intern, MNSPIC, and the Affiliated Organization.
9. Provide a format for a formal, written evaluation of the Intern based on MNSPIC goals and competencies.
10. Provide the intern with due process procedures agreed upon by MNSPIC and the School Psychology Internship Consortium Affiliated Organizations.
11. Provide opportunities for professional development for the internship Site Supervisor.

Subject to the terms of this Agreement, the Affiliated Organization agrees to:

1. Designate a member of its staff, who is a Minnesota Licensed Psychologist, as the Site Supervisor and provide the Intern with an internship of at least 1500 hours (or 2000 hours depending on student need) over no less than 10 months, consisting of a planned sequence of training experiences with a range of activities related to provision of school psychological services including assessment, prevention/intervention, consultation, program development, program evaluation/research, and supervision. At least 25% of the Intern's time will be spent in providing direct psychological services to clients.
2. Provide a stipend for the Intern of \$25,000 for the internship year, paid directly to the intern.
3. Provide two hours per week of individual supervision for the Intern by a psychologist who is licensed by the Minnesota State Board of Psychology.
4. Complete, with the Intern, an Internship Contract indicating the conditions of the Internship, including goals, activities, and supervision, agreed upon by the Intern, MNSPIC, and the Affiliated Organization.

5. Provide suitable workspace and resources for the Intern to complete the internship. Permit use of its facilities, support staff, and records by the Intern necessary for assigned work completion. The Affiliated Organization will also provide appropriate orientation, training, and supervision of the Intern.
6. Ensure that any reports and other written documents completed by the Intern are co-signed by the internship Site Supervisor.
7. Inform the Director of MNSPIC early of any problems that may develop concerning the Intern's progress or performance and work in consultation with the MNSPIC Director to the School Psychology Internship Consortium if any Intern misconduct or performance warrants any form of discipline. The Affiliated Organization shall require MNSPIC's approval prior to taking any action or discipline that materially alters the program of the Intern.
8. Provide a formal, written evaluation of the Intern at the end of each University semester (Fall and Spring/Summer), using the Intern evaluation form provided by MNSPIC, and meet with the Intern to discuss the evaluation. The Affiliated Organization shall provide all reasonable information requested by the University on a student's internship performance.
9. Keep confidential any personal information or educational record of any Intern.
10. The Affiliated Organization agrees to make every possible accommodation to MNSPIC's request for a faculty site visit during the internship. The Affiliated Organization also agrees to allow the Intern to attend University required internship meetings/seminars during the internship, if applicable.

#### Mutual Terms and Conditions:

1. The laws of the state of Minnesota shall govern this Agreement.
2. The relationship between the parties to this Agreement to each other is that of independent contractors. The relationship of the parties to this contract to each other shall not be construed to constitute a partnership, joint venture or any other relationship, other than that of independent contractors.
3. Neither of the parties shall assume any liabilities to each other. As to liability to each other or death to persons, or damages to property, the parties do not waive any defense as a result of entering into this contract. This provision shall not be construed to limit MNSPIC's or the University of Minnesota's rights, claims or defenses which arise as a matter of law.
4. Any private or confidential data/information that the Intern creates, collects, receives, stores, uses, or disseminates during the course of their assignment with the School District, which concerns the personal, financial, or other affairs of the District, its Board, officers, employees or students will be kept private/confidential and in conformance with all state and federal laws relating to data privacy, including, without limitation, the Family Educational Rights and Privacy Act (FERPA) and the Minnesota Government Data Practices Act (Minnesota Statute, Chapter 13). The intern will only share private or confidential data on students with those persons with a legitimate educational interest. Any persons employed to supervise or advise the Intern will comply with FERPA, Minnesota Statute Chapter 13 and any other applicable law regarding data privacy.
5. This Agreement represents the entire understanding between the parties.

The parties hereby agree to the terms of the Minnesota School Psychology Internship Consortium Affiliation Agreement:

**For the Affiliated Organization:**

(each sign and date below)

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Name

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Title

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Signature

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Date

**For MSPIC:**

Annie Hansen-Burke, PhD, LP  
Consortium Training Director

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Signature

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Date

## DOCTORAL INTERNSHIP SITE AGREEMENT

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Intern: \_\_\_\_\_

Site: \_\_\_\_\_

*This form must be completed and signed by all parties before the internship commences.*

**The intern and site agree to the following:**

1. The student shall be referred to with a title that denotes their trainee status, such as “intern.”
2. The intern shall provide to the setting high-quality, conscientious work, which meets professional ethical standards of the National Association of School Psychologists and the American Psychological Association.
3. The setting shall relate to the intern as a competent, professional-level worker and maintain a commitment to the internship as a diversified training experience.
4. Time shall be allowed the intern during the regular working day for report writing, meetings, and other supportive activities as required by the setting and the nature of the experiences.
5. In addition, the intern will be allowed to attend continuing professional development activities. This includes 8 hours per month scheduled Consortium learning activities.
6. The setting shall provide a minimum of two hours of individual supervision for the intern every week provided by a doctoral-level psychologist who is licensed to practice professional psychology. At least 50% of supervision must be provided face-to-face. The intern’s primary supervisor shall be \_\_\_\_\_ (LP# \_\_\_\_\_).
7. The setting shall allow for a minimum of two hours of group supervision for the intern every week, provided on a bi-monthly schedule with other Consortium interns.
8. Additional time may be negotiated depending on the nature of the experience or at the request of the intern or the setting.
9. The internship shall be for a period of one year, beginning \_\_\_\_\_ and ending \_\_\_\_\_ for a total of \_\_\_\_\_ hours. Unless the intern has already completed a school-based internship, at least 600 hours of this internship shall be in a school setting where intern can access general education students.
10. The intern shall be paid by the setting at the rate of \_\_\_\_\_.
11. Expense reimbursement will be given that is consistent with policies pertaining to agency psychologists.
12. The experiences engaged in by the intern shall be negotiated by the intern, primary supervisor, and appropriate others in the setting and at the Consortium. The experiences shall include assessment, intervention, consultation, and evaluation. No more than half of the intern’s time shall be spent on any one of these activities unless otherwise negotiated. At least 25% of the intern’s time must be spent on direct services to students, families, or

professionals. No more than 25% of the intern's time can be spent on research. Specific experiences shall be outlined in the Internship Plan.

13. The intern shall be provided an appropriate work environment including adequate supplies, materials, secretarial services, and office space consistent with those generally afforded school psychologists.
14. The intern's work and the experience shall be reviewed by the setting, the Consortium, and the intern.
15. The site will participate in the end-of-term joint evaluation, review evaluation results for the intern, and coordinate with the Consortium as needed concerning any significant issues affecting the internship program.
16. The intern and the site have reviewed and shall adhere to the policies set forth in the Consortium Handbook.

**Intern:**

**Primary Supervisor:**

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Name

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Name

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Signature

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Title

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Date

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Signature

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Date

**Annie Hansen-Burke, PhD, LP**  
**Consortium Training Director**

---

Signature

---

Date

## INTERNSHIP PLAN

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Intern: \_\_\_\_\_

Supervisor: \_\_\_\_\_

What follows is my internship plan for the 20\_\_-20\_\_ school year in the Minnesota School Psychology Internship Consortium. The framework for this plan is the MNSPIC training goals and objectives, which are guided by the APA Standards of Accreditation. I will address how I plan to meet each of the domains of practice of School Psychologists as detailed by APA and MNSPIC. In addition, relevant training, experience, evaluation, and supervision provided by the internship site will be detailed herein. My primary supervisor will supervise my progress and provide guidance as I move toward the goals detailed in this plan during the school year.

Training: Through the MNSPIC, the internship site will provide an average of at least two hours of training (professional development) per week during the internship experience.

Experience: This internship will include experiences in the following areas: [list settings, roles, models of practice]

Evaluation: Formal evaluation will be provided twice per year, and discussed among supervisors and intern. Any areas of practice needing improvement will be accompanied by a formal plan to build skills in that area.

Supervision: I will be provided with at least four hours of direct supervision per week, at least two hours of individual, face-to-face supervision with my primary supervisor.

Objectives and opportunities in training domains:[ALL ITALICS SHOULD BE REPLACED WITH YOUR SPECIFIC PLAN. TAILOR THIS TO FIT YOUR TRAINING GOALS AND SITE]

### **Domain 1: Research.**

- Opportunity to develop a research-based practice agenda, indicating how the intern will embed and engage in research as a practitioner, or a research agenda indicating how the intern's future research will affect practice.
- Opportunity to demonstrate the substantially independent ability to critically evaluate and disseminate research or other scholarly activities (e.g., case conference, presentation, publications) at the local level.
- *Other activities may include: using single-case design to evaluate the results of interventions, program evaluation, presenting research findings or syntheses to professional, practitioners, or community audiences. Applying concepts related to research design, methods, measurement, and statistical analyses.*



**Domain 2: Ethical and Legal Standards.**

- Learn and apply relevant federal and state laws and policies in practice.
- Opportunity to learn and apply professional standards for the practice of psychology and school psychology in direct and indirect service.
- Be knowledgeable of and act in accordance with each of the following:
  - the current version of the APA Ethical Principles of Psychologists and Code of Conduct;
  - relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and
  - relevant professional standards and guidelines.
- Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.
- Conduct self in an ethical manner in all professional activities.
- *Other activities as determined by intern and site supervisors.*

**Domain 3: Individual and Cultural Diversity.**

- Opportunity to demonstrate the ability to independently apply knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship.
- *Other specific activities determined by intern and site supervisors*

**Domain 4: Professional Values and Attitudes.**

- Opportunities for reflection and supervision on behaving in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
- Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
- *Other specific activities determined by intern and site supervisors*

**Domain 5: Communication and Interpersonal Skills.**

- Opportunity to develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
- Opportunities to produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
- Opportunities to demonstrate effective interpersonal skills and the ability to manage difficult communication well.
- *Other specific activities determined by intern and site supervisors*

**Domain 6: Assessment.**

- Conduct assessments and interpreting data from a variety of evidence-based assessments in association with multi-tiered systems of support.
- Use assessment data to identify a student's strengths and needs, understand problems, and identify appropriate interventions and instructional modifications.
- Contribute to multidisciplinary teams that use data-based decision making to plan, implement, and evaluate individual, group, and school-wide prevention and intervention programming.
- Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
- Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.
- *Other specific activities determined by intern and site supervisors*

**Domain 7: Intervention.**

- Opportunity to develop skills in systems-wide prevention and crisis intervention.
- Opportunity to establish and maintain effective relationships with the recipients of psychological services.
- Opportunity to demonstrate the ability to apply the relevant research literature to clinical decision making.
- Opportunity to complete a minimum of two case studies (one academic, one social-emotional/behavioral) to demonstrate problem identification, problem analysis, intervention, and evaluation to address a P-12 student need. Candidates must demonstrate effectiveness of the intervention through calculation of PND or other appropriate effect size.
- *Other specific activities determined by intern and site supervisors*

**Domain 8: Supervision**

- Opportunity to apply knowledge of supervision in direct or simulated practice with psychology trainees, or other health professionals. Examples of direct or simulated practice examples of supervision include, but are not limited to, role-played supervision with others, and peer supervision with other trainees.
- *Other specific activities determined by intern and site supervisors*

**Domain 9: Consultation and Interprofessional/Interdisciplinary Skills.**

- Opportunity to effectively collaborate with staff, families, and other service providers to develop, implement, and evaluate evidence-based interventions at the individual, group, and system levels.
- Use of appropriate consultation models and strategies to facilitate direct and indirect services and professional development.

- Apply knowledge of consultation models in direct or simulated consultation with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior.
- Participation in multi-disciplinary teams, with opportunity to demonstrate knowledge and respect for roles and perspectives of other professions, and apply knowledge of consultation with individuals and their families, other professionals including teachers, or systems related to health and behavior
- *Other specific activities determined by intern and site supervisors*

**Intern:**

**Primary Supervisor:**

\_\_\_\_\_  
Name

\_\_\_\_\_  
Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Annie Hansen-Burke, PhD, LP**  
**Consortium Training Director**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## **DIDACTIC SEMINAR SYLLABUS, 2019-20**

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**Primary Instructor:** Annie Hansen-Burke, Ph.D., LP, NCSP  
Department of Educational Psychology  
Office hours: [by appointment](#)  
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Phone: 612-624-5547

**Meeting Location:** Education Sciences Building  
56 E. River Rd, Minneapolis, MN 55455  
University of Minnesota

**Time:** Every other Friday  
Didactic Training: 9:00 AM -1:00 PM  
Group Supervision: 1:00-5:00 PM

### **Description**

Internship is the capstone applied experience in the school psychology curriculum. During internship, interns will continue to develop independence and expertise in the application of skills that will facilitate high-quality multi-tiered systems of support and delivery of ethical and beneficial school psychology services.

Internship will support the development of school psychologists who are ready to begin independent practice. Consortium interns will develop emerging expertise in the areas of evidence-based practice and MTSS and will demonstrate profession-wide competencies adopted as Consortium training objectives. A primary goal of this seminar is for interns to understand and be prepared to implement systems change strategies to facilitate adoption or strengthening of an effective MTSS structure in a school system.

Consortium interns must participate in a minimum of an average of 2 hours per week of didactic training with no less than 8 hours in any month. Meetings will take place on alternating Fridays on the University of Minnesota campus. The following didactic calendar is for the 2019-2020 academic year. Each session is four hours long paired with four hours of group supervision. Unless otherwise noted, sessions are led by the Training Director.

### **Assignments**

Interns will be asked to complete reflection papers, case studies, and research-based presentations to demonstrate competencies and enrich group meetings. In addition, observations of simulated communication, consultation, and supervision will take place during these sessions.

## Outline & Topics

The didactic schedule is sequenced in order to provide interns with support to develop competencies in all profession-wide competencies. Some core responsibilities, such as ethical and legal psychoeducational evaluation, will be introduced early in the sequence to facilitate intern competence in immediate site activities. The domain of professional values and attitudes is covered during several sessions through the resiliency curriculum that is embedded in the sequence.

Date	Topics & Leads	Assignments/Required Activities
8/16	<ul style="list-style-type: none"> <li>• Introduction to the Consortium</li> <li>• Due process, internship plans, and assignments <ul style="list-style-type: none"> <li>▪ Lead: Annie Hansen-Burke</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Internship plan</li> <li>• Site agreement</li> </ul>
8/30	<ul style="list-style-type: none"> <li>• Minnesota due process requirements and introduction to psychoeducational evaluation <ul style="list-style-type: none"> <li>▪ Lead: Annie Hansen-Burke and Tressa Reisetter</li> </ul> </li> </ul> <p><i>Note: By 8/30, interns should also complete site-specific orientation and training (20-40 hours of training on site)</i></p>	<ul style="list-style-type: none"> <li>• Proof of insurance</li> <li>• Proof of Minnesota Professional Educator Licensing Board licensure</li> </ul>
9/13	<ul style="list-style-type: none"> <li>• MTSS for interns: screening, the problem solving process, and resources for evidence based intervention <ul style="list-style-type: none"> <li>▪ Lead: Annie Hansen-Burke</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• August log</li> </ul>
9/27	<ul style="list-style-type: none"> <li>• Preparing to be a resilient professional <ul style="list-style-type: none"> <li>▪ Lead: Annie Hansen-Burke</li> </ul> </li> </ul>	
10/11	<ul style="list-style-type: none"> <li>• Ethical and legal standards, intro to MTSS inventory <ul style="list-style-type: none"> <li>▪ Lead: Amanda Sullivan, Ph.D., LP</li> </ul> </li> <li>• Implementation Science to facilitate systems change <ul style="list-style-type: none"> <li>▪ Lead: Clay Cook, Ph.D., LP</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• September log</li> </ul>
10/25	<ul style="list-style-type: none"> <li>• Best practices in language immersion education for school psychologists <ul style="list-style-type: none"> <li>▪ Lead: Carol Mecklenberg, Ph.D., LP</li> </ul> </li> <li>• Clarifying and committing to professional values <ul style="list-style-type: none"> <li>▪ Lead: Clay Cook &amp; Annie Hansen-Burke</li> </ul> </li> </ul>	
11/8	<ul style="list-style-type: none"> <li>• Individual and cultural diversity. Self-reflection, applications to assessment and intervention <ul style="list-style-type: none"> <li>▪ Lead: Annie Hansen-Burke</li> </ul> </li> <li>• Diagnostic Assessment and Neurodiversity</li> </ul>	<ul style="list-style-type: none"> <li>• October log</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Lead: Ethan Schwer, PhD., LP</li> </ul>	
11/22	<ul style="list-style-type: none"> <li>• Awareness and empowerment through mindfulness based practices <ul style="list-style-type: none"> <li>▪ Leads: Clay Cook &amp; Annie Hansen-Burke</li> </ul> </li> </ul>	
12/6	<ul style="list-style-type: none"> <li>• Reducing staff burnout to improve well-being and performance <ul style="list-style-type: none"> <li>▪ Lead: Clay Cook</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• November log</li> <li>• Midyear supervisor evaluation</li> </ul>
12/20	<ul style="list-style-type: none"> <li>• Paying attention to the positive and practicing gratitude <ul style="list-style-type: none"> <li>▪ Lead: Clay Cook/Annie Hansen-Burke;</li> </ul> </li> <li>• Professional values and attitudes. Self-care, core values, licensure <ul style="list-style-type: none"> <li>▪ Lead: Annie Hansen-Burke</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Supervisor observation rubric</li> </ul>
1/10	<ul style="list-style-type: none"> <li>• Communication and interpersonal skills, Consultation and interprofessional/ interdisciplinary skills. <ul style="list-style-type: none"> <li>▪ Lead: Annie Hansen-Burke</li> </ul> </li> <li>• Intern presentations: Case study</li> </ul>	<ul style="list-style-type: none"> <li>• December log</li> <li>• Communication simulation observation</li> <li>• Consultation simulation observation</li> </ul>
1/24	<ul style="list-style-type: none"> <li>• Managing intense negative emotions and cultivating positive ones <ul style="list-style-type: none"> <li>▪ Lead: Clay Cook/Annie Hansen-Burke; 2 hours);</li> </ul> </li> <li>• Intern presentations: Ethical dilemma and analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Core values reflection</li> </ul>
2/7	<ul style="list-style-type: none"> <li>• Assessment for MTSS. <ul style="list-style-type: none"> <li>▪ Lead: Annie Hansen-Burke</li> </ul> </li> <li>• Neuropsychology for School Psychologists <ul style="list-style-type: none"> <li>▪ Lead: Dr. Tressa Reissetter, Ph.D., LP</li> </ul> </li> <li>• Intern presentations: Case study</li> </ul>	<ul style="list-style-type: none"> <li>• January log</li> </ul>
2/21	<ul style="list-style-type: none"> <li>• Therapeutic Lifestyle Choices (TLCs): Cheap, readily available choices that enhance mental and physical health <ul style="list-style-type: none"> <li>▪ Lead: Dr. Clay Cook &amp; Annie Hansen-Burke</li> </ul> </li> <li>• Handling difficult communication. <ul style="list-style-type: none"> <li>▪ Lead: Annie Hansen-Burke</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Diversity reflection</li> </ul>
3/7	<ul style="list-style-type: none"> <li>• Academic and SEB intervention in MTSS. Problem solving of MTSS system gaps. <ul style="list-style-type: none"> <li>▪ Lead: Robin Coddling PhD, Faith Miller, PhD; 4 hours</li> </ul> </li> <li>• Intern presentations: Case study</li> </ul>	<ul style="list-style-type: none"> <li>• February log</li> </ul>

3/2	<ul style="list-style-type: none"> <li>• Connecting with others in meaningful ways: Social support, mentoring and role models <ul style="list-style-type: none"> <li>▪ Lead: Clay Cook/Annie Hansen-Burke;</li> </ul> </li> <li>• Supervision basics <ul style="list-style-type: none"> <li>▪ Lead: Annie Hansen-Burke; 2 hours</li> </ul> </li> </ul>	
4/3	<ul style="list-style-type: none"> <li>• Crisis prevention and intervention <ul style="list-style-type: none"> <li>▪ Lead: Annie Hansen-Burke; 4 hours</li> </ul> </li> <li>• Intern presentations: Case study</li> </ul>	<ul style="list-style-type: none"> <li>• March log</li> </ul>
4/7	<ul style="list-style-type: none"> <li>• Developing your personal resilience plan for the future <ul style="list-style-type: none"> <li>▪ Lead: Clay Cook &amp; Annie Hansen-Burke; 4 hours)</li> </ul> </li> </ul>	
5/1	<ul style="list-style-type: none"> <li>• Research applications to practice <ul style="list-style-type: none"> <li>▪ Lead: Consortium Interns</li> </ul> </li> <li>• Intern presentations: Evidence-based practices in specific domain relevant to MTSS in schools</li> <li>• Intern presentations: Case study</li> <li>• Group supervision</li> </ul>	
5/15	<ul style="list-style-type: none"> <li>• Preparing for licensure <ul style="list-style-type: none"> <li>▪ Lead: Annie Hansen-Burke</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• April log</li> </ul>
6/5	<ul style="list-style-type: none"> <li>• Models for continuing professional development, developing supervision skills <ul style="list-style-type: none"> <li>▪ Lead: Annie Hansen-Burke</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• May log</li> <li>• Supervision simulation observation</li> <li>• Final supervisor evaluation</li> <li>• Evaluation of site/supervisor</li> </ul>
6/19	<ul style="list-style-type: none"> <li>• Leadership development and opportunities <ul style="list-style-type: none"> <li>▪ Lead: Annie Hansen-Burke</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Supervisor observation rubric</li> <li>• Internship completion form</li> <li>• June Log</li> </ul>

## EVALUATION OF INTERNSHIP TRAINEE

Intern: \_\_\_\_\_ Semester & Year: \_\_\_\_\_  
 Site: \_\_\_\_\_ Supervisor: \_\_\_\_\_

*Directions:* It is expected that as the year progresses, the intern's experiences, and responsibilities will increase in the areas of practice. Therefore, it is also expected that the field supervisor's ratings of the intern's knowledge and skills in these areas will increase as the intern progresses during the course of the academic year. The field supervisor completes this form after consulting with the intern. However, the decision for determining the student's level of competency rests with the supervisor. This form must be returned to the intern's university supervisor prior to the end of each semester.

### Use the following scale to indicate the intern's level of competency:

- 0 = Remediation required: much below expected level of an intern
- 1 = Needs improvement: below expected level of an intern
- 2 = Adequate: at the expected level of an intern
- 3 = Exemplary: above expected level of an intern
- NO = no opportunity for intern to perform
- NA = no opportunity for supervisor to assess.

For any item scored as a 0 or a 1, a written plan to develop the skill should be developed and shared between the field supervisor, intern, and university supervisor.

Research	
Can translate research into practice	
Can understand research design and statistics in sufficient depth to conduct investigations and program evaluations for improvement of services.	
Articulates support for issues derived from the literature	
Demonstrates the substantially independent ability to critically evaluate and disseminate research or other scholarly activities (e.g., case conference, presentation, publications) at the local, regional, or national level.	
Compares and contrasts evidence-based approaches with other theoretical perspectives and interventions in the context of case conceptualization and treatment planning	
Ethical and Legal Standards	
Is knowledgeable of and acts in accordance with relevant federal and state laws and policies in practice	
Is knowledgeable of and acts in accordance with relevant organizational, local, and	



regional regulations, rules and policies	
Is knowledgeable of and acts in accordance with the APA Ethical Principles of Psychologists and Code of Conduct	
Is knowledgeable of and acts in accordance with NASP Principles for Professional Ethics and any other relevant professional standards and guidelines	
Conducts self in an ethical manner in all professional activities	
Recognizes ethical dilemmas as they arise	
Applies ethical decision making processes in order to resolve ethical dilemmas	
<b>Individual and Cultural Diversity</b>	
Demonstrates an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves	
Demonstrates the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles. This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their career.	
Demonstrates the requisite knowledge base and ability to articulate an approach to working effectively with diverse individuals and groups, and can apply this approach effectively in their professional work.	
Demonstrates the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship.	
Demonstrates respect for cultural and individual diversity	
Demonstrates knowledge of APA and NASP guidelines about the impact of diversity in professional settings	
<b>Professional Values, Attitudes, and Behaviors</b>	
Behaves in ways that reflect the values and attitudes of psychology	
Development of professional identity and integrity	
Demonstrates a commitment to lifelong learning	
Demonstrates a concern for the welfare of others	
Responds professionally in complex situations with an appropriate degree of independence	
Engages in self-reflection regarding own personal and professional functioning	
Engages in activities to maintain and improve performance, well-being, and professional effectiveness	
Demonstrates punctuality and good attendance	
Maintains professional appearance and demeanor	
Consistently accepts responsibility for own actions (responsibility for meeting	

deadlines, acknowledging errors, using supervision to strengthen effectiveness of practice)	
Shows initiative, motivation, consistency and perseverance in his/her role as an intern	
Demonstrates appropriate flexibility to adapt to novel or unexpected situations	
Demonstrates appropriate preparation and organization for intern work	
Demonstrates awareness and practice of appropriate self-care	
Ability to handle professionally constructive criticism and positively use feedback	
Actively seeks and demonstrates openness and responsiveness to feedback and supervision	
Demonstrates the ability to independently apply knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship	
Maintains appropriate professional boundaries	
<b>Communication and Interpersonal Skills</b>	
Develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.	
Produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated	
Demonstrates effective interpersonal skills and the ability to manage difficult communication well.	
Demonstrates a thorough grasp of professional language and concepts.	
Demonstrates poise, tactfulness, and rapport with staff and others	
<b>Assessment</b>	
Selects and applies assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics	
Collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.	
Interprets assessment results, following current research and professional standards and guidelines, to inform case conceptualization and recommendations	
Guards against decision-making biases in assessment interpretation	
Distinguishes aspects of assessment that are subjective from those that are objective	
Identifies appropriate assessment measures for individual cases	
Chooses measures and interprets results using knowledge of diversity and culturally sensitive evidence, norms	
Understands limitations of assessment data related to diverse individuals as clearly reflected in assessment reports	

Demonstrates ability to accurately and consistently administer, score and interpret assessment tools	
Demonstrates ability to adapt environment and assessment materials according to client needs	
Collects accurate and relevant data from structured and semi-structured interviews and mini mental status exam	
Collects accurate and relevant data from observations	
Clarifies and refines referral question based on analysis/assessment of the question	
Links assessment results with intervention	
Assesses and documents treatment/intervention progress and outcomes	
Uses assessment data to identify a student's strengths and needs	
Communicates orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.	
Comprehensive reports include discussion of strengths and limitations of assessment measures as appropriate.	
Demonstrates awareness of DSM-V and relation to International Classification of Diseases and Related Problems (ICD-10) codes.	
Uses school-wide or class-wide data to identify intervention needs.	
<b>Intervention</b>	
Establishes and maintain effective relationships with the recipients of psychological services.	
Develops evidence-based intervention plans specific to the service delivery goals.	
Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.	
Demonstrates the ability to apply the relevant research literature to clinical decision making.	
Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking.	
Evaluates intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.	
Applies specific evidence-based interventions with fidelity	
Demonstrates the ability to select interventions for different problems and populations related to the practice setting.	
<b>Interventions and instructional support to develop academic skills</b>	
Demonstrates knowledge and skill to develop, implement and evaluate interventions and instructional support to develop academic skills for individuals	
Demonstrates knowledge and skill to develop, implement, and evaluate interventions and instructional support to develop academic skills at the group level.	
<b>Interventions and mental health services to develop social and life skills</b>	

Demonstrates knowledge and skills in applying individual and group counseling skills	
Demonstrates knowledge and skills in implementing evidence-based social skills interventions for individuals and groups.	
Demonstrates the ability to develop a function-based behavior intervention plan	
Demonstrates the ability to apply individual crisis intervention skills to support student needs	
<b>School-wide practices to promote learning</b>	
Demonstrates knowledge and skill to develop, implement, and evaluate interventions and instructional support to develop academic skills at a school-wide level.	
Demonstrates knowledge about how to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments	
Engages in collaboration with others related to decisions about systems	
<b>Demonstrates knowledge and skills in systems-wide prevention and crisis intervention</b>	
Demonstrates an understanding of appropriate boundaries within a system and times to advocate on behalf of students, families, or clients.	
Ability to identify steps for intervention in a crisis event	
Ability to identify effective prevention programs for a concern relevant to education	
<b>Supervision</b>	
Demonstrates knowledge of supervision models and practices	
Knows and applies effective supervision strategies to direct and indirect services in accordance with their own developmental level to promote supervisees' effective practices.	
Demonstrates an awareness of best practices in developing a supervision plan	
Demonstrates an awareness of personal strengths and needs for development in delivery of supervision	
<b>Consultation and Interprofessional/Interdisciplinary Skills</b>	
Contributes to multidisciplinary teams that use data-based decision making to plan, implement, and evaluate individual, group, and school-wide prevention and intervention programming	
Consults with and cooperates with other disciplines in service of clients	
Engages in effective collaboration with families	
Demonstrates knowledge of family systems, including family strengths and influences on student development, learning, and behavior.	
Demonstrates knowledge of consultation models and practices.	
Applies appropriate consultation models and strategies to facilitate direct and indirect services and professional development	

Engages in effective direct or simulated consultation with individuals and their families, other health care professionals, interprofessional groups, or systems related to health care and behavior.	
Demonstrates knowledge and respect for the roles and perspectives of other professions.	
Demonstrates capability to shift functions and behavior to meet referral needs during consultation	
Collaborates effectively with other providers or systems of care when implementing interventions	
Respectful of the beliefs and values of colleagues even when inconsistent with personal beliefs and values	

**Areas of greatest strength:**

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**Areas that need improvement** (does not necessarily imply unacceptable or inadequate performance):

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**Recommended Grade (end of year only):** A final grade of S indicates that the intern has met the minimum level of competence for independent practice. Check one: ☐ S = Satisfactory or ☐ N = Non-satisfactory.

**Comments**

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\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Intern Signature

\_\_\_\_\_  
Date

Optional Intern Comments:

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## INTERN OBSERVATION RUBRIC

Intern: \_\_\_\_\_ Semester & Year: \_\_\_\_\_

Site: \_\_\_\_\_ Supervisor: \_\_\_\_\_

*Description of Context of Observation:*

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*Intern Goals for Observation:*

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*Directions:* Use the rubric below to evaluate the intern's competencies on the following scale:

0 = No evidence of competency

1 = Limited (partial) evidence of competency

2 = Minimum competency for an intern

3 = Competency beyond that of an intern or novice school psychologist

Dimension	0	1	2	3
<b>Professionalism</b> Student displays professionalism in appearance, attitude, and interactions with others				
<b>Communication Skills</b> Student communicates well with others, at a level appropriate for others, and actively listens to others				
<b>Competency</b> Student displays competency in the observed activity				
<b>Ethical Practice</b> Student engages in ethical practice related to service delivery				
<b>Total Score</b>				

*Qualitative Summary & Feedback:*

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Supervisor Signature

Date

*Optional Intern Comments:*

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Intern Signature

Date

## INTERN ASSESSMENT OF THE SITE

Intern: \_\_\_\_\_ Semester & Year: \_\_\_\_\_

Site: \_\_\_\_\_ Supervisor: \_\_\_\_\_

*Directions:* Please rate how well you believe the internship site prepared you in the areas listed below. If you had more than one internship site, fill out a separate form for each site.

**1 = much below average, 2 = below average, 3 = average, 4 = above average, 5 = much above average, NA= not applicable**

### Assessment

- |  |   |   |   |   |   |    |
|--|---|---|---|---|---|----|
| 1. Conducting interviews with parents, teachers, and students                | 1 | 2 | 3 | 4 | 5 | NA |
| 2. Using assessment data to identify student's strengths and needs           | 1 | 2 | 3 | 4 | 5 | NA |
| 3. Using assessment data to measure progress and accomplishments             | 1 | 2 | 3 | 4 | 5 | NA |
| 4. Administering, scoring, and interpreting tests of cognitive abilities     | 1 | 2 | 3 | 4 | 5 | NA |
| 5. Scoring and interpreting behavioral assessment instruments                | 1 | 2 | 3 | 4 | 5 | NA |
| 6. Reviewing relevant permanent products and records about the student       | 1 | 2 | 3 | 4 | 5 | NA |
| 7. Direct observation of student in the classroom or other relevant settings | 1 | 2 | 3 | 4 | 5 | NA |
| 8. Data-based and practical recommendations as a result of the assessment    | 1 | 2 | 3 | 4 | 5 | NA |
| 9. Writing comprehensive case reports of assessments                         | 1 | 2 | 3 | 4 | 5 | NA |
| 10. Presentation of assessment reports to a team meeting                     | 1 | 2 | 3 | 4 | 5 | NA |

### Intervention

- |  |   |   |   |   |   |    |
|--|---|---|---|---|---|----|
| 11. Exhibits a reflective and planned approach to counseling               | 1 | 2 | 3 | 4 | 5 | NA |
| 12. Opportunity and support for academic intervention                      | 1 | 2 | 3 | 4 | 5 | NA |
| 13. Opportunity and support for behavioral interventions                   | 1 | 2 | 3 | 4 | 5 | NA |
| 14. Opportunity and support for intervention at the group or systems level | 1 | 2 | 3 | 4 | 5 | NA |

### Consultation

- |  |   |   |   |   |   |    |
|--|---|---|---|---|---|----|
| 15. Modeling and support to assesses and understand consultee's problem(s) | 1 | 2 | 3 | 4 | 5 | NA |
| 16. Use of intervention integrity measures                                 | 1 | 2 | 3 | 4 | 5 | NA |
| 17. Site evaluates intervention effectiveness/outcomes                     | 1 | 2 | 3 | 4 | 5 | NA |



18. Models for developing a collaborative relationship with consultee	1	2	3	4	5	NA
19. Support to deal with resistance from consultee	1	2	3	4	5	NA
20. Opportunity to engage in systems-level teams	1	2	3	4	5	NA

#### Professional Ethics/Multicultural Issues

21. Evaluates reliability, validity, and fairness of assessments	1	2	3	4	5	NA
22. Respects racial, sexual, social, and ethnic differences	1	2	3	4	5	NA
23. Sensitive and aware of cultural backgrounds and their impact upon practice	1	2	3	4	5	NA
24. Conforms to ethical standards in assessment	1	2	3	4	5	NA
25. Conforms to ethical standards in counseling	1	2	3	4	5	NA
26. Conforms to ethical standards in consultation	1	2	3	4	5	NA

#### Supervision

27. Offers feedback found helpful in fostering growth as a psychologist	1	2	3	4	5	NA
28. Available for consultation	1	2	3	4	5	NA
29. Fostered independence	1	2	3	4	5	NA
30. Open to other points of view	1	2	3	4	5	NA
31. Adequate supervision with new skills/activities	1	2	3	4	5	NA

#### Organizational Structure

32. School psychologist's role clearly defined in site	1	2	3	4	5	NA
33. Roles of intern clearly defined in site	1	2	3	4	5	NA
34. Site provides pleasant atmosphere in which to work	1	2	3	4	5	NA
35. Site provides atmosphere in which psychologist can be effective	1	2	3	4	5	NA
36. Testing conditions acceptable throughout the district buildings	1	2	3	4	5	NA
37. The Consortium provided relevant training and support	1	2	3	4	5	NA

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38. Overall, how would you rate the quality of supervision you received?	1	2	3	4	5
39. Overall, how would you rate your experience?	1	2	3	4	5

Describe Site Strengths:

Describe Site Weaknesses:

Were all necessary testing materials available in the district? If no, what materials did you have to provide?

What contact/opportunities were available to interact with other professionals?

To what extent was this clearly a training experience, distinct from full-time employment?

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Intern Signature

Date

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Supervisor Signature

Date

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Training Director Signature

Date

## CHECKLIST OF INTERN REQUIREMENTS

Intern: \_\_\_\_\_

Academic Year: \_\_\_\_\_

Site: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Prior to first date of internship:

- ☐ Site agreement
- ☐ Proof of insurance
- ☐ Proof of MN Educational License
- ☐ Internship plan

Monthly Logs

	<i>Month</i>	<i>Total Hours</i>	<i>Hours – Supervision</i>	<i>Hours – Didactics</i>
<input type="checkbox"/>	August			
<input type="checkbox"/>	September			
<input type="checkbox"/>	October			
<input type="checkbox"/>	November			
<input type="checkbox"/>	December			
<input type="checkbox"/>	January			
<input type="checkbox"/>	February			
<input type="checkbox"/>	March			
<input type="checkbox"/>	April			
<input type="checkbox"/>	May			
<input type="checkbox"/>	June			
	<i>Total:</i>			

Evaluations of Competency

Supervisor Evaluation of Intern Rating Form: ☐ Fall ☐ Summer

Direct Observation of Intern Rubrics: ☐ Fall ☐ Summer

Intern Assessment of Site: ☐ Fall ☐ Summer

Didactic Seminar Assignments

- ☐ Diversity reflection essay
- ☐ Core values reflection essay
- ☐ Personal and professional functioning reflection essay

- ☐ Case study 1
- ☐ Case study 2
- ☐ Ethical dilemma and analysis
- ☐ Evidence-based practice presentation

To be completed by the Supervisor and Training Director:

Has the intern been subject to any sanctions or remediation? ☐ No ☐ Yes

If Yes, (1) Have all stipulations been met? ☐ No ☐ Yes

(2) Are all concerns about problematic conduct resolved? ☐ No ☐ Yes

If No to either (1) or (2), append a plan for completion of stipulations and/or resolution of behavioral concerns. Note, the intern is not considered to have completed intern requirements until all stipulations are met and concerns resolved.

To be completed by Supervisor: I attest that the intern has submitted all necessary client records and other paperwork to the site and I have deemed it acceptable.

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date

Date all requirements complete: \_\_\_\_\_

*By signing, both the intern and Training Director attest that all specified requirements have been submitted completely and, where applicable, meeting Consortium requirements. Further, the intern is not subject to any unresolved sanctions, remediation, or problematic conduct.*

Intern Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Training Director Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Minnesota School Psychology Internship Consortium

**CERTIFICATION OF INTERNSHIP COMPLETION**

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Intern: \_\_\_\_\_  
Site: \_\_\_\_\_  
City, State: \_\_\_\_\_  
Site Supervisor: \_\_\_\_\_  
Start Dates: \_\_\_\_\_  
End Dates: \_\_\_\_\_  
Total Hours Accrued: \_\_\_\_\_

Date Checklist of Intern Requirements Certified: \_\_\_\_\_

**This letter certifies that the intern, \_\_\_\_\_, has successfully completed an Internship in Health Service Psychology in completing all of the requirements of Minnesota School Psychology Internship Consortium's Doctoral Internship in School Psychology at the site, \_\_\_\_\_, under the supervision of: \_\_\_\_\_ LP (#\_\_\_\_\_).**

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Annie Hansen-Burke, Ph.D., LP, NCSP  
Training Director  
Minnesota School Psychology Internship Consortium

Date