INTERNSHIP GUIDELINES

A HANDBOOK FOR FACULTY, SUPERVISORS, AND STUDENTS

SCHOOL PSYCHOLOGY PROGRAM

Department of Educational Psychology
School of Education
The University of Wisconsin-Madison
Madison, WI 53706

(Effective Fall, 2018)

The Commission on Accreditation of the American Psychological Association awarded Re-Accreditation to the School Psychology Program in August 2013.
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PROFESSIONAL TRAINING MODEL

The School Psychology Program at the University of Wisconsin-Madison is a degree program leading to a Doctor of Philosophy in Educational Psychology. The program is approved by the American Psychological Association and the National Association of School Psychologists. The School Psychology Program prepares school psychologists to work in schools, state agencies, and clinical and university settings. The primary goal is to develop professionals whose activities increase the educational and psychological well-being of children and youth. These activities include research, training, and practice, both separately and in combination. A doctoral-level school psychologist is expected to have competence in each of these areas. The school psychology faculty embraces evidence-based practices (e.g., diagnosis, assessment, intervention, consultation, evaluation), and they have allegiance to a broad-based behavioral orientation in research and practice including, for example, applied behavior analysis, cognitive-behavior therapy, social-learning theory, and ecological-behavioral-systems theory. The program’s training model emphasizes a problem-solving approach to service delivery including direct intervention and consultation at the individual, family, and system levels. The integration of scientist, scholar, and practitioner roles provides a basis for graduates to assume leadership responsibilities in the field of school psychology. A history of the School Psychology Program in Appendix A provides a context for the training model.

Doctoral students in school psychology are taught to be scientist-scholar-practitioners capable of working in a variety of settings and assuming diverse roles. As scientists, students are provided with a firm foundation in scientific methodology and the philosophy of science. They are educated to be highly skilled consumers of research as well as competent researchers capable of examining problems systematically and objectively. As scholars, students are taught to be well-versed in many different areas of knowledge (e.g., child and adolescent development, learning, and quantitative methods) and to apply this information to the issues and problems presented in research and in practice. As practitioners, students are expected to manifest a high level of expertise in implementing school psychological skills including testing hypotheses about children and their needs, conducting and monitoring interventions for individuals or groups, being aware of ethical and legal issues, and examining treatment efficacy.

THE TRAINING PROGRAM

The School Psychology Program at the University of Wisconsin-Madison was accredited by the American Psychological Association in 1986 and fully approved by the National Association of School Psychologists in 1993. The program is structured to meet requirements for Wisconsin licensure as a school psychologist, but is designed ultimately for individuals who are pursuing a PhD. Emphasis is placed on developing competencies necessary to assume the responsibilities of a psychologist in schools and community settings as well as in faculty positions in institutions of higher education. Because the program’s focus is on the application of psychology in education, students are required to demonstrate competence in the basic substantive areas of psychological theory and practice and educational systems. To some extent, the educational program is reflective of the special teaching and research interests of current faculty.

The PhD degree is offered to students who meet the graduate school requirements as well as those of the department. Additional course electives are taken within the Department of Educational Psychology to provide a student with a strong background in development, learning sciences, and measurement, and outside the department, as needed, to complete APA breadth requirements. The program of study also includes completion of a graduate minor, a requirement that may overlap with APA breadth requirements. In addition, the requirements include successful completion of the preliminary examination in school psychology. Finally,
dissertation research is carried out under the supervision of the student’s advisor and a committee. With department approval, students may complete a double major in school psychology and any other of the three areas of specialization within the department. When this option is elected, the student must complete all PhD requirements for each major (course work and preliminary exam).

The preparation of professional school psychologists necessitates a broad theoretical foundation upon which to build necessary applied and research skills. A balance among competencies in the theoretical, applied, and research areas is accomplished in a variety of ways. Theory is integrated into professional courses; most of these are offered within the program, whereas others are offered in the department or other departments within the University. Applied experiences are obtained through fieldwork and clinical practicum courses offered in the program. A rigorous clinical sequence is scheduled into the program, including required supervised experiences during Years 1, 2, and 3. Additional practica are optional during Years 1 and 4. Table 1 provides a list of the clinical experiences by year and the typical total hours of involvement at each level.

<table>
<thead>
<tr>
<th>YEAR IN PROGRAM</th>
<th>PRACTICUM EXPERIENCES</th>
<th>EXAMPLE OF ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>Beginning practicum* and School Psychology Program courses (e.g., 742)</td>
<td>Attend staffing in the clinic; observe and assist with assessment/intervention activities in local schools.</td>
</tr>
<tr>
<td>Year 2</td>
<td>Clinic Practicum (840; 300 hr minimum) and School Psychology courses (e.g., 947)</td>
<td>Assume responsibility for cases; present cases at staffing in the clinic.</td>
</tr>
<tr>
<td>Year 3</td>
<td>Field Practicum (840; 600 hr minimum) and School Psychology courses (e.g., 942)</td>
<td>Work under supervision of a practicing school psychologist; coordinate course experiences with practicum.</td>
</tr>
<tr>
<td>Year 4</td>
<td>Optional Supervision or Advanced Practicum (840; variable hr)</td>
<td>Assist in supervision of 2nd-year students or arrange a specialty program.</td>
</tr>
<tr>
<td>Year 5</td>
<td>Internship (943 or 995) (2000 hr minimum)</td>
<td>Placement in school or other applied setting.</td>
</tr>
</tbody>
</table>

* Students may pursue non-required practicum experiences during any year in the program, consistent with supervision requirements and other guidelines established by the School Psychology Program.
The teaching and research interests of the faculty and staff currently associated with the program are summarized below.

Personnel

Faculty and Staff. The teaching and research interests of the School Psychology Program faculty are summarized below.

CRAIG ALBERS, PhD; Educational Psychology, 2002, Arizona State University

  **Teaching topics:** Academic, behavior, and social-emotional assessment and intervention; consultation; prevention sciences; professional issues.  
  **Research interests:** Screening and early intervention processes; evidence-based prevention programs; English language proficiency assessment; assessment and interventions for students classified as English Language Learners (ELLs).

JENNIFER ASMUS, PhD; Educational Psychology, 1995, University of Iowa

  **Teaching topics:** Applied behavior analysis; single-subject design; assessment and intervention for behavior problems; evidence-based assessment and intervention.  
  **Research interests:** Applied research methodology; assessment and treatment of severe behavior disorders for children with developmental disabilities; assessment and treatment of social skills difficulties for children with autism and severe cognitive disabilities; increasing appropriate behavior and inclusion opportunities for children with behavior or social skills difficulties.

KATIE EKLUND, PhD; Counseling, Clinical, and School Psychology, 2011, University of California, Santa Barbara

  **Teaching topics:** Professional issues; consultation; cultural diversity; school crisis prevention and response; cognitive, behavior, and social-emotional assessment and intervention; advocacy and public policy.  
  **Research interests:** school mental health; early identification and intervention for children with behavioral and social-emotional concerns; social emotional learning; school safety; school climate; equity and cultural responsivity.

S. ANDREW GARBACZ, PhD; School Psychology, 2010, University of Nebraska-Lincoln

  **Teaching topics:** Assessment and intervention for behavior problems; Consultation; Prevention science; Professional issues.  
  **Research interests:** Conjoint (parent-teacher) consultation; Family-school partnerships; Implementation; Prevention programs; Tiered systems; Translational research.

KRISTY K. KELLY, PhD; Educational Psychology, 2006, University of Wisconsin-Madison

  **Teaching topics:** Clinical and field practica; supervision and professional issues.  
  **Research interests:** clinical supervision in school psychology; evaluation of clinical intervention; family-school partnerships.
STEPHEN KILGUS, PHD; Educational Psychology, 2011, University of Connecticut

Teaching topics: Social-emotional and behavioral assessment; Evidence-based assessment and intervention; Psychometrics; Research design


STEPHEN QUINTANA, PhD; Psychology, 1989, University of Notre Dame

Teaching topics: Development of ethnic/racial minority children; multicultural counseling, ethical and professional issues; assessment in counseling; short-term psychotherapy; theories of counseling; research methods in counseling psychology.

Research interests: Developing and evaluating a model of children’s understanding of social status; focus on students’ adjustment to higher education; children’s understanding of ethnic prejudice, and multicultural training in professional organizations.

Affiliate Faculty. Faculty affiliated with the program include:

JOAN L. ERSHLER, PhD; Life Span Human Development (concentration in early childhood) and Educational Psychology, 1980, University of Wisconsin-Madison

Teaching topics: Early childhood development, inclusion, mental health issues; working with families of young children with disabilities, and infant/early childhood mental health issues.

Research interests: Early childhood development and inclusion.

MEGAN FARLEY, PhD; Educational Psychology, 2009, University of Utah

Teaching topics: Autism spectrum disorders, LEND Psychology Training Coordinator

Research interests: Autism spectrum disorders in adulthood

LINDSAY McCAREY, PhD; School Psychology, 2011, University of South Carolina

Teaching topics: Cognitive assessment, behavior and personality assessment, behavior intervention, autism spectrum disorders

Research interests: Early identification of autism spectrum disorders, fragile X syndrome, family-centered models of care

Academic Staff Lecturers. Academic Staff Lecturers include:

CAROLINE RACINE GILLES, PhD; Educational Psychology, 1998, University of Wisconsin-Madison

Teaching topics: Assessment.

Research interests: Assessment-related issues and systems.
INTERNERSHIP TRAINING

Overview

The internship is an essential component of the doctoral program in school psychology. The internship is the culminating training experience to prepare individuals to function as independent professionals. An internship provides students with the opportunity to take substantial responsibility for carrying out professional functions as school psychologists in the context of appropriate supervision. The internship also facilitates the further development and integration of knowledge and skills gained from didactic and practicum work.

In contrast to practicum experiences, the internship occurs primarily apart from the training program and is administered by the internship setting. There may be exceptions to this arrangement such as in captive internship placements. Intern supervision is primarily the responsibility of the internship setting. The internship agency may provide liability insurance coverage of the intern during the internship training experience. Nevertheless, it is strongly recommended that the intern secure personal liability insurance during the training period.

The internship is further defined by its length and placement in the overall training sequence. The internship occurs after completion of relevant didactic course work, at least 900 practicum hours, successful completion of major portfolio preliminary examinations, and approved dissertation proposal. The internship is available only to doctoral students in school psychology who have achieved dissertator status. The following requirements also apply:

- Completion of final portfolio and preliminary exam before applying to internship
- Completion of comprehensive literature review by May 31, Yr 2
- **Plan A**: Submission of dissertation concept paper by Dec 1, Yr 3, and completion of dissertation proposal hearing by May 31, Yr 3
- Completion of PRAXIS Exam
- Completion of internship applications
- **Plan B**: Submission of dissertation concept paper by Dec 1, Yr 4 before accepting internship, and completion of dissertation proposal hearing by May 31, Yr 4 before starting internship
- Completion of Minor Course Requirements
- Completion of APA Breadth Requirements
- **Plan A**: Completion of dissertation defense by May 31, Yr 4 before starting internship
- **Plan B**: Completion of dissertation defense by May 31 of internship year (Yr 5), at the latest within one academic year of completing internship

The internship occurs after formal admission to the PhD program and must be completed prior to the granting of the doctoral degree. It requires a full-time experience (minimum of 2000 hours) for the academic (or calendar) year or half-time experience for two consecutive academic (or calendar) years. The internship is carried out according to the *Ethical Principles of Psychologists and Code of Conduct* (APA, 2002), *Professional Conduct Manual* (NASP, 2000a), and guidelines of the Commission for the Recognition of Specialties and Proficiencies in Professional Psychology (APA, 1998). Criteria published by the National Register ([http://www.nationalregister.org](http://www.nationalregister.org)) and the Council of Directors of School Psychology Programs ([http://www.education.ucsb.edu/netshare/cdspp/pdf/CDSSP-Internship-Guide.pdf](http://www.education.ucsb.edu/netshare/cdspp/pdf/CDSSP-Internship-Guide.pdf)) should also be followed.

The American Psychological Association (APA) requires doctoral students in accredited programs to complete an internship prior to graduation. Students must complete a full-time
calendar year internship that has been approved in advance of their beginning date by the Internship Committee (composed of faculty). This committee will evaluate the proposed internship and consider such factors as relevance for training in school psychology, quality of supervision, breadth of experiences, etc. It is recommended that students complete the internship requirement during their last year of graduate study.

All program requirements, including completion of the internship experience (i.e., as evidenced by receipt of a final performance evaluation from the internship site) must be completed successfully prior to the doctoral degree being awarded. Having completed the required 2000 internship hours prior to the official end of the internship does not fulfill Program requirements for graduation.

The following process (designated as Plan A) has been negotiated with the University of Wisconsin (UW)-Madison Graduate School in fairness to students who have defended a dissertation before the internship begins. It is intended to encourage completion of all degree requirements, thus shortening time-to-degree, and allow students to focus solely on the internship with little to no interaction with their graduate programs.

Plan A: Students who have completed and successfully defended a PhD dissertation before beginning an APA-required, pre-doctoral internship will enroll in a zero credit course, but will not pay tuition to UW-Madison while completing their post-defense/pre-degree internship requirement. A student who defends and completes all degree work including successful dissertation defense during the first semester of internship will enroll but not pay tuition during the second semester of the internship. This policy does not apply to students who defend their dissertations after the second semester of the internship has begun. Students who pursue Plan A enroll in 995 Pre-doctoral Internship in Psychology. (See Appendix B for more information.)

Please note that this option may have implications for financial aid monies during internship as you will be enrolled for zero credits, and therefore not eligible to receive financial aid. This option and enrolling for “0” credits will be viewed by the University as no credit hour enrollment and therefore, not eligible for financial aid. However, if you qualify for the 0 credit hour you can still elect to register for credits under 943 (Plan B see below) for any of the 4 semesters (2 summers, 1 fall, 1 spring). The 943 course is 3 credits, not variable credit enrollment.

Plan B: Students who have not completed and successfully defended a PhD dissertation before beginning an APA-required, pre-doctoral internship will need to enroll and pay tuition to UW-Madison while completing their pre-degree internship requirement. Students who follow Plan B enroll in the 943 Internship in School Psychology course.
Objectives for Internship Experiences

The internship is intended to provide experiences relevant to the following competency domains:

- Competency 1: Individual and Cultural Diversity
- Competency 2: Professional Behaviors, Interpersonal Skills, Communication, and Reflective Practice
- Competency 3: Ethical, Legal, and Professional Standards
- Competency 4: Assessment
- Competency 5: Evidence-Based Prevention and Intervention
- Competency 6: Indirect Service Delivery and Collaboration
- Competency 7: Supervision
- Competency 8: Research, Measurement, and Evaluation
- Competency 9: Basic Content Areas in Scientific School Psychology
- Competency 10: Scientific Psychology in Schools and Schooling.

Appendix C describes these domains and the competencies they subsume. Interns and supervisors should consult this appendix to insure interns achieve mastery of these competencies during the internship.

General Range of Activities and Time Allocation

The internship should provide experience in a range of assessment, direct intervention and prevention, and consultation activities conducted with and for children, adolescents, and/or their families. It is important that these domains be covered during the internship because failure to cover these domains could result in failure of the internship. Activities that provide psychological services to adults who are not associated with a child or adolescent in need of service are generally not appropriate. Additional activities may include school psychological research, supervision, education, and administrative functions.

The following are guidelines for distribution of the intern’s time:

1. **Primary Professional Activities:**
   a. At least 10% (approximately 200 hours) of the intern's time must be spent in each of these primary professional activities: (1) assessment; (2) intervention and prevention; and (2) consultation.
   b. At least 25% (approximately 500 hours) of the intern's time (across the three primary professional activities) must be spent in direct client/consultee contact. [For example, scoring test protocols is an assessment activity that does not involve direct client contact.]

2. **Supervision:**

   A minimum of two hours each week must be spent in regularly scheduled formal, face-to-face individual supervision of the intern. An additional two hours per week of group supervision (e.g., seminar in which all interns participate) is required. This amounts to 10% time (200 hours) spent in combined individual and group supervision. Supervision must be provided by a psychologist who is at least three years post-licensure.
3. **Other Activities for Providing Psychological Services:**

The intern may spend a maximum of 40% (800 hours) of the total time in other activities for the purpose of providing psychological services (e.g., writing case notes, report writing, case consultation, reviewing/reading research related to a case).

4. **Additional Structured Learning Experiences:** Because the internship is a training experience, it should include additional structured learning activities. These include:

   a. **Research:** Participation in research activities is not required as part of the internship. However, up to 8% of the time (approximately 160 hours) may be spent in research activities if this is permitted by the sponsoring internship agency. These activities may include only the following:

      (1) **Dissertation Research (for Plan B interns):** If the dissertation topic is not in keeping with the program of the internship agency, then the research activities should not impinge on the intern's time devoted to direct service to the agency, nor should they impinge on any other activities of the agency and its staff.

      (2) **Participation in on-going research projects carried out and/or supervised by a professional employee of the internship agency.**

   b. **Education, Training, and Professional Development:** An average of 7% (approximately 140 hours) (in addition to two hours of individual supervision and two hours of group supervision) must be spent by the intern in scheduled learning activities. These may include case conferences, seminars dealing with professional issues, or in-service training.

   c. **Supervision of Others:** Supervision of practicum students is permitted (5% or approximately 100 hours).

**Credit Load**

Plan A interns enroll in 315-995 *Pre-doctoral Internship in Psychology* for zero credit. Plan B interns enroll in 315-943: *Internship in School Psychology* for 3 credits each academic semester. Plan B Interns also register for 3 credits (943) during the 8-wk summer session for EACH summer of the internship (i.e., register for the summer sessions at the beginning and end of the internship year). **Thus, Plan B students must complete 12 internship credits.**

**INTERNSHIP SETTING/AGENCY**

**Description of Appropriate Settings**

The internship setting is one in which psychological services may be provided to children from 0 to 21 years of age. The setting may be a school (public or private; see next paragraph regarding required number of school-based internship hours), clinic, or hospital, provided that: (a) interns are involved in the full range of professional activities outlined in this document under Objectives for Internship Experiences; (b) diverse clients are served, including a wide range of children with or without disabilities; (c) appropriate agency supervision is available; and (d) a title such as “intern” or “resident” or similar designation of trainee status is used. “Appropriate settings” include work as a project assistant on grant projects.
The internship experience must also be consistent with NASP internship standards, particularly those pertaining to conditions of supervision, credentials of field supervisors, and number of hours completed in a school setting. Specifically, at least 600 hours of the internship must be completed in the schools. Note, however, that “doctoral candidates who have met the school-based internship requirement through a specialist-level internship or equivalent experience may complete the doctoral internship in a non-school setting if consistent with program values and goals” (NASP, 2000b).

Students completing graduate study in the School Psychology Program at the UW-Madison may have completed an internship in school psychology prior to entering the graduate program. It is the policy of the School Psychology Program that students will complete the regular 2000 hours minimum internship as part of the doctoral program and meet all standards included in this handbook. Thus, no part of the internship experience can be waived as part of the doctoral program. However, for students who previously completed a full year of internship for credit in a public school setting as part of a specialist program in school psychology, the 600-hour school portion of the internship requirement can be waived and replaced with an alternative training experience. To document the previous training experience in a school, students must (a) submit transcripts that indicate the internship was taken for course credit, (b) provide proof that training occurred in a school site, and (c) provide information on the credentials of the supervisor. The request must be made in writing and will be reviewed by the Internship Committee.

Students occasionally desire to fulfill part or the entire internship requirement by working for the school district or mental health agency in which they are presently or have been employed. Such internship arrangements are strongly discouraged because objective supervision and appropriate learning experiences frequently may be compromised when a former employee is cast into the role of intern with the new goals of both learning and service delivery. Students wishing to complete an internship in a setting in which they are or have been employed must demonstrate to the satisfaction of the Internship Committee that they will be functioning in a new capacity that is essentially that of an intern.

Number of Different Settings per Internship

The total internship experience may occur in more than one setting (e.g., a consortium) provided that all internship placement criteria are met in each setting and that all internship experience requirements (e.g., hours, supervision, range of activities) are completed satisfactorily. Each internship agency must have a professional psychologist who is clearly designated to be responsible for the integrity and quality of the internship experience (e.g., chief psychologist, director of training). This person may or may not serve as the intern's primary supervisor. The site-based internship supervisor and his/her colleagues are professional models and provide evaluations of professional skills for a critical period in an intern's training. Thus, the first requirement for internship sites is to provide a supervisor with adequate time and authority to work directly with an intern.

Internship Approval Process

The following steps include recommended and required procedures for securing an internship. Requirements are in bold print.

1. Consider carefully your professional goals and plans. Share these with your advisor and determine what type of internship experience best meets your needs. You should also discuss in which state(s) you may want to be licensed, and obtain information about internship and licensure requirements. **Students must meet Wisconsin licensure**
requirements (for private practice from the Wisconsin Psychology Examining Board and for school psychology from the Department of Public Instruction) unless they select another state for licensure that is congruent with their goals. If they select a state other than Wisconsin, internships must be planned to meet the requirements of that state and the UW-Madison program.

2. Contact internship agencies to secure information about internship sites, including requirements (e.g., required coursework, practicum hours) for applying to the site.

3. If the internship site is APPIC/APA-approved, students may skip to the next step (Step 4). If the site is not approved, students must negotiate an understanding with the site regarding internship duties, supervision, and other parameters. Students must inform the site of their needs (see Step 1), and ensure that the site can meet those needs. Students must put this understanding in writing (e.g., in the form of a letter) as soon as possible to ensure there are no misunderstandings. Students must also share a copy of their understanding with their advisor, and, if appropriate, the Program Director to ensure that the site meets program requirements.

4. Prior to starting the internship, students must submit a preliminary draft of their internship plans to be reviewed by the Internship Committee and receive feedback. Feedback will be provided by the Internship Committee Chair in terms of various policy issues related to the internship (e.g., hours, supervision, distribution of internship activities, etc.). For the draft version, the required signatures (see Step 6 below) are not required; however, students should consult the internship guidelines, their advisor, and internship supervisors in preparing draft plans.

5. Internship plans must be approved by the Internship Committee. The Internship Committee members include the committee chair (Program Director) and other faculty. If the committee approves the plan, the committee chair will notify the intern, advisor, and site supervisor. If the committee does not approve the plan, the intern must renegotiate and resubmit a plan until it is approved. Typically, internship plans must be submitted at least twice to receive final approval. Note that if renegotiations are unsuccessful, the student must find another internship that meets program and licensure requirements. The program will not accept hours worked by the internship until it is clear that the intern has accrued his/her internship hours in an appropriate and approved setting.

6. Within 30 days of beginning work at an internship site, students must file an approved internship plan with the Program Director (including the letter of approval from the Internship Committee chair). The internship agency and intern agree on an internship plan that addresses the 12 guidelines from the Council of Directors of School Psychology Programs (https://education.uky.edu/edp/wp-content/uploads/sites/4/2019/01/2017-Published-CDSPP-Internship-Guidelines.pdf). The plan must specify duties, approximate hours of work and supervision, supervisor qualifications, remuneration, and other parameters of the internship such that it is clear the internship meets program and licensure requirements. (See Appendix D for an example of an internship plan.) The intern, intern supervisor, intern’s advisor, and any individuals whose support is specified in the plan (e.g., agency representatives) must sign the plan. Approved plans may be filed before the intern begins working, but must be submitted no later than 30 days after the beginning date of the internship. Failure to meet the 30-day deadline may result in internship hours not being counted.

7. Supervisors and interns must complete quarterly evaluations and submit them to the
program director. Supervisors must also complete a one-page intern evaluation (supplied by the program) at the end of each academic semester of internship. The quarterly evaluation may be completed using the internship site's evaluation form or the program quarterly evaluation form (see Appendix E).

Communication between the Doctoral Training Program and Internship Program

Doctoral training involves collaboration and partnerships with multiple training sites, including practicum placements, doctoral internship training programs, and others, such as research labs and other academic developments. Communication between the doctoral training program and these training partners is of critical importance to the overall development of competent new psychologists. Therefore, it is the position of our training program that regular communication about students’ performance and progress must occur between the program faculty and other training partners, and that the content from this communication will contribute to regular evaluation of the student’s progress.

Communication between doctoral training programs and internship programs is of critical importance to the overall development of competent new psychologists. The pre-doctoral internship is a required part of the doctoral degree; while the internship faculty assess student performance during the internship year, the doctoral program is ultimately responsible for evaluation of the student’s readiness for graduation and entrance to the profession. Therefore, evaluative communication must occur between the two training partners.

Given this partnership, our training program has adopted the following practices:

1. All students will be informed of the practice of communication between the university doctoral Program Director (or faculty designate) and the internship Training Director (or designate). It should be emphasized that this communication is consistent with discussion among trainers throughout the student’s graduate training (e.g., practicum supervisors). Students must sign and complete the form in Appendix F.

2. Once a student has been matched with an internship site, the internship and doctoral program directors will communicate about the specific training needs of the student, so that the Internship Training Director has sufficient information to make training decisions to enhance the individual student’s development.

3. During the internship year, the internship and doctoral program directors will communicate as necessary to evaluate progress in the intern’s development. This will include a minimum of four (quarterly) formal evaluations and may include formal (written) or informal communications.

4. The student/intern has the right to know about any written communication that occurs and can request and should receive a copy of any written information that is exchanged.

5. In the event that problems emerge during the internship year (i.e., an intern fails to make expected progress), the university Program Director and internship Training Director will communicate and document the concerns and the planned resolution to those concerns. Both doctoral training program and internship program policies for resolution of concerns will be considered in developing necessary remediation plans. Progress in required remediation activities will be documented and that information will be communicated to the university doctoral Program Director.
SUPERVISION OF INTERNSHIP

By the Setting/Agency Personnel

Internship supervision by the agency is the primary responsibility of the internship site supervisor, who acts as a liaison between the intern and the UW-Madison program.

1. Qualifications of Supervisor

The intern supervisor is a doctoral-level psychologist who has state certification in school psychology from a Department of Public Instruction and is licensed as a psychologist by the Board of Examiners in Psychology. Furthermore, this person should have demonstrated teaching or supervisory skills and worked for at least three years as a psychologist who delivers school psychological services, including one year in his/her present setting.

2. Degree of Affiliation with Agency

The supervisor may be an employee of the internship agency or an affiliate (e.g., consultant) of the agency who carries major responsibility for cases being supervised. When internship supervision is provided by an affiliate, then a regular staff member in the agency must be ultimately accountable to the intern and university (e.g., chief psychologist).

3. Number of Direct Contact Hours Weekly with the Internship Supervisor

According to the APA Committee on Accreditation, the following is the policy on supervision of the intern: "Intern supervision is regularly scheduled and sufficient relative to the intern's professional responsibility assuring at a minimum that a full-time intern will receive 4 hours of supervision per week, at least 2 hours of which will include individual supervision."

The designated intern supervisor must provide an average of one hour a week of supervision, but may delegate other supervision to appropriate staff members of the internship agency.

By the University Personnel

As stated earlier, intern supervision is primarily the responsibility of the professional staff of the internship agency. Internship experiences should, however, reflect continuity among the training program, the internship setting, and the needs of the intern.

1. Nature of Contacts and Communication between School Psychology Program and Internship Agency

To insure this continuity, communication with supervisors and other staff at internship sites occurs on a frequent basis and through several activities.

a. The School Psychology Program Director will submit to the internship agency a copy of the present handbook describing criteria for internship placements.

b. Selection and approval of the internship setting and the written development of the individualized internship plan are accomplished jointly by the graduate program, internship agency, intern’s advisor, and intern.
c. Prior to beginning the internship, intern supervisors and interns will discuss the general goals and specific objectives of the internship, review the terms of the internship contract, establish dates and procedures for evaluation, and address specific questions or issues related to the internship.

d. The internship site supervisor will inform the university supervisor of the specific program that has been established for the student internship and this will reflect, in part, the needs stated in the guidelines outlined in this handbook.

2. University Supervisor

There is one School Psychology Program faculty member assigned to the internship course/program. This person serves as the university liaison with the internship setting. The intern, internship site supervisor, and university supervisor (typically the Program Director) confer jointly at least two times each year. This contact may occur through phone contacts or e-mail for distant internships.

EVALUATION OF INTERNS

The overall evaluation of internship activities is based on the separate written evaluations from the internship supervisor and university supervisor. Although students are evaluated by the internship sites, they are still subject to the conduct, rules, and policies of the UW-Madison and specific expectations of the School Psychology Program.

Written Evaluation from Intern Site Supervisor

Intern site supervisors complete two types of written evaluations. The first is a thorough evaluation of the intern’s competencies. This evaluation is submitted at least quarterly. Supervisors may use the UW-Madison School Psychology Program’s Quarterly Intern Evaluation Form (see Appendix E), or they may substitute their own agency form in place of the program form. When an agency form is used, supervisors must: (a) provide comments and a general assessment of the intern’s performance; (b) establish goals for the next quarter; (c) include signatures (supervisor and intern); and (d) allow the intern to provide his/her comments.

Appeal Process

In the event that a student wishes to appeal an evaluation that has been given by the intern supervisor, procedures for appeal must be followed in the internship setting first. The intern should also inform the university supervisor of the decision to appeal an evaluation. In the case of disagreement over a grade from the university supervisor, procedures for "student grievances" in the School of Education at the UW-Madison must be followed.

Due Process Procedures

If at any time an intern is identified as having educational or professional problems, then a series of steps may be initiated to facilitate resolution of the problem. If repeated attempts to address the problem have not been successful, then it may be necessary to initiate a process of probation or dismissal from the internship program. These due process procedures have been developed to protect intern rights and the integrity of the internship program.

Step 1: When a determination is made that an educational or professional problem exists, the internship training site supervisor will notify the intern about the educational or professional
problem. The intern and his/her internship supervisor will then discuss the problem and outline alternatives to rectify the problem. This interactional process should allow for ample communication and opportunities for the intern to respond to the information presented. An informal resolution will then be developed to address the problem.

**Step 2:** If the problem persists without appropriate resolution, the supervisor will consult with the university Program Director regarding the process and other possible courses of action to address the problem. Subsequently, the supervisor will formally (i.e., in writing) notify the intern about the educational or professional problem. The intern and his/her supervisor will then meet to discuss the problem and alternative resolutions to rectify the problem. This process should allow the intern opportunity to communicate and respond to the information presented. If the supervisor feels that client care or employee morale, for example, is significantly compromised by the intern, then the intern may be temporarily removed from internship while due process procedures are being undertaken.

After an additional consultation with the university Program Director, a formalized remediation plan will be developed. The formalized remediation plan should include a behavioral description of the problem, courses of remediation, specific outcome measures, criteria for ending the probationary status, and a summary of the options available to the intern. The intern will meet regularly with his/her supervisor to receive feedback and monitor the formalized remediation process. A written record of the remediation plan should be prepared and kept by the intern, the supervisor, and the Program Director.

**Step 3:** If satisfactory progress on the remediation plan is not occurring, a meeting will be coordinated with the intern, supervisor, and Program Director. The intern will be given adequate time to prepare for the meeting and may be informed of interventions (e.g., continue with internship activities, stop all internship activities) to be implemented prior to the meeting. At the meeting, the intern will have an opportunity to discuss the problem with his/her supervisor and the university Program Director. The purpose of the meeting will be to formalize the intern’s probation, which may include options of reevaluating the current remediation plan, developing alternative remediation or intervention plans, or convening the Internship Committee to address the intern’s difficulties. The intern will meet regularly with his/her supervisor to receive feedback and monitor the probation process. Documentations of the probation plan should be kept by the intern, the supervisor, and the Program Director.

At the end of the probation period, the intern, supervisor, and Program Director will meet to discuss and review the intern’s progress toward meeting the criteria for the removal of the probationary status. If satisfactory progress during the probation period has occurred, then the intern can return to full intern status.

**Step 4:** If satisfactory progress during the probation period is not occurring, the Internship Committee will convene to discuss the problem. The intern will be given adequate time to prepare for the meeting and may be informed of interventions (e.g., continue with internship activities, stop all internship activities) to be implemented prior to the meeting. At the meeting, the Internship Committee and intern will discuss the problem behavior, and the intern will have an opportunity to present his/her perspectives regarding the problem. The intern is also permitted to bring additional information to the Internship Committee as necessary. The Internship Committee will decide if the intern should continue on probation (with possible modifications to the probation plan) or be dismissed from the internship program (a majority vote is needed).
Step 5: If unsatisfactory progress persists after the Internship Committee’s decision that the intern continue on probation, the Internship Committee will convene again to implement actions to dismiss the intern from the internship program.

Step 6: If the intern wishes to appeal the decision of the Internship Committee, he/she can appeal to the Chair of the Department of Educational Psychology. All documentation regarding the problem should be submitted to the Chair by the intern and Program Director. The Chair of the Department will convene an ad hoc committee who will render a final decision on the intern’s status.

Intern Grievance Procedures

Interns who feel that they have been treated unfairly by a member of their internship site have the right to address their concerns and receive prompt action regarding their grievance. Interns should consult the grievance procedures of their internship site regarding the appropriate course of action for resolution of their concerns.

Similarly, interns who feel that they have been treated unfairly by a faculty or staff member of the University of Wisconsin’s School of Education also have the right to address and receive a prompt hearing of their grievance. To ensure a prompt and fair hearing of any complaint, and to protect the rights of the student and the person to whom the complaint is addressed, the procedures below are used in the School of Education. The person against whom the complaint is directed must be an employee of the School of Education. Any student or potential student may use these procedures unless the complaint is covered by other campus rules or contracts. The following steps are available within the School of Education when a student has a grievance:

1. The student should first talk with the person to whom the grievance is directed to informally resolve the problem, if appropriate. Most issues can be settled at this level.

2. If the complaint is not resolved satisfactorily, the student should contact Associate Dean in charge of grievance within 60 calendar days of the alleged unfair treatment.

3. The Associate Dean in charge of grievance will attempt to resolve the issue informally. If the issue is not resolved informally, the grievance can be filed in writing with the Dean’s office. The complaint must be filed within 10 working days of the time the appealing party was notified that informal resolution was unsuccessful.

4. Upon receipt of the written complaint, the Associate Dean in charge of grievance will convene a subcommittee of the schools’ Equity and Diversity Committee. This subcommittee may ask for additional information from the parties involved and may hold a hearing at which both parties will be asked to speak separately. The subcommittee will then make a written recommendation to the Dean of the School of Education who will render a decision. Unless a longer time is negotiated, this written decision shall be made within 20 working days from the date when the grievance was filed with the Dean’s office.

Questions about these procedures can be directed to Associate Dean in charge of grievance, 262-2463. For additional assistance, students can also contact the on-call Dean in Student Advocacy and Judicial Affairs, Room 75, Bascom Hall, 263-5700. Students also have the right to file discrimination and harassment complaints with the Office for Equity and Diversity, 179A, Bascom Hall, 263-2378.
State law contains additional provisions regarding discrimination and harassment. Wisconsin Statutes 36.12 reads, in part: "No student may be denied admission to, participation in or the benefits of, or be discriminated against in any service, program, course or facility of the system or its institutions or center because of the student's race, color, creed, religion, sex, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital status or parental status.” UW-System also prohibits discrimination based on gender identify or general expression.
SUMMARY OF MAJOR INTERNSHIP STEPS

1. Attend the Internship Orientation session (during Semester 2 of Year 3 or during the summer).
2. Complete final portfolio and preliminary exam (before applying to internship).
3. Determine whether to follow Plan A or Plan B for dissertation.
4. Plan A: Submit dissertation concept paper by Dec 1 (Yr 3) and propose dissertation by May 31 (Yr 3).
5. Complete PRAXIS Exam.
6. Complete internship applications.
7. Plan B: Submit dissertation concept paper by Dec. 1 (Yr 4) before accepting internship and propose dissertation by May 31 (Yr 4) before starting internship.
8. Complete Minor Course requirements.
9. Complete APA Breadth requirements.
11. Submit initial internship plan draft to Internship Committee for preliminary feedback at the end of Semester 2, Year 4.
12. Register for 995 (Plan A) or 943 (Plan B).
13. Secure final approval of internship plan (with signatures) within 30 days of starting internship.
14. Participate in four quarterly intern evaluations (during internship year).
15. Complete internship and Graduate requirements.
16. Plan B: Defend dissertation by May 31 of internship year, or during the academic year following completion of internship.
REFERENCES


APPENDIX A

History of School Psychology Program
HISTORY OF SCHOOL PSYCHOLOGY PROGRAM

The early history of services for children with exceptional needs in Wisconsin is documented in a graduate thesis by Beatrice Blakley that appeared in the Wisconsin Department of Public Instruction’s *Bureau Memorandum* (1965-66) in a four-part series entitled, "A history of early public school services for mentally retarded children in Wisconsin.” From her document, it is revealed that Wisconsin's first provision of services was for children with “cognitive disabilities” in elementary grades of public schools. The first recognized special class for children with cognitive disabilities in Wisconsin was reported to be opened by Elizabeth Haesler in Milwaukee during 1908. Next, a number of significant events fostered the development of psychological services in Wisconsin and led to an increasing demand for services for children with cognitive disabilities and for trained specialists to work with these children in schools.

Growing awareness of the need for psychological services continued during the 1930s. In 1939, Samuel A. Kirk, past-president of the Wisconsin Association of Applied Psychology, conducted a survey of school psychological services in Wisconsin schools with a population of 10,000 or more. Kirk (1940) reported that of the 38 superintendents to whom questionnaires were sent, 25 replied. There were only seven full-time school psychologists and three part-time psychologists employed in Wisconsin schools. Kirk (1940) promoted interest in training psychologists in Wisconsin universities when he noted:

> There are two difficulties in the way of expanding psychological service in the state of Wisconsin. The main obstacle to the extension of such service is, of course, limited funds. The second difficulty is that no school or college in the state of Wisconsin has concentrated on the training of such workers. It is interesting to note from the results of the questionnaire that out of the ten psychologists employed only two of the workers were graduates of Wisconsin colleges or universities. One of these had a Bachelor's degree in Psychology and the other a Master's degree in Education. Wisconsin needs facilities for the training of such workers. (p. 42)

Kirk (1940) also recommended that a program be planned for the development of psychological services in the schools.

The Milwaukee Public Schools (MPS) established a formal Department of Psychological Services in 1954. Ralph H. Tindall was recruited to the MPS where they had one psychologist for every 15,000 students (Tindall, 1983). Subsequently, when Division 16 of the American Psychological Association (APA) sponsored its first Professional Institute of the Division of School Psychologists at Northwestern University, psychologists from the MPS led by Dr. Tindal were in attendance. During the same year, the first meeting of the Wisconsin School Psychologists Association (WSPA), then called the Wisconsin Association of School Psychologists, was held on November 1 at the City Club of Milwaukee.

In 1958, formal certification was established for Wisconsin school psychologists and school psychometrists. Between the years of 1965 and 1978, there was a steady increase in the number of school psychologists. This growth parallels the peak years of institutional growth of school psychology training programs (Fagan, 1986). To meet the growing need for psychological services in the schools, increased interest in a school psychology training program at the University of Wisconsin-Madison developed.
Development of the University of Wisconsin-Madison School Psychology Program

The University of Wisconsin-Madison (UW-Madison) School Psychology Program evolved gradually over a period of many years. Table 1 lists the faculty and staff associated with the program over its history. Prior to development of a formal program, the University of Wisconsin-Madison Psychoeducational Clinic was established in 1939 by Theodore L. Torgerson to provide services for children who were having school-related problems. The mission of the clinic was to serve as a facility for research on school-related problems and for educating professionals to deal with these problems. During the 1940s, no single discipline was associated primarily with the clinic. Based on growing needs at the state and national levels, the clinic evolved into a facility for training school psychometrists and later school psychologists (J. W. Giebink, personal communication, April 2, 1987).

During the early 1950s, some individuals obtained a master's degree with a specialization in school psychology, and by the late 1950s, two individuals identified as school psychologists received PhD degrees from the University of Wisconsin-Madison. A more formal school psychology program was established in 1960 through the joint efforts of the Department of Education and Department of Psychology. At that time, Paul Whiteman, a faculty member, was hired to head the program; Phyllis Berman, who had been a research assistant in the Department of Educational Psychology, was the second faculty member to be added. Soon after, Thomas Ringness was hired.

Concurrently, Ringness published the now classic Mental Health in the Schools (1968). Here he outlined various tools that a school psychologist might use in psychoeducational assessment and noted that the "real competence of a psychologist is in his ability to determine what data are required and to interrelate them meaningfully" (p. 429). Ringness emphasized that psychologists increasingly base their work on learning theory and that they:

...spend time not only in testing children but also in talking with teachers and observing classrooms. They are then more able to help the teacher devise what are essentially "programmed" situations for helping the child, using techniques ... [such as] reinforcement, deconditioning, or counterconditioning, and inhibition.

(p. 429)

The Department of Educational Psychology gradually assumed greater responsibility for the program's management, and in 1965, the administrative responsibility for the entire program was assumed formally by the department. John W. Giebink was hired in 1964 as Director of the Psychoeducational Clinic and Program. Giebink and Ringness collaborated on projects that undoubtedly had an influence on the training program at Wisconsin. In 1967, they circulated a questionnaire at the annual meeting of WSPA to assess training experience and job roles of school psychologists. The questionnaire was designed to assess specifically the satisfaction with training at the University of Wisconsin-Madison. Finding little relation between satisfaction with training and job responsibility in a given area, the authors reflected a philosophy that guides the program currently. They noted:

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1The material on the School Psychology Program is adapted from Kratochwill, Gettinger, Reynolds, and Doll (1988) and Kratochwill, Elliott, Braden, Gettinger, McGivern, and Propper (1995).
...aspects of school psychology training programs dealing with remediation and behavior change should be strengthened. [It would also suggest establishing training programs for those currently in the field.] While there have been arguments about whether or not school psychologists should do psychotherapy that issue now seems to have been lost in the larger concern of school psychologists to do something more than testing and the need for training that will provide the techniques necessary to alter behavior. (Giebink & Ringness, 1970, p. 47)

In 1965, Roger A. Severson was hired to work in the program, and Dorothy Loeb was hired in an academic staff position to teach several clinical courses as well as supervise students in the Psychoeducational Clinic. Although Ringness had a strong affiliation with schools and schooling, both professors Giebink and Severson had PhDs in clinical psychology. Likewise, Loeb had a master's degree in clinical psychology. An important point about the program is that it developed within the context of a psychoeducational clinic, a characteristic similar to the development of many early clinical psychology programs throughout the country.

Throughout the 1960s, the number of faculty was increased and students were recruited for both masters and doctoral study. In 1969, Wally L. Mealiea (also a PhD in clinical psychology) was hired, and by 1970, the program had five professional members and approximately 50 graduate students.

With this rapid growth in the program during the 1960s consideration was given to formal accreditation by the APA. The program was actually evaluated several times during the 1970s. The first major evaluation occurred in June of 1971 when Jack I. Bardon visited the campus for two days. Bardon (1971) wrote a report on the program in which he made a variety of recommendations to faculty and students. The purpose of the report was to make specific recommendations to improve the program and make preparations for a formal accreditation visit by the APA. Although the report was generally laudatory, formal accreditation was never pursued.

During the 1970s, a number of program changes occurred. Several faculty members entered the program and subsequently left (see Table 1). Despite the turnover, it was a very productive period in the history of the program for several reasons. To begin with, a large number of students graduated from the program. Many of these individuals went on to take leadership roles in the profession of school psychology. Second, the present Educational and Psychological Training Center (then known as the Psychoeducational Clinic) was built during this time and still serves as the primary space for the training program. The clinic was designed specifically for the training of school psychology students (J. W. Giebink, personal communication, July 16, 1987). During this period there were additional evaluations of the program. A special school psychology study committee composed of department faculty was formed and made recommendations to the general faculty on June 30, 1977 (Davidson, 1977). A second evaluation was conducted by Judith Kaufman (1980) who visited during the summer session. The brief report was presented to faculty on July 31, 1980 and addressed various issues and concerns of the program and department faculty.

During this time, major commitments to supporting the program were also made by the Department of Educational Psychology. Through an innovative collaborative effort between the Wisconsin Department of Public Instruction and the university, three school psychologists from
the Madison Metropolitan School District (MMSD) were given academic appointments in the program. These individuals - Beverly Bliss (1975-1977), Barbara Marwell (1979-1983), and Clarence DeSpain (1981-1984) - provided a liaison between the School Psychology Program and MMSD, and had primary responsibility for the coordination and supervision of the clinic and field work practica. Two assistant professors were hired in 1980 (Maribeth Gettinger and William M. Reynolds). These individuals added considerable stability to the program and a strong affiliation with professional school psychology. One year later, Doran C. French was hired, and two years later, Thomas R. Kratochwill joined as professor (through 2016) and director of the program and clinic. In 1984, Elizabeth Doll was hired to coordinate activities in the clinic and supervise students in practica (through 1989). Stephen Elliott, joined the faculty in 1987 (through 2004), and Jeff Braden was hired in 1993 (through 2003).

During the following two years, these faculty and staff intensified their efforts to obtain accreditation from the APA. At the request of the department, Kratochwill (1985) completed a status report on the program. Building on the early development efforts of Marwell, Gettinger, and Reynolds, the faculty created additional documents, made some course modifications, and developed the self-study required by APA. Following a pre-site visit from Beeman N. Phillips and a green light to apply for accreditation, the program went through the formal process and was originally accredited by APA in February 1986, re-accredited in 1997, again in 2005, and most recently in 2013. The program earned formal approval from the National Association of School Psychologists in 1992 and has maintained this accreditation since then.

Over the years, additional faculty and staff were hired to replace individuals who accepted other positions or who retired. In 1990, Julia McGivern, a clinical assistant professor at the Waisman Center on campus, was given an adjunct appointment in the department to facilitate her teaching and supervision activities with school psychology students. Her appointment was expanded from adjunct to a clinical professorship in the Department of Educational Psychology in 1996 (through 2016). During the 1991-1992 academic year Karen Stoiber was hired as a visiting professor and the program was reaccredited by APA for another five years. Stephen Quintana joined the program in January, 1996. Craig Albers joined the faculty in 2004, and Jennifer Asmus was hired as a Visiting Professor for the 2004-05 academic year, and Associate Professor starting Fall, 2005. Upon the retirements of Drs. Kratochwill and McGivern in 2016, Andy Garbacz was hired as an Assistant Professor and Kristy Kelly was hired as a Clinical Assistant Professor. Currently, the program includes four full-time faculty (Albers, Asmus, Garbacz, and Gettinger), one 25% faculty member (Quintana), one clinical professor (Kelly), one academic staff lecturer (Racine Gilles), and three affiliates (Farley, Ershler, and McCarey) associated with the Waisman Center.

In 1994, the School Psychology Program received national recognition when it was awarded the Alfred M. Wellner Award by the National Register for Health Service Providers in Psychology. This award was given in honor of the late Jack I. Bardon, PhD, in memory of his outstanding contributions made to the field of school psychology. In 1995, US News & World Report ranked the program as the best school psychology program in the United States. Also in 1995, the Psychoeducational Clinic was reorganized as the Educational and Psychological Training

Formalization of the training model as currently conceived occurred during the process of accreditation. In addition to the authors mentioned, Dr. Joel R. Levin and Dr. Steven R. Yussen contributed to the program model. Dr. Doran C. French was also a faculty member at the time and contributed to the development of the program.

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Center (EPTC). The reorganization reflected a shift from an exclusive focus on school psychology to a focus on coordination of professional psychological training across the School of Education. In 2004 the program received recognition as having the most number of graduates to have pursued an academic career, and the Department of Educational Psychology frequently is ranked as the number one in the United States. In 2010, the School Psychology Program was awarded the American Psychological Association (APA) Innovative Practices in Graduate Education Award. The UW-Madison School Psychology program was selected by the APA Board of Educational Affairs in collaboration with the Council of Graduate Departments of Psychology. Features of the UW-Madison Program that were highlighted as reasons for selection included: (a) innovative training curriculum focused on evidence-based practice, including integration of evidence-based interventions in the intervention and practicum training sequence; (b) development and support of a prevention science minor program emphasizing evidence-based practices; and (c) the development of an evidence-based curriculum in child and adolescent psychopharmacology.

The program most recently received re-accreditation from the Commission on Accreditation of the American Psychological Association in August 2013.
Table 1
CHRONOLOGY OF FACULTY AND STAFF AFFILIATED WITH
THE UNIVERSITY OF WISCONSIN-MADISON SCHOOL PSYCHOLOGY PROGRAM

Directors/Chairs of Training

<table>
<thead>
<tr>
<th>Name</th>
<th>University</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paul Whiteman, Director</td>
<td>(University of Minnesota)</td>
<td>1960-1963</td>
</tr>
<tr>
<td>John W. Giebink, Director</td>
<td>(University of Wisconsin-Madison)</td>
<td>1964-1979</td>
</tr>
<tr>
<td>Raymond S. Dean, Chair</td>
<td>(Arizona State University)</td>
<td>1979-1980</td>
</tr>
<tr>
<td>Robert E. Davidson, Chair</td>
<td>(University of California, Berkeley)</td>
<td>1980-1981</td>
</tr>
<tr>
<td>William M. Reynolds, Chair</td>
<td>(University of Oregon)</td>
<td>1981-1983</td>
</tr>
<tr>
<td>Doran C. French, Chair</td>
<td>(University of Minnesota)</td>
<td>1983-1984</td>
</tr>
<tr>
<td>Thomas R. Kratochwill, Director</td>
<td>(University of Wisconsin-Madison)</td>
<td>1983-1990</td>
</tr>
<tr>
<td>Stephen N. Elliott, Director</td>
<td>(Arizona State University)</td>
<td>1990-1993</td>
</tr>
<tr>
<td>Thomas R. Kratochwill, Director</td>
<td>(University of Wisconsin-Madison)</td>
<td>1993-1996</td>
</tr>
<tr>
<td>Jeffery P. Braden, Director</td>
<td>(University of California-Berkeley)</td>
<td>1996-1999</td>
</tr>
<tr>
<td>Thomas R. Kratochwill, Director</td>
<td>(University of Wisconsin-Madison)</td>
<td>1999-2000</td>
</tr>
<tr>
<td>Jeffery P. Braden, Director</td>
<td>(University of California-Berkeley)</td>
<td>2000-2001</td>
</tr>
<tr>
<td>Thomas R. Kratochwill, Director</td>
<td>(University of Wisconsin-Madison)</td>
<td>2001-2002</td>
</tr>
<tr>
<td>Jeffery P. Braden, Director</td>
<td>(University of California-Berkeley)</td>
<td>2002-2003</td>
</tr>
<tr>
<td>Thomas R. Kratochwill, Director</td>
<td>(University of Wisconsin-Madison)</td>
<td>2003-2004</td>
</tr>
<tr>
<td>Maribeth Gettinger, Director</td>
<td>(Columbia University)</td>
<td>2004-2005</td>
</tr>
<tr>
<td>Thomas R. Kratochwill, Director</td>
<td>(University of Wisconsin-Madison)</td>
<td>2005-2012</td>
</tr>
<tr>
<td>Maribeth Gettinger, Director</td>
<td>(Columbia University)</td>
<td>2012-2013</td>
</tr>
<tr>
<td>Thomas R. Kratochwill, Director</td>
<td>(University of Wisconsin-Madison)</td>
<td>2013-2016</td>
</tr>
<tr>
<td>Craig A. Albers, Director</td>
<td>(Arizona State University)</td>
<td>2016-present</td>
</tr>
</tbody>
</table>

Professors with Primary Appointments in School Psychology

<table>
<thead>
<tr>
<th>Name</th>
<th>University</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gwen Arnold</td>
<td>(University of Wisconsin-Madison)</td>
<td>1945-1960</td>
</tr>
</tbody>
</table>
Phyllis Berman (University of Wisconsin-Madison) 1962-1966
Thomas Ringness (University of Wisconsin-Madison) 1962-1977
Roger A. Severson (University of Iowa) 1965-1983
Wally Mealiea (University of Missouri-Columbia) 1969-1972
Edward Docherty (Syracuse University) 1972-1977
Raymond S. Dean (Arizona State University) 1978-1980
Maribeth Gettinger (Columbia University) 1980-2018
William M. Reynolds (University of Oregon) 1980-1992
Doran French (University of Minnesota) 1981-1986
Thomas R. Kratochwill (University of Wisconsin-Madison) 1983-2016
Stephen N. Elliott (Arizona State University) 1987-2004
Jeffery P. Braden (University of California-Berkeley) 1993-2003
Stephen Quintana* (University of Notre Dame) 1996-present
Craig Albers (Arizona State University) 2004-present
Jennifer Asmus (University of Iowa) 2005-present
Andy Garbacz (University of Nebraska-Lincoln) 2016-present
Katie Eklund (UC–Santa Barbara) 2018-present
Steve Kilgus (University of Connecticut) 2018-present

Coordinators of the Clinic Practicum
Theodore L. Torgerson (University of Chicago) Established Clinic in 1939
Dorothy Loeb (University of Wisconsin-Madison) 1965-1980
Clarence DeSpain (University of Wisconsin-Madison) 1981-1983
Maribeth Gettinger (Columbia University) 1983-1984
Doran C. French (University of Minnesota) 1983-1984
Elizabeth J. Doll (University of Kentucky) 1984-1989
Stephen N. Elliott (Arizona State University) 1989-1990
Cathy Propper (Syracuse University) 1990-1994
Julia McGivern (University of Wisconsin-Madison) 1994-2016
Kristy K. Kelly (University of Wisconsin-Madison) 2016-present

Coordinators of the Field Work Practicum

Beverly Bliss (University of Wisconsin-Madison) 1975-1977
Barbara Marwell (University of Wisconsin-Madison) 1979-1983
Clarence DeSpain (University of Wisconsin-Madison) 1983-1984
Elizabeth J. Doll (University of Kentucky) 1984-1989
Cathy Propper (Syracuse University) 1990-1994
Pam Conrad (University of Arizona) 1994-1996
Julia McGivern (University of Wisconsin-Madison) 1996-2016
Kristy K. Kelly (University of Wisconsin-Madison) 2016-present

Directors/Coordinators of the Educational and Psychological Training Center**

Theodore L. Torgerson (University of Chicago) 1939
Gwen Arnold (University of Wisconsin-Madison) 1945-1960
Paul Whiteman (University of Minnesota) 1960-1963
John W. Giebink (University of Wisconsin-Madison) 1964-1979
Doran C. French (University of Minnesota) 1981-1984
Cathy Propper (Syracuse University) 1991-1994
Elizabeth Holloway*** (University of Wisconsin-Madison) 1994-1996
Thomas R. Kratochwill (University of Wisconsin-Madison) 1996-1999
Kenneth Thomas**** (Pennsylvania State University) 1999-2002
REFERENCES


Appendix B

Final Defense and Dissertation Deposit in APA Accredited Programs
“APA Delayed Deposit”
Final Defense and Dissertation Deposit in APA Accredited Programs
"APA Delayed Deposit"

Background: The American Psychological Association (APA) requires doctoral students in accredited programs* to complete an internship prior to graduation. The following process has been negotiated in fairness to students who have defended a dissertation before the internship begins. It is intended to encourage completion of all degree requirements, thus shortening time-to-degree, and allow the students to focus solely on the internship with little to no interaction with their graduate programs.

Policy: Students who have completed and successfully defended a PhD dissertation before beginning an APA-required, pre-doctoral internship do not need to enroll and pay tuition to UW-Madison while completing their post-defense/pre-degree internship requirement, and no degree completion fee will be charged at the time of deposit. (Other degree deposit fees are required as usual.) Students who defend and complete all degree work including successful dissertation defense during the first semester of internship need not enroll or pay tuition during the second semester of the internship. This policy does not apply to students who defend their dissertations after the second semester of the internship has begun.

Process:

1. Following the usual enrollment process, student registers and pays tuition for the semester of dissertation defense; student contacts the department’s grad student coordinator three weeks prior to the dissertation defense. The department grad student coordinator requests the PhD warrant from the Graduate School. The student defends dissertation and makes any required corrections or changes; PhD Committee signs the Final PhD Warrant; student’s advisor submits a grade for the semester in which the student defends; student may come to the Graduate School for a pre-check of the dissertation format during this time. See the Graduate School’s web page regarding the pre-check for days and times as well as location.

2. Instead of student bringing the signed warrant and final copy of dissertation to Graduate School, the program sends memo to Graduate School Degree Coordinator requesting an "APA Delayed Deposit," with name of student, date of successful defense, and expected date of internship completion.

3. Program retains completed dissertation manuscript and signed Final PhD Warrant until notified of successful completion of internship.

4. Student enrolls in 995 Pre-doctoral Internship for zero credits, for all terms they are on internship.

5. Student uploads a full text version of the dissertation in PDF format to the ProQuest/UMI ETD website. Student pays the dissertation deposit fee at the Graduate School’s fee payment website. The fee must be paid before submitting the dissertation electronically. Student must complete the Survey of Earned Doctorates (SED) as well as the Graduate School’s Doctoral Exit Survey. It is optional to upload survey receipts as a PDF, or print the certificates to be deposited with the PhD warrant.
6. Upon completion of the internship, student obtains appointment with the Graduate School’s Degree Coordinator, to deliver the signed PhD warrant. Graduate School Degree Coordinator clears the degree and notifies the Registrar of degree completion.

7. The Graduate School Guide to Preparing your Doctoral Dissertation which includes everything from formatting requirements to Information about your graduation can be found at: [http://grad.wisc.edu/currentstudents/doctoralguide#panel7](http://grad.wisc.edu/currentstudents/doctoralguide#panel7)
APPENDIX C

SCHOOL PSYCHOLOGY COMPETENCY DOMAINS

The School Psychology Program is structured to provide course work and practicum experiences relevant to seven domains of knowledge and skills. The 37 competencies listed below are subsumed under these broad competency domains.

Domain #1: Research and Evaluation

1A: Demonstrate knowledge of various research methods and designs used in clinical, applied, and empirical investigations.
1B: Conceptualize research questions or issues and develop methods to address them.
1C: Design a plan for evaluating the effectiveness of psychological services provided in school or applied settings.
1D: Summarize and communicate results of studies or reports of research in terms that are understandable to educators and parents.

Domain #2: Professional Issues and Human Relations

2A: Demonstrate an understanding of the major professional issues that influence the profession and practice of school psychology.
2B: Demonstrate an understanding of the major legal issues that influence the profession and practice of school psychology.
2C: Demonstrate an understanding of the major ethical issues that influence the profession and practice of school psychology.
2D: Behave in accordance with professional, legal, and ethical guidelines.
2E: Demonstrate command of effective writing and speaking methods for communicating with educators, parents, and fellow professionals.
2F: Demonstrate command of technologies necessary to support professional practice.

Domain #3: Assessment, Screening, and Progress-Monitoring

3A: Explain basic principles and best practices that guide assessment, screening and progress-monitoring activities.
3B: Demonstrate an understanding of basic measurement concepts and psychometric issues as they apply to assessment practices.
3C: Demonstrate knowledge of the use of a broad range of methods for assessing, screening, and monitoring children's social-emotional behavior.
3D: Demonstrate knowledge of the use of a broad range of methods for assessing, screening, and monitoring children's cognitive and academic functioning.
3E: Conceptualize and implement assessments to facilitate design of interventions.

Domain #4: Evidence-Based Prevention and Intervention

4A: Explain basic principles and best practices that guide prevention/intervention activities.
4B: Conceptualize treatment goals and develop intervention plans to accomplish these goals.
across diverse populations.

4C: Demonstrate understanding of the theoretical and procedural similarities and differences of various evidence-based approaches to prevention and interventions for school-related social-emotional problems.

4D: Demonstrate understanding of the theoretical and procedural similarities and differences of evidence-based approaches to prevention and intervention for academic problems.

4E: Demonstrate command of methods for monitoring treatment progress and evaluating the integrity and effectiveness of interventions.

4F: Demonstrate understanding of the theory and practice of preventing and intervening for school-related problems.

4G: Demonstrate understanding of the theory and practice of preventing and responding to school-related crises.

Domain #5: Consultation and Supervision

5A: Demonstrate skills for conducting consultation interviews with teachers or parents with diverse backgrounds.

5B: Conceptualize assessment issues and intervention goals within an indirect service delivery model.

5C: Design methods for monitoring the consultation or supervision process and measuring outcomes

Domain #6: Human Abilities and Diversity

6A: Demonstrate knowledge, skills, and appreciation for diversity (cultural, linguistic, and socioeconomic) and disabilities.

6B: Demonstrate knowledge of the major socio-cultural groups and relevance of group differences for your work.

6C: Demonstrate knowledge of the major diagnostic criteria and systems used to classify children's and adolescents' psychological problems and special education needs.

6D: Demonstrate knowledge of the efficacy of a variety of treatments for children with specific disabilities.

6E: Demonstrate competence to work with children from specific socio-cultural backgrounds.

Domain #7: Schools and Schooling

7A: Demonstrate knowledge of effective teaching methods and how such methods can be used to affect the learning and behavior of diverse learners.

7B: Demonstrate knowledge of school psychological service delivery systems that facilitate the learning and behavior of all students.

7C: Demonstrate knowledge of major learner-generated strategies or activities that enhance academic performance.

7D: Summarize major federal and state legislative acts that influence the practice of psychology in schools and specify practical implications of these acts for school psychologists.

7E: Identify roles and activities that families, and in particular parents, can take in the enhancement of children's schooling.
APPENDIX D

Example of Internship Plan:
Content and Format
Example of Internship Plan: Content and Format

--Name--
Department of Educational Psychology
University of Wisconsin-Madison
2001-2013

I. Internship Goals

My primary goal for my pre-doctoral internship is to advance my knowledge and skills as a scientist-scholar-practitioner who provides evidence-based, comprehensive services to educators, parents, children, and community personnel. By completing my internship at the Middle Florida University Regional Multidisciplinary Evaluation and Consulting Center, I hope to gain invaluable experience in providing a full range of school psychological services to school districts within Somewhere, FL and the surrounding area. The Multidisciplinary Center provides services to 18 school districts, community agencies, and university research schools in the Panhandle region of northern Florida. Only 10 of the 18 school districts, however, will be served by the center where I will complete my internship. These 10 districts will include several elementary, middle, high, and alternative schools (e.g., juvenile justice schools, schools for students with emotional behavioral disorders, and charter schools). The population across these districts is 99% low-income and racially/ethnically diverse including 55% White, 38% African American, 5% Hispanic and 2% Asian American, Native American, and multiracial students.

A secondary goal for my internship experience is to further my skills as a consultant to school-based personnel. One of the major services of the Multidisciplinary Center is school-based consultation; therefore, I will have the opportunity to engage in systems as well as individual level consultation with school administrators, individual teachers, and child study teams to develop and help implement comprehensive intervention plans.

As a burgeoning scholar-scientist-practitioner in School Psychology Program at the University of Wisconsin-Madison, I have developed competencies across seven domains of service delivery. I have identified specific internship goals for each domain:

- **Research and Evaluation**: My goal is to use research to conduct appropriate, multifaceted evaluations that provide a better understanding of teacher, parents, and student behavior and design ecological, evidence-based interventions to address concerns. In addition, I will conduct my dissertation research.

- **Professional Issues and Human Relations**: My goal is to use the legal, ethical, and professional guidelines to inform decisions I make in research and practice, and to guide interactions with my supervisors, colleagues, and clients.

- **Assessment, Screening And Progress Monitoring**: My goal is to broaden my knowledge and use of a wider range of assessment instruments to design the most accurate and effective interventions, particularly for students with low-incidence disabilities. Additionally, I would like to increase my skill in program evaluation as well as developing and using progress-monitoring tools for individual students.

- **Prevention and Intervention**: My goal is to implement universal prevention programs for academic and behavioral problems and to design ecological
**Consultation**  interventions that include parents, teachers, and community. My goal is to build and extend my consultation skills to provide system-level consultation to improve the overall school environment as well as increase my abilities in developing and maintaining consultative relationships with home and community agencies.

**Human Abilities and Diversity**  My goal is to increase my competency in understanding the challenges and service delivery needs of rural, low-income children, families, and schools. I also want to develop my competencies in providing social-emotional, academic, and behavioral support to children who have been abused physically and sexually.

**Schools and Schooling**  My goal is to identify evidence-based, effective teaching and learning strategies that can be used to meet the academic difficulties of diverse learners. In addition, work with teachers to design and implement high quality, culturally responsive classroom management plans.

### II. Internship Placement(s)

<table>
<thead>
<tr>
<th></th>
<th><strong>Primary Placement</strong></th>
<th><strong>Secondary Placement</strong> (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Agency</strong></td>
<td>Middle Florida University Regional Multidisciplinary Evaluation and Consulting Center</td>
<td></td>
</tr>
<tr>
<td><strong>Address</strong></td>
<td>Middle Florida University Somewhere, Florida</td>
<td></td>
</tr>
<tr>
<td><strong>Dates of Placement</strong></td>
<td>August 1, 2012 - July 31, 2013</td>
<td></td>
</tr>
<tr>
<td><strong>Salary</strong></td>
<td>$20,000</td>
<td></td>
</tr>
<tr>
<td><strong>Primary Supervisor</strong></td>
<td>Name, PhD Licensed Psychologist</td>
<td></td>
</tr>
<tr>
<td><strong>Secondary Supervisor</strong></td>
<td>Name, PhD Licensed Psychologist &amp; Licensed School Psychologist</td>
<td></td>
</tr>
<tr>
<td><strong>Amount of Supervision</strong></td>
<td>2 hrs/wk individual supervision and 2 hrs/wk group supervision (weekly internship seminar)</td>
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</table>
### Setting
(brief description)

University-based comprehensive service center that receives referrals from surrounding rural, school districts. Services are provided at the center as well as the student’s school.

### Population(s) Served
(brief description)

Rural, pre-K-12 schools that serve primarily low-income Caucasian and African American children and families. Referrals reflect academic and behavioral challenges as well as a higher incidence of mild traumatic brain injury and physical child abuse.

### III. Anticipated Activities and Time Allocations (Total hours = 2000)

<table>
<thead>
<tr>
<th>Primary Professional Activities</th>
<th>Approximate Percentage Time</th>
<th>Approximate Number of Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>760 hours total (550 hrs direct client contact)</td>
</tr>
<tr>
<td>a. Assessment (benchmark testing and progress-monitoring in elementary schools; individual social-emotional and cognitive assessment; observation)</td>
<td>38% total</td>
<td>300 hours (200 hrs direct client contact)</td>
</tr>
<tr>
<td>b. Intervention and Prevention (small-group intervention for students with challenging behaviors and learning problems; individual client counseling and intervention)</td>
<td>15%</td>
<td>240 hours (200 hrs direct client contact)</td>
</tr>
<tr>
<td>c. Consultation (with classroom teachers to address challenging behaviors and to implement multi-tiered services)</td>
<td>12%</td>
<td>200 hours (150 hrs direct client contact)</td>
</tr>
<tr>
<td>Supervision</td>
<td>10% total</td>
<td>200 hours total (100 individual; 100 group)</td>
</tr>
<tr>
<td>Other Activities for Providing Services</td>
<td>30% total</td>
<td>600 hours total (report writing, review of research related to cases)</td>
</tr>
<tr>
<td>Additional Structured Learning Experiences</td>
<td>22% total</td>
<td>440 hours total</td>
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</tr>
<tr>
<td>a. Research (dissertation research)</td>
<td>8%</td>
<td>160 hours</td>
</tr>
<tr>
<td>b. Education, Training, and Professional Development (in-service training and conferences)</td>
<td>10%</td>
<td>200 hours</td>
</tr>
<tr>
<td>c. Supervision (of graduate and undergraduate practicum students)</td>
<td>4%</td>
<td>80 hours</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td>100%</td>
<td>2000 hours</td>
</tr>
</tbody>
</table>

IV. Progress Monitoring

My progress during the internship will be evaluated through quarterly evaluations by my supervisor(s). In addition, weekly individual and group supervision meetings will be used to evaluate my performance. A log of my internship hours will be maintained to account for my time and service delivery activities.

V. Identifiable Information

I hereby agree that personally identifiable information about me, including but not limited to my academic and professional qualifications, performance and character, in whatever form maintained, may be provided by my academic program to any internship training site to which I have applied and/or will match. I further agree that, following any internship match, similar information may be provided by the internship site to my graduate program. I understand that such exchange of information shall be limited to my graduate program and any internship site and such information may not be provided to other parties without my consent. This authorization, which may be revoked at any time, supersedes any prior authorization involving the same subject matter.

VI. Signatures

Include your signature, advisor’s signature, and signatures of all internship supervisors.
APPENDIX E

School Psychology Internship
Quarterly Intern Evaluation Forms
University of Wisconsin-Madison

SCHOOL PSYCHOLOGY INTERNSHIP
QUARTERLY INTERN EVALUATION FORM

Quarter for this evaluation:  1  2  3  4

Intern: __________________________________________________________

Placement(s): _____________________________________________________
________________________________________________________________

Supervisor(s): _____________________________________________________
________________________________________________________________

Directions: Listed on the evaluation form are six broad competency domains with specific competencies to be evaluated using a 5-point scale. Ratings of the intern should be based on actual observation and/or reports from staff, clients, families, etc. Write the scale number that best describes the intern’s competence. In addition, please provide an overall rating and comments for each domain. Below is a description of scale points.

Scale Points:

1  Competence is **in need of development**. Intern lacks professional competence in this area.

2  Competence is currently **below average**. Close supervision and experience are required and should promote development of the skill.

3  Competence is at an **average** level for functioning with moderate supervision.

4  Competence is **above average** suggesting only minimal need for supervision.

5  Competence is **very well developed** and reflects a capacity for independent functioning with little or no supervision required.

9  **No opportunity to observe**. Insufficient information to make a rating at this time.
\begin{table}[h]
\centering
\begin{tabular}{|c|c|c|c|c|c|}
\hline
1 & 2 & 3 & 4 & 5 & 9 \\
\hline
Needs Further Training & Below Average & Average & Above Average & Well Developed & No Opportunity to Observe \\
\hline
\end{tabular}
\end{table}

**ASSESSMENT SKILLS**

- Considers a wide range of factors when designing and conducting assessments to address referral issues.
- Develops and implements comprehensive assessments that are nonbiased, reliable, and valid for the purpose intended.
- Demonstrates knowledge about appropriate methods and measures for assessing a broad range of client functioning.
- Links assessment data to initial referral questions/concerns.
- Obtains assessment information that facilitates the design and evaluation of interventions.
- Is competent in the administration of assessment procedures.
- Is competent in the organization and interpretation of assessment information.
- Demonstrates an understanding of basic measurement concepts and psychometric issues as they apply to assessment practices.

OVERALL RATING and COMMENTS:

**THERAPEUTIC AND INTERVENTION SKILLS**

- Conceptualizes treatment goals and develops comprehensive intervention plans to accomplish these goals across diverse populations.
- Uses evidence-based interventions.
- Demonstrates knowledge of appropriate intervention methods for addressing a broad range of client issues.
- Demonstrates a command of methods for monitoring client progress and evaluating the effectiveness of interventions.
- Works with other individuals in the client’s environment to support positive outcomes.
- Relates to and accepts clients who show a variety of values and life styles.
- Appropriately uses therapeutic communication skills (e.g., empathy).

OVERALL RATING and COMMENTS:
INTERPERSONAL SKILLS

___ Accepts supervision and benefits from performance feedback.
___ Acknowledges own deficiencies and errors in professional decision-making.
___ Respects others’ point of view when it differs from own.
___ Is genuine and open in communication.
___ Is aware of how he or she is perceived by others.
___ Works collaboratively with other professionals.
___ Demonstrates appropriate assertiveness in a variety of interpersonal situations (e.g., speaking up at case conferences; dealing with conflicts in an appropriate manner).
___ Demonstrates interpersonal flexibility (e.g., can function effectively despite changing interpersonal parameters during the course of the internship).

OVERALL RATING and COMMENTS:

RESEARCH AND EVALUATION SKILLS

___ Demonstrates knowledge of various clinical research methods and evaluation designs.
___ Uses appropriate research base to inform and guide actions.
___ Disseminates knowledge to others to assist client and/or professional development.
___ Generates new knowledge through appropriate application of research skills.
___ Designs and implements procedures for evaluating the effectiveness of psychological services.

OVERALL RATING and COMMENTS:
### COMMUNICATION AND PROFESSIONAL SKILLS

<table>
<thead>
<tr>
<th>Needs Further Training</th>
<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
<th>Well Developed</th>
<th>No Opportunity to Observe</th>
</tr>
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</table>

___ Demonstrates command of effective writing skills for preparing reports and communicating with clients and other professionals.

___ Demonstrates command of effective speaking skills for communicating with clients and other professionals.

___ Shares knowledge and skills with supervisors, peers, and staff.

___ Takes initiative and actively seeks opportunities to learn.

___ Manages time well (e.g., reports completed on time).

___ Keeps records in accordance with the requirements of the internship site.

___ Displays interest and participation with other interns (e.g., cases and presentations).

___ Displays good judgment and mature organizational abilities in prioritizing, following through, and managing clinical and training responsibilities.

___ Behaves in accordance with legal, ethical, and professional guidelines in dealing with colleagues, staff, and clients.

___ Demonstrates command of technologies necessary to support professional practice.

**OVERALL RATING and COMMENTS:**

### SKILLS RELATED TO HUMAN ABILITIES AND DIVERSITY

___ Demonstrates knowledge, skills and appreciation for diverse abilities and disabilities.

___ Demonstrates knowledge of major socio-cultural groups and relevance of groups differences for work with diverse clients.

___ Demonstrates knowledge of major diagnostic criteria and systems used to classify client’s psychological problems.

___ Demonstrates ability to work effectively with a variety of people.

**OVERALL RATING and COMMENTS:**
Please complete this page of the evaluation form even if you have substituted your own agency form in place of the UW-Madison program form. Thank you.

<table>
<thead>
<tr>
<th>Please provide comments and an overall assessment of the intern’s performance during this evaluation period:</th>
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<tr>
<th>Goals for the next quarter:</th>
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<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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</table>
I hereby agree that personally identifiable information about me, including but not limited to my qualifications, performance and character, in whatever form maintained, may be provided by my internship site to my graduate program. I understand that exchange of information should be limited to my graduate program and internship site, and such information may not be provided to other parties without my consent. This authorization, which may be revoked at any time, supersedes any prior authorization involving the same subject matter.

Internship Supervisor’s Signature ___________________________ Date ___________________________

Intern’s Signature ___________________________ Date ___________________________

Intern’s comments (use back if necessary):

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
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____________________________________________________________________________
APPENDIX F

Summary Intern Evaluation Form
SUMMARY INTERN EVALUATION FORM

School Psychology Intern: ______________________________________________________
Internship Agency: ____________________________________________________________
Internship Supervisor(s): _______________________________________________________
Semester/Year: ________________________________________________________________

As described in the Internship Guidelines, the School Psychology Program at the University of Wisconsin-Madison is structured around seven domains of knowledge and skills which reflect the program’s training goals. Please rate the intern on each of the seven competency domains using the following scale:

<table>
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<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<th>6</th>
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</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>Very Good</td>
<td>Good</td>
<td>Average</td>
<td>Below Average</td>
<td>Poor</td>
</tr>
</tbody>
</table>

___ Research and Evaluation: Knowledge and skills pertaining to research design and methodological issues, evaluation and monitoring of treatment effects, and communication of research results.

___ Professional Issues and Human Relations: Knowledge and skills pertaining to professional, legal and ethical issues; effective communication; and, self-assessment of one’s own professional strengths and weaknesses.

___ Assessment, Screening, and Progress-Monitoring: Knowledge and skills concerning fundamentals and psychometric issues underlying measurement and assessment; use of assessment, screening, and progress-monitoring tools in a non-biased, reliable, and valid manner; and, interpretation and application of assessment information to guide decision making.

___ Prevention and Intervention: Knowledge and skills concerning the theories underlying prevention and intervention approaches for children, adolescents, families, and/or classrooms and schools; evidence-based, multi-tiered prevention and intervention approaches; and, implementation and evaluation of evidence-based practices.

___ Consultation: Knowledge and skills related to effective consultation with educators, families, and/or other professional community- or school-based service providers; and, engagement in collaborative, team-based problem-solving with educators, families, and/or service providers.

___ Human Abilities and Diversity: Knowledge and awareness of human abilities, diversity, and disability; major diagnostic systems; and skills to work effectively with a variety of people.

___ Schools and Schooling: Knowledge of effective, evidence-based educational practices; delivery of multi-tiered psychological services and interventions in schools, mental health centers, community agencies, or other settings; and, systems-level change.

___ Overall Competency Rating: Overall level of knowledge and skills across seven domains.

Overall, in what percentage would you rate the intern, relative to other interns who have completed an internship in your agency over the past five years? ______
I hereby agree that personally identifiable information about me, including but not limited to my qualifications, performance and character, in whatever form maintained, may be provided by my internship site to my graduate program. I understand that exchange of information should be limited to my graduate program and internship site, and such information may not be provided to other parties without my consent.

<table>
<thead>
<tr>
<th>Internship Supervisor’s Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intern’s Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>
APPENDIX G

Communication Permission Form
Communication Permission Form

I hereby agree that personally identifiable information about me, including but not limited to my academic and professional qualifications, performance and character, in whatever form maintained, may be provided by my academic program to any internship training to which I have applied and/or will match. I further agree that, following any internship match, similar information may be provided by the internship site to my graduate program. I understand that such exchange of information shall be limited to my graduate program and any internship site, and such information may not be provided to other parties without my consent. This authorization, which may be revoked at any time, supersedes any prior authorization involving the same subject matter.

___________________________________________  __________________________
Director of Training Signature                  Date

___________________________________________  __________________________
Intern’s Signature                              Date