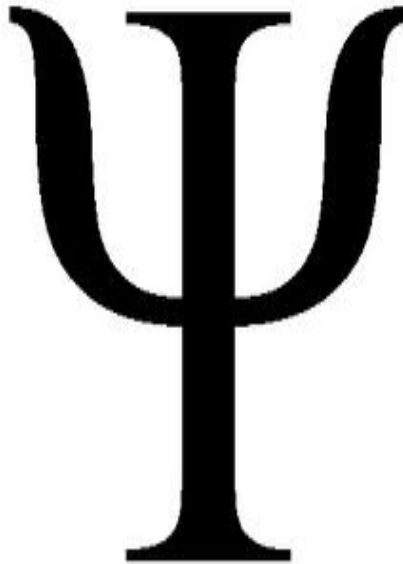


INTERNSHIP HANDBOOK

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, 2020)

The Commission on Accreditation of the American Psychological Association awarded Re-Accreditation to the School Psychology Program in August 2013.
American Psychological Association, Commission on Accreditation, 750 First Street, NE,
Washington, DC 20002-4242; Phone: 202.336.5979.

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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 through 4. Table 1 provides a list of the clinical experiences by year and the typical total hours of involvement at each level.

**Table 1
Practicum and Internship Experiences**

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

* 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.

SCHOOL PSYCHOLOGY PROGRAM FACULTY AND STAFF

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 responsiveness

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

Research interests: Social-emotional and behavioral assessment; Targeted intervention for at-risk students; Universal prevention strategies.

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.

INTERNSHIP 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
- Pass the Praxis Exam (#5402)
- 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>) and the Council of Directors of School Psychology Programs (<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 Director of Clinical Training 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 (Director of Clinical Training) 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 Director of Clinical Training (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(s), 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**

Director of Clinical Training. 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 Director of Clinical Training (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 Director of Clinical Training 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 Director of Clinical Training.

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."

Consistent with C-14 –I of the Commission on Accreditation Implementing Regulations (2015), internship supervision should further consist of the following: "Two weekly hours of individual supervision must be conducted by a doctoral-level licensed psychologist who is involved in an ongoing supervisory relationship with the intern and has primary professional clinical responsibility for the cases on which he/she provides supervision. An intern may have different primary supervisors engaged in providing individual supervision during the course of the training year. Supervisory hours beyond the two hours of individual supervision must be supervised by professionals who are appropriately credentialed for their role/contribution to the program. These 2 additional hours of supervision should be consistent with the definition of supervision provided above. These interactive experiences can be in a group or individual format and must be provided by appropriately credentialed health care providers. The primary doctoral-level licensed psychologist supervisor maintains overall responsibility for all supervision, including oversight and integration of supervision provided by other mental health professionals with psychological research and practice."

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 Director of Clinical Training 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 Director of Clinical Training) 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 Director of Clinical Training 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 Director of Clinical Training, 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 Director of Clinical Training.

Step 3: If satisfactory progress on the remediation plan is not occurring, a meeting will be coordinated with the intern, supervisor, and Director of Clinical Training. 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 Director of Clinical Training. 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 Director of Clinical Training.

At the end of the probation period, the intern, supervisor, and Director of Clinical Training 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 Director of Clinical Training. 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.
10. Plan A: Defend dissertation by May 31 (Yr 4) before starting internship.
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.

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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. Tindall 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 Program¹

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:

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 1997², 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

²Formalization 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.

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

Paul Whiteman, Director	(University of Minnesota)	1960-1963
John W. Giebink, Director	(University of Wisconsin-Madison)	1964-1979
Raymond S. Dean, Chair	(Arizona State University)	1979-1980
Robert E. Davidson, Chair	(University of California, Berkeley)	1980-1981
William M. Reynolds, Chair	(University of Oregon)	1981-1983
Doran C. French, Chair	(University of Minnesota)	1983-1984
Thomas R. Kratochwill, Director	(University of Wisconsin-Madison)	1983-1990
Stephen N. Elliott, Director	(Arizona State University)	1990-1993
Thomas R. Kratochwill, Director	(University of Wisconsin-Madison)	1993-1996
Jeffery P. Braden, Director	(University of California-Berkeley)	1996-1999
Thomas R. Kratochwill, Director	(University of Wisconsin-Madison)	1999-2000
Jeffery P. Braden, Director	(University of California-Berkeley)	2000-2001
Thomas R. Kratochwill, Director	(University of Wisconsin-Madison)	2001-2002
Jeffery P. Braden, Director	(University of California-Berkeley)	2002-2003
Thomas R. Kratochwill, Director	(University of Wisconsin-Madison)	2003-2004
Maribeth Gettinger, Director	(Columbia University)	2004-2005
Thomas R. Kratochwill, Director	(University of Wisconsin-Madison)	2005-2012
Maribeth Gettinger, Director	(Columbia University)	2012-2013
Thomas R. Kratochwill, Director	(University of Wisconsin-Madison)	2013-2016
Craig A. Albers, Director	(Arizona State University)	2016-2019
S. Andrew Garbacz, Co-Chair	(University of Nebraska-Lincoln)	2019-present
Katie Eklund, Co-Chair	(University of California-Santa Barbara)	2019-present

Professors with Primary Appointments in School Psychology

Gwen Arnold	(University of Wisconsin-Madison)	1945-1960
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
Karen Bauman	(University of Wisconsin-Madison)	1980-1981
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

Thomas R. Kratochwill	(University of Wisconsin-Madison)	1972-1973, 1989-1990
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
Thomas R. Kratochwill	(University of Wisconsin-Madison)	1983-1991
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
Bruce Wampold***	(U. of California-Santa Barbara)	2002-2004
Mary Lee Nelson***	(University of Oregon)	2004-2005
Thomas R. Kratochwill	(University of Wisconsin-Madison)	2005-2012
Mindi Thompson***	(University of Akron)	2012-2013
Kristy Kelly****	(University of Wisconsin-Madison)	2016-present

*Counseling Psychology Department, with 25% appointment in School Psychology

**Prior to 1994, this facility was the School Psychology Psycho-educational Clinic.

***Counseling Psychology Department, UW-Madison

****Rehabilitation Psychology and Special Education Department, UW-Madison

**** Director of School Psychology Training Clinic and Student Assessment Services

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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>

APPENDIX C

SCHOOL PSYCHOLOGY COMPETENCIES AND ELEMENTS

Foundation Competencies

Competency #1 <i>Individual and Cultural Diversity¹</i>
Elements
1A: Demonstrate (a) awareness of one's personal/cultural history, attitudes, and biases that may affect understanding and interacting with individuals different from oneself; (b) ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews are different from one's own; and (c) awareness of equity and/or disparity within and between individuals and groups.
1B: Demonstrate understanding of current theory and research related to addressing diversity in all professional activities.
1C: Apply knowledge and skills related to addressing issues of diversity and equity for individuals within specific contexts and in all professional activities.

¹ Our definition of diversity is multi-dimensional and includes, but is not limited to, age, disability, ethnicity, family structure, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, social economic status.

Competency #2 <i>Professional Behaviors, Interpersonal Skills, Communication, and Reflective Practice</i>
Elements
2A: Demonstrate awareness of professional values and attitudes of health-service psychology, including respect for human diversity and social justice.
2B: Demonstrate professional skills and characteristics needed for effective practice as health-service psychologists, including communication, interpersonal, and technology skills; and responsibility, adaptability, initiative, and dependability.
2C: Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated to communicate with students, educators, parents, and fellow professionals.
2D: Demonstrate self-awareness regarding one's personal and professional functioning to maintain and improve performance, well-being, and professional effectiveness.

Competency #3 <i>Ethical, Legal, and Professional Standards</i>
Elements
3A: Demonstrate awareness of how one's personal views may affect the understanding and application of ethical, legal, and professional guidelines.
3B: Demonstrate understanding of contributions of history and systems, theory, and research to ethical, legal, and professional guidelines.
3C: Apply knowledge to act in accordance with ethical, legal, and professional guidelines in all professional activities.

Practice Competencies

Competency #4 <i>Assessment</i>
Elements
4A: Explain basic principles and best practices that guide one’s assessment activities at the individual, group, and system levels.
4B: Apply methods to screen, assess, and monitor social-emotional, behavioral, cognitive, adaptive, and academic functioning of children and youth based on measurement science, assessment goals, and diversity ¹ characteristics.
4C: Interpret and communicate assessment results in accordance with research-based and professional standards to inform case conceptualization, classification, diagnosis, and intervention.

¹ Our definition of diversity is multi-dimensional and includes, but is not limited to, age, disability, ethnicity, family structure, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, social economic status.

Competency #5 <i>Evidence-Based Prevention and Intervention</i>
Elements
5A: Explain basic principles and best practices that guide evidence-based prevention and intervention at the individual, group, and system levels.
5B: Conceptualize treatment goals and develop evidence-based prevention and intervention plans based on assessment findings for academic, behavior, social-emotional, mental health, and physical problems.
5C: Use data-driven methods to select, implement, and evaluate prevention and intervention for academic, behavior, social-emotional, mental health, and physical problems specific to treatment goals and assessment findings.

Competency #6 <i>Indirect Service Delivery and Collaboration</i>
Elements
6A: Explain basic principles and best practices that guide indirect service delivery and collaboration at the individual, group, and system levels.
6B: Conceptualize assessment, goal-setting, intervention, and evaluation through indirect service delivery and collaboration with key stakeholders at the individual, group, and system levels.
6C: Select and appropriately implement indirect service delivery to assess, address, and prevent problems and promote well-being at the individual, group, and system levels.

Competency #7 <i>Supervision</i>
Elements
7A: Demonstrate knowledge of supervision models and practices.
7B: Promote one’s own professional practice through active participation and supervision as a trainee.
7C: Provide effective supervision to promote professional practices of others.

Science Competencies

Competency #8 <i>Research, Measurement, and Evaluation</i>
Elements
8A: Demonstrate knowledge and application ² of research methods and designs, including descriptive, single-case, quasi-experimental, and experimental designs to contribute to the scientific and professional knowledge base.
8B: Demonstrate knowledge of and apply the theory, science, and techniques of psychological measurement.
8C: Demonstrate knowledge of and apply (a) program evaluation methods and (b) accountability systems ³ in applied settings.

² Application refers to both conducting and consuming research, measurement, and evaluation data.

³ Examples include disproportionality determinations, state and district assessment programs, etc.

Competency #9 <i>Basic Content Areas in Scientific Psychology</i>
Elements
9A: Demonstrate knowledge of affective, biological, cognitive, developmental, and social aspects of behavior.
9B: Apply knowledge of affective, biological, cognitive, developmental, and social aspects of behavior.
9C: Integrate two or more basic content areas in scientific psychology (i.e., affective, biological, cognitive, developmental, social) to understand behavior.

Competency #10 <i>Scientific Psychology in Schools and Schooling</i>
Student Competencies
10A: Demonstrate knowledge of effective teaching methods and how such methods can be used to affect the learning and behavior of all learners.
10B: Demonstrate knowledge of effective classroom environments that enhance academic learning and behavior of all learners.
10C: Demonstrate knowledge of school psychological service delivery systems that facilitate the learning and behavior of all learners.
10D: Demonstrated knowledge of strategies to engage students' families and stakeholders to enhance learning and behavior of all learners.

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
20012-2013

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 ten domains of service delivery. I have identified specific internship goals for each domain:

Individual and Cultural 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.

Professional Behaviors Interpersonal Skills Communication and Reflective Practice

My goal is to develop productive professional relationships with educators, students, and parents within the district to accomplish activities outlined in my internship plan and consistent with district expectations.

Ethical, Legal, and Professional Standards

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** My goal is to broaden my knowledge and use of a wider range of and 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.
- Evidence-Based Prevention and Intervention** My goal is to implement universal prevention programs for academic and behavioral problems and to design ecological interventions that include parents, teachers, and community.
- Indirect Service Delivery and Collaboration** 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.
- Supervision** My goal is to participate actively in weekly supervision through preparation of case activities, materials, and supervision goals and questions. I will also elicit feedback from and provide feedback to my site supervisor that is consistent with my training goals. Additionally, I will supervise practicum students in group-based intervention.
- Research, Measurement, 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.
- Basic Content Areas** My goal is to consider a range of client characteristics (e.g., affective, cognitive, biological, social, developmental, etc.) within assessment, intervention, and consultation activities.
- Scientific Psychology in 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)

	Primary Placement	Secondary Placement (if applicable)
Agency	Middle Florida University Regional Multidisciplinary Evaluation and Consulting Center	

Address	Middle Florida University Somewhere, Florida	
Dates of Placement	August 1, 2012 - July 31, 2013	
Salary	\$20,000	
Primary Supervisor	Name, PhD Licensed Psychologist	
Secondary Supervisor (if applicable)	Name, PhD Licensed Psychologist & Licensed School Psychologist	
Amount of Supervision (face-to-face hrs per week)	2 hrs/wk individual supervision and 2 hrs/wk group supervision (weekly internship seminar)	
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)

	Approximate Percentage Time	Approximate Number of Hours
Primary Professional Activities	38% total	760 hours total (550 hrs direct client contact)
<i>a. Assessment (benchmark testing and progress-monitoring in elementary schools; individual social- emotional and cognitive assessment; observation)</i>	<i>15%</i>	<i>300 hours (200 hrs direct client contact)</i>

<i>b. <u>Intervention and Prevention</u> (small-group intervention for students with challenging behaviors and learning problems; individual client counseling and intervention)</i>	12%	240 hours (200 hrs direct client contact)
<i>c. <u>Consultation</u> (with classroom teachers to address challenging behaviors and to implement multi-tiered services)</i>	10%	200 hours (150 hrs direct client contact)
Supervision	10% total	200 hours total (100 individual; 100 group)
Other Activities for Providing Services	30% total	600 hours total (report writing, review of research related to cases)
Additional Structured Learning Experiences	22% total	440 hours total
<i>a. <u>Research</u> (dissertation research)</i>	8%	160 hours
<i>b. <u>Education, Training, and Professional Development</u> (in-service training and conferences)</i>	10%	200 hours
<i>c. <u>Supervision</u> (of graduate and undergraduate practicum students)</i>	4%	80 hours
TOTALS	100%	2000 hours

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.

APPENDIX E

Quarterly Intern Evaluation Forms

INTERNSHIP SUPERVISOR EVALUATION FORM
Readiness for Professional Practice Rating Form

Intern:	
Name of Placement(s):	Date Evaluation Completed: Quarter (circle): 1 2 3 4
Supervisor(s) (include highest degree earned):	Licensed Psychologist/Licensed School Psychologist (circle one or both)
Dates of Training Experience this Review Covers:	

This form serves as an evaluation tool for the UW-Madison School Psychology Doctoral Internship. The supervisor should conduct an evaluation of student competence quarterly on each item of this tool. Students are expected to achieve a rating of 3 on each item during each of the first three quarters and a 4 on each item by the end of the internship (quarter 4).

The following rating scale should be used for evaluation of student competence:

- 1 - Unsatisfactory: student's skills reflect insufficient mastery in this area; student needs additional course-based instruction in this skill

- 2 - Needs improvement: plans should be made to assure student gains extra practice in this skill prior to leaving the program

- 3 - Satisfactory: student's skills in this area are adequate for practice; student should continue to practice this skill under professional supervision

- 4 - Competent: student is comfortably independent in this skill

- 5 - Outstanding: student's skills in this area are exceptionally strong

- NA - Not Applicable: opportunity for this skill to be demonstrated was not provided

Domain	Evaluation Items	Rating		
Foundation Competencies				
1: Individual and Cultural Diversity	<p>Actively monitors and addresses issues of own personal/cultural history, attitudes, and biases that may affect understanding and interacting with individuals different from oneself.</p> <p>Considers issues related individual and cultural diversity in all professional activities.</p> <p>Works effectively with and advocates for individuals whose group membership, demographic characteristics, or worldviews are different from one's own.</p> <p>Uses current theory and research related to diversity to address relevant issues in all professional activities.</p> <p>Addresses issues of equity and/or disparity within and between individuals and groups in professional activities.</p>	1 4	2 5	3 NA 3 NA 3 NA 3 NA
Comments (Optional):				
2: Professional Behaviors, Interpersonal Skills, Communication, and Reflective Practice	<p>Respects human diversity and social justice.</p> <p>Communicates effectively within the professional setting.</p> <p>Interacts effectively with a range of individuals within the practicum setting, including other professionals, parents, and children.</p> <p>Uses technology effectively in all professional activities.</p>	1 4	2 5	3 NA 3 NA 3 NA 3 NA

	<p>Demonstrates command of technologies necessary to support professional activities.</p> <p>Is dependable, reliable, and accountable for all professional activities.</p> <p>Demonstrates initiative and leadership with training and in professional activities.</p> <p>Consistently reflects on professional functioning to maintain and improve performance, well-being, and professional effectiveness.</p> <p>Seeks feedback and resources to maintain or improve practice as necessary.</p> <p>Has developed a distinct professional identity that includes attitudes and values that are consistent with school psychology and health service psychology.</p> <p>Written and oral communications are informative and well-integrated to communicate with students, educators, parents, and fellow professionals.</p> <p>Comprehends oral, nonverbal, and written communications to effectively inform case activities.</p>	<p>1 2 3 4 5 NA</p> <p>1 2 3 4 5 NA</p> <p>1 2 3 4 5 NA</p> <p>1 2 3 4 5 NA</p> <p>1 2 3 4 5 NA</p> <p>1 2 3 4 5 NA</p> <p>1 2 3 4 5 NA</p>
Comments (Optional):		
3: Ethical, Legal, and Professional Standards	<p>Monitors one's personal views to promote understanding and application of ethical, legal, and professional guidelines.</p> <p>Makes active connections between history and systems, theory, and research to ethical, legal, and professional guidelines.</p> <p>Behaves in accordance with professional, legal, and ethical guidelines in all professional activities.</p>	<p>1 2 3 4 5 NA</p> <p>1 2 3 4 5 NA</p> <p>1 2 3 4 5 NA</p>

	Uses a decision-making model to address issues with professional, legal, and ethical guidelines in professional activities.	1 4	2 5	3 NA
Comments (Optional):				
Practice Competencies				
4: Assessment	Uses best practices to guide one's assessment activities at the individual, group, and systems level.	1 4	2 5	3 NA
	Develops assessment plans for case activities that are linked to referral concerns and have treatment utility.	1 4	2 5	3 NA
	Conducts assessment with children and youth using assessment procedures based on measurement science.	1 4	2 5	3 NA
	Develops and implements comprehensive assessments that are nonbiased, reliable, and valid for the purpose intended.	1 4	2 5	3 NA
	Is competent in the administration of assessment procedures.	1 4	2 5	3 NA
	Applies methods to screen, assess, and monitor social-emotional, behavioral, cognitive, adaptive, and academic functioning of children and youth based on measurement science, assessment goals, and diversity characteristics.	1 4	2 5	3 NA
	Interprets and communicates assessment results in accordance with research-based and professional standards to inform case conceptualization, classification, diagnosis, and intervention.	1 4	2 5	3 NA
Comments (Optional):				
5: Evidence-Based	Utilizes best practices to guide evidence-based	1	2	3

Comments (Optional):					
7: Supervision	Promotes one's own professional practice through active participation and supervision as a trainee.	1 4	2 5	3 NA	
	Contributes actively within supervision to promote the supervisory relationship.	1 4	2 5	3 NA	
	Identifies appropriate supervision plans and activities when in supervisory role.	1 4	2 5	3 NA	
	Utilizes effective supervision models and practice to promote other's practice.	1 4	2 5	3 NA	
	Provides effective supervision to promote professional practice of others.	1 4	2 5	3 NA	
Comments (Optional):					
Science Competencies					
8: Research, Measurement, and Evaluation	Applies theory, science, and techniques of psychological measurement.	1 4	2 5	3 NA	
	Applies research methods and designs, including descriptive, single-case, quasi-experimental, and experimental designs in professional practice.	1 4	2 5	3 NA	
	Applies program evaluation methods and accountability systems in professional work.	1 4	2 5	3 NA	
	Designs and implements procedures for evaluating the effectiveness of psychological services.	1 4	2 5	3 NA	
	Uses appropriate research base to inform and guide actions. Generates new knowledge through appropriate application of research skills.	1 4	2 5	3 NA	
Comments (Optional):					

9: Basic Content Areas in Scientific Psychology	Uses knowledge of affective, biological, cognitive, developmental, and social aspects of behavior to inform clinical work.	1 4	2 5	3 NA
	Integrates multiple basic content areas in scientific psychology (i.e., affective, biological, cognitive, developmental, social) within clinical work to understand behavior.	1 4	2 5	3 NA
Comments (Optional):				
10: Schools and Schooling	Uses knowledge of effective teaching methods to enhance student outcomes.	1 4	2 5	3 NA
	Uses knowledge of effective classroom environments to enhance academic learning of students.	1 4	2 5	3 NA
	Adopts roles and functions within school psychological service delivery systems that facilitate the learning and behavior of all learners.	1 4	2 5	3 NA
	Effectively engages students' families and other stakeholders to enhance the learning and behavior of all learners.	1 4	2 5	3 NA
Comments (Optional):				

Please provide a summary rating of the student's performance in this internship 1 2
3 4 5

Has the student demonstrated readiness for professional advancement? Yes No

Identify up to three goals for the student's continued professional development.

I verify that this evaluation is based in part on direct observation (either live or electronic) of the trainee. Yes/No

Supervisor Signature

Date

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