



INTERN HANDBOOK

2017-2018



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American Psychological Association

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WELCOME TO LAS*PIC

Class of 2017-2018

Welcome to the Louisiana School Psychology Internship Consortium! You are about to embark on an exciting training experience. You will have the opportunity to meet and work with other interns who have trained in programs all over the United States. Each of you brings unique skills, knowledge and perspectives to the internship. When shared, these will contribute to a rich and varied training experience. From the beginning, it will be important to discover what you may be able to teach others and what you may be able to learn from your peers. Sharing your own areas of expertise and appreciating the skills and knowledge of your colleagues can enrich and expand your experiences. You can expect to gain maximum benefits from your experiences if you allow yourself to move easily back and forth from learner to teacher. Be aware that this year offers you the opportunity to develop personal and professional relationships that can last a lifetime.

An internship facilitates the individual's transition from graduate student to practicing school psychologist. We recognize that an internship experience is an essential and integral part of a training program. LAS*PIC was designed to build upon some features of graduate training, with formal instruction and supervised practice, and to include a range of experiences typical of the day-to-day activities for the school psychologist. This is the time for the intern to assume the role of "professional school psychologist." This transformation occurs under the watchful eyes of various supervisors who can guide, mentor, instruct, listen, and ultimately encourage and support independent functioning. Interns are encouraged to explore their needs and build a variety of skills through supervised practice, self-reflection, and feedback from the training staff. By the end of the internship, you should have a thorough understanding of your strengths and needs, and you will have developed strategies for addressing those areas where you want to continue to develop.

The year ahead will hold challenges and triumphs, and there will also be some inevitable disappointments. Each of your experiences will provide opportunities for personal and professional growth. Your growth will depend on your ability to reflect on your experiences and to continually ask yourself, "*What can I learn from this?*" We do not expect you to do everything the "right" way. We do expect you to actively seek opportunities to grow and to learn, and to consistently demonstrate a strong commitment to your own professional development. We believe it is vital for you to be an active participant in this important process. We want each and every one of you to experience success during your internship. Therefore, our commitment to you is to provide not only instruction and supervision, but we also offer support and encouragement. We look forward to working with you.

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THE CONSORTIUM

The Louisiana School Psychology Internship Consortium has been a joint venture among the Human Development Center (HDC) within the School of Allied Health Professions of LSU Health Sciences Center – New Orleans, the Louisiana State Department of Education (LADoE) and Local Educational Agencies (LEAs). This is the third year that we will no longer be affiliated with the State Department of Education. The Internship Consortium (formerly called The Consortium for Assistance and Training in Related Services - CATRS) spans a broad area around New Orleans. It includes urban, suburban, and rural settings with populations rich in cultural and ethnic diversity. LAS*PIC is guided by an Advisory Board made up of representatives from each of the local education agencies (LEAs) and an intern representative. Staffing for the LAS*PIC program is primarily provided through the HDC.

STATEMENT OF PHILOSOPHY

The primary **purpose** of the internship program is to prepare school psychology interns for entry into the professional practice of school psychology with a scientist-practitioner model of training. The **mission** of this internship is to provide a wide variety of experiences that will help the intern integrate knowledge, technical competence, interpersonal skills, and social responsibility to form a coherent professional role which will, ultimately, enable the intern to advance and safeguard the rights of children. The internship program is **committed** to promoting empirically supported practices based on the literature in both psychology and education and developing expertise in both areas. Activities of the program **encourage** sensitivity to cultural diversity and respect for the uniqueness and human dignity of all individuals.

The intern role is significantly different from that of graduate student and the internship experience is significantly different from that of a graduate practicum or assistantship experience. The student engages in a variety of educational activities to master the content areas required to obtain a particular degree. The student's expectations are shaped by the various instructors' requirements. Students learn to size up the expected outcomes, demonstrate mastery, and earn the high grade they desire. In this process, it is common for students to accentuate areas of strength and minimize evidence of less strongly developed skill or knowledge. The internship year is a very important time in the development of professional habits of ethical practice and lifelong learning. The learning environment of the internship is one in which the intern receives needed support to gradually move toward greater autonomy. While some general expectations are built into the program, each intern is expected to set individual personal/professional goals to build upon their training and move toward meeting both short term and long term professional development goals. Meeting these goals requires self-awareness and the use of self-reflection to assess strengths and identify areas where growth is needed. Staff members strive to support open and honest exploration of professional strengths and needs. By the end of the internship, school psychology interns are expected to be

able to identify their own areas of need and demonstrate effective strategies for getting their needs met.

The program is dedicated to interdisciplinary professional practices that extend and enhance the services provided to children and families, and to the pursuit of new knowledge through sound research practices. **Training and supervision activities are meant to enhance the growth of professional competence and integrity.** LAS*PIC staff evaluate intern's knowledge and competence, as well as their interpersonal skills and interactions. An integral part of the internship is the continuous data collection to evaluate how well the goals and objectives of the program are being met. Finally, the program adheres to the belief that ethical practice is the only acceptable approach to professional training and service delivery. These points of philosophy are expressed throughout the curriculum and activities of LAS*PIC.

The internship operates within an ecological, developmental framework. Within this perspective, we recognize that development is an ongoing process and that our contact with individuals should not be used to define that individual but rather to (1) describe his/her functioning at one point on a life-long journey, and (2) to use information obtained to promote enhanced development. In addition, while services provided in this framework are family centered and child focused, the sources of influence that extend beyond the child and the family are recognized in planning comprehensive services. Within the same ecological framework, school psychology interns are expected to demonstrate understanding of their own functioning during the internship year in the context of their life-long professional learning. Interns are supported in exploring their experiences and applying their learning to the ongoing process of professional development. Interns learn from examining their intended and unintended impact on others, gain confidence and competence by reflecting upon successful and less successful experiences, and expand the ways in which they function effectively in their professional roles.

PROGRAM COMPONENTS AND DESCRIPTION

The internship program is comprised of six integrated instructional elements. Each of these elements makes a distinct contribution to the effectiveness of the internship training. The six (6) elements are listed below and are described fully in the subsections that follow.

1. School-Based Placement
2. Integrated Curriculum
3. Experiential Rotations
4. Summer Rotation Training (If schedule permits.)
5. Supervision

1. **School-Based Placement.** Interns spend four days a week in one of the LEA members of the consortium. Training in the school setting begins with an orientation for interns in which the policies and procedures for that agency are described and explained. A meeting involving the intern, members of the multi- or interdisciplinary team with whom the intern is assigned to work, the administrative supervisor, and the professional supervisor is held to explicitly describe the supervisor's role and relationship to the team and to describe the range of individual goals for the internship year. The intern usually shadows a school psychologist employed by the LEA for a short time, when the agency has a school psychologist, to learn how various cases are managed. As interns begin work on their own cases, they receive considerable guidance from either a mentor or their administrative supervisor. Interns are encouraged to ask questions and seek help from members of their own team and other relevant personnel at their sites, as well as from school psychologists and other pupil appraisal personnel in their district, charter network, or school. Although many activities continue to be collaborative responsibilities shared with team members, over time, the intern's work becomes increasingly independent.

The school-based placement provides interns with the opportunity to serve in the role of school psychologist, often including working as a member of a multidisciplinary pupil appraisal team. The team usually includes a social worker, an educational diagnostician, and a speech therapist. Family members, teachers, and school administrators are key team members in problem-solving: gathering information, planning and implementing interventions, and making decisions. Ancillary members of a team include physical therapists, occupational therapists, school nurses, physicians, and other appraisal personnel as needed. In addition, interns are members of School Building Level Committees/Student Assistance Teams (SBL/SAT, but other terms may be used for these teams), which are used in Louisiana schools to provide preventative and intervention services to children, teachers, and parents. As a member of these teams, the intern will assist in providing a broad range of services to students with identified learning problems, adjustment problems, or other special needs. In some cases, the intern will play a critical role as a resource for SBLC/SAT teams in schools where these teams are not established or fully functional. Specifically, intern opportunities include: providing consultation to teachers and families to aid in the development and implementation of

behavioral and/or instructional interventions; evaluating students to determine the need for specialized services; participating in school restructuring projects; providing in-service training; and providing direct support services to children with learning, behavior, or social-emotional problems.

2. **The Integrated Curriculum.** Formal instruction in the curriculum is typically conducted on Mondays. **Interns can expect to gain as much from their participation in the instructional activities as they put into it.** Each intern is expected to come to trainings and rotation sites, having read assigned materials and ready to engage in the didactic and experiential learning activities. The curriculum is designed to:
- Expand the knowledge base of interns
 - Fine tune interns' interpersonal skills
 - Enhance problem solving skills of interns
 - Increase interns' appreciation of human variability
 - Facilitate the integration of discrete skills and information into a coherent professional role
 - Strengthen the commitment of the intern to professional and social responsibility
 - Increase interns' understanding of their capacity to conceptualize human problems

The curriculum includes (a) didactic instruction and (b) current topics in psychology and/or education. A brief description of these areas follows:

- (a) **Didactic Instruction.** Using a seminar format, interns receive formal instruction at the Human Development Center approximately one day each month. Information is presented, questions elicited and answered and practical application of the information is discussed. Topics covered germane to the practice of school psychology may include:

- | | |
|---|---|
| • Bulletin 1508: Louisiana's Pupil Appraisal Handbook | • Autism Diagnostic Observation Schedule, 2 nd Edition |
| • Teams and Teaming | • Primary Prevention Systems |
| • Ethics: Standards, Issues and Dilemmas | • Individuals with Disabilities and Sexuality |
| • Crisis Assessment and Prevention | • Consultation |
| • Child Abuse Reporting | • Licensure |
| • Interdisciplinary Practice | • Diversity and Culturally Competent Practice |
| • Assessment Procedures | |

- (b) **Life Skills Seminars.** The internship year marks the beginning of the professional career and concludes graduate school requirements, ending numerous years as a student. Although many interns enter the internship with a high tolerance for stress, the demands of internship can be overwhelming. A series of Life Skills seminars were added to the curriculum in an effort to provide support for interns in handling the stress they encounter and build on the growing body of literature in Positive

Psychology. Stressful situations can be viewed as a disturbance and annoyance, or they can be viewed as an opportunity and occasion for growth. The goals of the Life Skills seminars are: (1) to foster professional development within a personal growth model, (2) to encourage interns to be more intentional in their decision making and actions (3) to promote intern integrity, and (4) to develop skills critical to successful balance of personal and professional life. The seminars are designed to provide information about stress management, increase intern's self-awareness, increase interns' awareness of others, and explore opportunities for professional development and personal growth. Interns are asked to approach the seminar with an open mind, to engage in self-reflection and to share their insights and experiences with fellow interns. Life Skills Seminar are integrated into training days throughout the year.

(c) **Hot Topics Forum.** Hot Topics sessions are generally scheduled on four Saturdays throughout the year. A wide variety of topics can be covered, incorporating topics raised by intern interests, topics from the recent professional literature, recent events in education and the profession, or recent internship activities. Topics may include:

- Controversial Issues in the Profession
- Current Research and Practices
- Ethical Issues
- Systemic Issues Related to the Psychology
- Advocacy Issues
- Summative Activity for an Experiential Rotation

3. **Experiential Rotations.** Interns are given rotation assignments from our experiential curriculum of interdisciplinary studies that require them to apply their knowledge and skills as a school psychologist in unique ways in a variety of settings. Interns will generally spend eight to nine days in a site performing a function, often with other disciplines, that leads to a worthy product. These assignments allow interns to learn by doing. Discussion sessions allow interns to discuss their work with each other and supervisors for feedback. For example, a rotation may take place at a private practice in the New Orleans metro area in which interns may need to work with other disciplines to produce an evaluation for eligibility or behavior support plans. The intern may perform some assessments, assist in the treatment, participate in staffing, and produce a treatment report at the end of the rotation (spread over the many weeks).
4. **Summer Training.** When LEA duties are completed, summer training activities begin and continue through the end of the internship. These activities must be based on a professional need or interest. Summer training activities will be selected in the spring through discussion and thoughtful reflection between the intern and professional supervisor, with the approval of the internship Coordinator. Interns are not allowed to receive additional compensation for summer training activities. Summer training may be much like an experiential rotation as interns may become involved in a variety of

activities in different settings within the community or school settings. Typically, interns are involved in working in an alternative setting for four days a week and are expected to approximate a 40 hour work week inclusive of Monday training and rotation days. Interns have provided therapy services in a variety of settings, conducted research, worked with Child Search teams, written training materials, engaged in grant writing, designed and carried out projects of their own design, and provided services to LEA personnel in systems change activities. During this time, interns may also negotiate some time to devote to conducting dissertation research (up to one day per week). Some interns will be placed in schools that do not end their academic year until June. For those interns, their continued duties often serve as their summer training activities. **Each intern is required to submit a summer rotation plan by May 1** (Appendix G). A separate summary of summer training activities and relevant products is created by each intern and included in their portfolio at the end of the internship year.

5. **Supervision.** Supervision has a high priority and is an integral part of internship training. LAS*PIC is fortunate to have extraordinary administrative support (in the form of funds and faculty time) so that quality supervision can be provided. Each intern is assigned a professional supervisor and receives administrative supervision in their LEA placement. In addition, interns are involved in regular peer supervision.
 - a. **Goals and Nature of Supervision.** The goals of supervision are clearly stated and discussed in the orientation. These goals exemplify current professional standards:
 - (1) Assisting the intern in self-assessment of needs and strengths;
 - (2) Supporting the intern in developing self-awareness as a reflective practitioner;
 - (3) Facilitating the intern's process of integrating many discrete skills into a coherent, complex professional role;
 - (4) Aiding the intern in making the transition in identification from student to professional and;
 - (5) Facilitating the intern's entry and integration into both schools and school systems.

The nature of the supervisory relationships during the internship year are discussed during orientation and the developmental nature of professional supervision is explained. The professional supervisory relationship is generally the most important vehicle for professional support, exploration, and growth, and as such, it requires honest and open interaction. The nature of supervision is expected to change over the course of the year, in response to changing needs, and as an intern gains competence and proficiency.

- b. **Supervision Formats.** Interns are supported through multiple levels of supervision including professional supervision by a doctoral-level, licensed psychologist with a school specialty, administrative supervision by an LEA site supervisor, internship

supervision by the Coordinator of LAS*PIC, and peer supervision from their intern class.

Professional Supervision

Each intern is assigned a doctoral-level, **professional supervisor**, who is trained and certified in school psychology and licensed by the Louisiana State Board of Examiners in Psychology. Interns typically meet with their professional supervisor for face-to-face supervision weekly in the afternoons or early evenings (additional meetings with supervisors may occur at other times in the week). The length of the weekly supervision meeting varies with the needs of the intern, but consistently meets or exceeds the APA standard of two hours of individual face-to-face contact each week and at least two observations of the intern by the supervisor during the year (once per semester). During the **first month** of the internship, the professional supervisor, in collaboration with the intern and within the framework of the internship's goals and objectives, develops the Individualized Training Plan (ITP). It is important that each intern takes the time to openly and honestly explore the limits of their competence in order to accurately identify their needs during the internship (including using the Intern Self-Evaluation completed at the beginning of the year). It is important to seek the support of the supervisor in identifying their professional growth goals and that an ongoing dialog is maintained between the supervisor and intern about progress toward attaining goals that have been identified. The ITP and Intern Self-Evaluation are described more fully in the *Evaluation of Interns* section of this handbook.

The **professional supervisor** takes primary responsibility for monitoring the intern's progress as specified by the ITP. Supervisors will use multiple methods for gathering data in order to accurately assess an intern's performance, including contacts with the program coordinator, LEA supervisor, contacts with team members and school personnel, and observations of the intern at work at least once per semester. In addition, the professional supervisor takes primary responsibility for the intern's work by reading and signing all case notes, intervention plans, reports, and other written products.

Administrative Supervision

Administrative supervision is provided to interns on-site at the LEA. The administrative supervision may be provided by an administrator in the district or may be provided by a mentor or team members. Administrative supervision provides guidance and instruction about policies and procedures, as well as helping with case management and team functioning. Professional and administrative supervisors talk frequently to discuss progress and plan for additional activities. Both have frequent contact with the internship coordinator to report progress and to problem-solve as needed.

Internship Supervision

Internship supervision is provided by the Coordinator whereby they integrate what is required by the APA accredited internship, the professional supervisor, the LEA supervisor, and sending university. The Coordinator serves as the on-site supervisor for training activities, particularly training days and experiential rotations (when appropriate). Quarterly meetings with the Coordinator take place to assess both the current standing of the intern and the perceived experience that the intern is having.

Peer Supervision

Peer supervision is often an important source of support and feedback for practicing school psychologists. Peer supervision offers a strong source of support as well as providing impetus for growth of professional skills. We believe it is important to give interns experience in critiquing the work of others, and providing others with constructive feedback. Peer supervision offers unique opportunities for interns to explore a variety of problem solving strategies. Peer supervision often provides an arena for exploring professional situations that are difficult to negotiate, time to vent frustrations, and provides an opportunity to obtain personal and professional support. While it is important to have an outlet for expressing frustration, members of the peer group are expected to invest their efforts in encouraging and offering support for exploring a variety of strategies for problem solving. Sharing a variety of resources and ideas that promote effective problem solving among peers is a rich potential source of growth for interns. Peer supervision is usually integrated into each LSUHSC training day and experiential rotation days, but should occur more frequently as arranged by various interns.

PROGRAM GOALS

The American Psychological Association has emphasized the importance of working within a system of professional values that include “understanding the need for ethical behavior, tolerance of ambiguity, demonstration of skepticism and intellectual curiosity, attunement to scientific evidence, civic responsibility, and respect for human diversity.” In addition, learning goals for students of psychology include “the ability to apply psychology to personal and professional development, to self-regulate and to display personal integrity.” (APA Board of Educational Affairs, 2002). Inherent in this expectation is the need to incorporate empirically supported practice into activities across professional roles.

Additionally, LASPIC’s efforts are heavily influenced by the training standards/procedures of APA’s Division 16 which are typically associated with the general practice of psychology. These include:

The assessment of abilities, achievement, social and emotional functioning, personality, and developmental status; use of interviews, observations, and performance assessments to understand learning and behavior problems: accountability for valid and reliable measures of behavior and treatment progress.

Diagnostic assessments to support eligibility for and delivery of services within statutorily regulated contexts that integrate diagnostic information from other professionals to support recommendations for educational modifications and community services.

Primary prevention programs to reduce the incidence of school violence, sexual abuse, teenage pregnancy, and programs to promote children's well-being through more appropriate educational and classroom accommodations; secondary prevention programs to assist students who have mild or transitory problems that interfere with school performance, such as poor peer relationships, learning or behavior problems in the classroom, and adjustment to adoption, death or divorce.

Crisis intervention services that include support for children following natural disasters, violence, abuse, death, or suicide by a student.

Consultation with teachers, parents, agency administrators and supervision of psychological services staff concerning children's behavior and academic and social problems; professional development programs for teachers; design and direction of comprehensive and integrated service delivery systems.

Consultation with physicians and other professionals concerning the school functioning and learning of children with disorders such as attention deficit hyperactivity disorder, learning disorders, chronic illness, physical or genetic conditions, and substance abuse.

Educational evaluation services including development of appropriate measures of child behavior and classroom contexts; analysis of academic achievement using standardized tests, performance assessment, self-reports, and other appropriate methods; evaluation of individualized educational plans; observation and measurement of teacher and parent behaviors; and evaluation of instructional and organizational environments.

LAS*PIC staff are committed to promoting a set of goals that build and enhance professional competence. Underlying the internship goals are the values of authenticity, honesty, personal integrity, respect for self and for others, and investment in personal growth. Interns are expected to support and encourage their peers and colleagues, and are expected to practice and engage in training activities with a full appreciation for and adherence to professional ethics.

Therefore, it is with these influences and expectations, the program focuses on the following Profession-wide Competencies of the American Psychological Association:

Research	Ethical and Legal Standards
Individual and Cultural Diversity	Professional Values and Attitudes
Communication and Interpersonal Skills	Assessment
Intervention	Supervision
Consultation and Interprofessional/Interdisciplinary Skills	

Additionally, the program promotes these training ambitions that are more germane to the specialty area of school psychology. These, along with their rationale, appear in the following:

1. Strengthen and augment the problem solving skills of interns which enable them to both better conceptualize human problems and to integrate knowledge, technical competence and social responsibility to alleviate those problems in and out of schools.

Rationale: School psychologists are asked to function in a variety of roles in schools and are asked to work with children with diverse needs and backgrounds. **Interns should NOT limit their roles to problem identification and should adopt and actively model effective problem solving strategies within their work with teams and school personnel.**

2. Enhance the ability of interns to work within the school setting by increasing their understanding of the culture of the school, how it operates, and how change occurs.

Rationale: School psychologists can be perceived either as a part of the staff or as outsiders in the schools they serve. A critical factor determining this perception is the school psychologist's working knowledge of the system's intricacies **Interns should strive to**

understand the ecology of the school and the ways in which they and other staff function to collaboratively promote positive outcomes for students.

3. Develop the ability of interns to work effectively with other disciplines as members of multidisciplinary or interdisciplinary teams.

Rationale: Public Law 94-142 mandated that multidisciplinary teams (MDTs) make decisions concerning eligibility and programming for special education students, and subsequent reauthorizations of the federal law have affirmed this mandate and have included interdisciplinary language. Teams of professionals trained and skilled in various disciplines can make better decisions together than individuals working alone. However, “teams do not automatically demonstrate greater efficacy compared to individuals, but rather members must put into practice particular skills to be effective. Unfortunately, little attention has been paid to preparing school psychologists and other pupil personnel specialists to function as MDT or in a interdisciplinary fashion. **Interns engage in training and reflection in order to understand and enhance their contributions to their teams and the ways in which team functioning can be enhanced.**

4. Facilitate the transition in identification from student to professional.

Rationale: Internships have often been referred to as the capstone training experience for psychologists. In other words, the internship year is the point from which school psychologists embark on their careers. It is essential that interns be exposed to a variety of experiences in an organized sequence. This process results in an accumulation of success experiences and confidence in professional functioning. The supervisor’s role is critical in this process. **Interns are supported in leaving the role of student behind, moving into the role of professional, and preparing to practice more independently with decreased levels of supervision following the internship. LAS*PIC staff expect that interns will gradually increase their professional autonomy over the course of the year, as they demonstrate self-understanding, competence, confidence, and professional integrity. By the end of the internship, interns should understand their strengths and needs and be able to articulate effective ways of meeting those needs.**

5. Increase intern’s awareness of their interpersonal skills, encourage self-evaluation of interpersonal skills, and foster continued improvement of interpersonal skills.

Rationale: It is essential for interns to understand how their personality, biases, and interpersonal styles are related to their effectiveness as service providers. Everyone brings their own history into every situation. It is important to understand this phenomenon. **Interns are asked to engage in self-evaluation and self-reflection as a routine part of the training experiences. Willingness to examine the impact one has upon others and engage in personal growth activities are essential to the development of an effective professional school psychologist.**

6. Foster a commitment to professional and social responsibility, with particular attention to advocacy and protection of children's rights and welfare, and sensitivity to cultural diversity.

Rationale: Children need to be protected and can often feel powerless when in an abusive or neglectful situation. School psychologists are in a unique position to act on children's behalf to reduce the effects of victimization. **Interns actively seek to understand their own cultural origins and explore human differences and cultural variation, with the goal of increasing competencies for working effectively across cultures and facilitating cross-cultural understanding. Within each of their varied roles, school psychology interns advocate for the rights of children and their families.**

7. Extend the knowledge of interns in educational and psychological research that would enable them to play a role in improving general education instructional practices.

Rationale: It has often been stated a true scientist-practitioner not only practices what the current literature dictates, but also contributes to the science in some fashion. It can be in the form of paper/poster presentations at professional conferences or by proper demonstration of techniques in reports produced. **Interns are expected to continue to read the literature and use empirically supported interventions to meet the needs of students, families, and school personnel. They maintain a visible and accessible role as consultants in order to provide a variety of supports to regular education teachers in their problem solving efforts. All activities should be consistent with a data-based problem solving model. The impacts of interventions should be measured and reported, using some form of pre-post data.**

8. Provide interns with a diversity of cases and experiences that allow them to utilize and develop a wide variety of assessment, consultation, and intervention skills.

Rationale: Interns should work in a variety of settings so that they can further practice existing skills but they should also work in settings which forces them to expand their skills. It is not uncommon for interns to feel somewhat uncomfortable in new experiences. This is however, how the professional grows. **Interns should actively explore with their peers, supervisors, and team members ways of using a variety of skills and functioning in a variety of roles. In accordance with preferred practice, interns design individualized services, using methodology and instruments that are appropriate to answer specific questions about specific students, in order to provide full descriptions of students' strengths and needs. While practice is grounded in empirically validated strategies, the intern tailors assessment or interventions to meet the unique needs of the student, family, or teacher.**

EVALUATION

EVALUATION OF INTERNS

The assessment of intern skills and progress involves four types of evaluation:

- Diagnostic evaluation – occurs quarterly during the internship year to assess the requisite skills for performing particular tasks and activities. The intern self- evaluations (at the beginning and end of the year) can help determine starting points for learning. Interns must attain a score of **I** or greater on all items in the LAS*PIC Intern Evaluation by the end of the second quarter (midyear) and must maintain that level or greater to the end of the training year. A rating below **I** on any item at midyear will forcibly engage the "Due Process Procedures for Remediation" (see Policy and Procedures 2017 – 2018). Interns must attain a score of **I** or higher on all items by the end of the internship year, with at least 80% of items being given a rating of **H** or higher. Finally, a rating on any item below **3** at the end of the year will result in an unsuccessful internship or failure.
- Formative evaluation- occurs quarterly with a review of the internship training plan (ITP) to determine whether interns have made progress or have actually achieved a particular objective on the plan. Additionally, modifications may be necessary for the intern to adequately progress through the plan.
- Summative evaluation – occurs at the end of the internship to judge intern’s final performance. It should be noted that there is no partial credit granted on the internship year. If an intern does not successfully complete the internship year it will be regarded as a failure for the year.
- Professional growth and demeanor - The evaluation of interpersonal skills and commitment to professional growth occurs on an ongoing basis during the internship year. The internship coordinator provide formal and informal feedback to the intern to support the growth of interpersonal skills and professional integrity on an ongoing basis.

Individualized Training Plans. The first step in the evaluation process is development of a written intern Individualized Training Plan (ITP). The plan takes into consideration the skills and knowledge the intern brings to the internship, and the training needs and areas of particular interest to the intern. During initial meetings with the professional supervisors, interns’ strengths, training needs, interests and goals for the internship are identified and discussed, and the ITP is developed. Initially, relevant information may be obtained from a review of transcripts, from a training needs checklist, from information from advisors at the sending university, and from intern self-report. There may also be observations to evaluate technical competencies. Refinement of the ITP is accomplished using information obtained from administrative supervisors, and products of intern’s work (e.g., case notes, intervention plans, evaluation reports). An ITP that includes expectations that are common

to all interns will be signed with the internship Coordinator, in addition to individualized goals. The ITP may include, but is not limited to: goals for conducting assessment, intervention, and consultation activities; research goals such as scholarly inquiry and discussion and completion of activities related to an intern's dissertation; and professional development activities. The ITP should also include at least one goal to facilitate personal well-being throughout the year. See Appendix F for a sample copy of the ITP form.

Ongoing Feedback. Feedback based on evaluation is a critical part of professional development during the internship experience. Interns receive feedback in a number of ways. The professional supervisor provides feedback during scheduled weekly meetings, where the focus is on the activities of the previous week, and evaluation of written products. The administrative supervisor in the school-based setting provides feedback to interns based on interaction with team members, teachers, and other school personnel. Administrative supervisors also complete the personnel evaluations required by the local school board and respond to requests for feedback on intern performance when solicited by the internship Coordinator. The internship Coordinator provides quarterly feedback about performance on general expectations, intern investment in their own training, and interpersonal skills, as well as attendance and participation in Monday training and experiential rotation activities.

Quarterly Evaluations. Formal quarterly evaluations involve input from the professional supervisor, the administrative supervisor(s), the program administrators, and the intern. Using the ITP as a guide, the intern's performance and progress are discussed. The intern's strengths are highlighted, and those areas in which improvement is needed but progress is satisfactory are noted. Interns are required to meet quarterly with the Program Coordinator, Dr. Maynard, to review progress in meeting general goals, and to collaboratively assess progress, interpersonal skills, and investment in their own learning, as well as to review the work samples that document professional activities (filed in the portfolio).

Intern File Documenting Growth and Success in the Internship. The Intern file is used to maintain personal records of the intern during their internship year and beyond. The file contains intern contact information, APPIC application information, evaluations, completion documentation, and post-internship documentation. The required items and due dates are outlined by quarters (see Appendix C) and materials are housed in the LAS*PIC offices.

Intern Portfolio Documenting Professional Activities. The portfolio is used to document professional activities and proficiencies over the course of the internship year. Each intern is responsible for filing required work samples with the Coordinator and reviewing the contents of the portfolio on a quarterly basis with the Coordinator. The required items and due dates are outlined by quarters (see Appendix C) and materials are housed in the LAS*PIC offices.

Schedule of Evaluations

Type of evaluation	Purpose of evaluation	Method of evaluation	When conducted
Diagnostic	<p>Identification of intern strength and training needs</p> <p>Development of Individualized Training Plan (ITP)</p>	<p>Intern self-report of general competencies using a training needs checklist, comprehensive evaluation form (see appendices), information obtained during an interview with the professional supervisor, review of graduate transcripts, letters of recommendation, observations of skill demonstrations</p>	<p>In initial meetings with supervisor</p> <p>(ITP development on or before August 1, 2017)</p>
Formative: First Quarter evaluation	<p>Refinement of ITP</p> <p>Monitor intern performance and progress toward expected outcomes in ITP</p>	<p>Intern observation by professional and administrative supervisor; intern products, such as reports, daily logs and case record forms</p> <p>Intern self-report of performance on expected outcome of ITP goals.</p> <p>Using observation and intern products, supervisor's assessment of performance on expected outcomes</p> <p>REVIEW OF PORTFOLIO AND TRAINING EXPECTATIONS</p>	<p>End of First Quarter (October 7, 2017)</p>
Formative: Second Quarter evaluation	<p>Monitor intern performance and progress toward expected outcomes in ITP</p>	<p>Intern self-report of performance on expected outcome of ITP goals. Using observation and intern products, supervisor's assessment of performance on expected outcomes</p> <p>REVIEW OF PORTFOLIO AND TRAINING EXPECTATIONS</p>	<p>End of Second Quarter (January 6, 2018)</p>
Formative: Third Quarter evaluation	<p>Monitor intern performance and progress toward expected outcomes in ITP</p>	<p>Intern self-report of performance on expected outcome of ITP goals. Using observation and intern products, supervisor's assessment of performance on expected outcomes</p> <p>REVIEW OF PORTFOLIO AND TRAINING EXPECTATIONS</p>	<p>End of Third Quarter (April 7, 2018)</p>
Summative: End of Year evaluation	<p>Judge overall effectiveness of intern performance</p>	<p>Intern self-report of performance on expected outcome of ITP and general competencies using comprehensive evaluation form; Professional and administrative supervisors' observation and assessment of intern products.</p> <p>REVIEW OF PORTFOLIO AND TRAINING EXPECTATIONS</p>	<p>June 30, 2018 for pre-doctoral interns</p>
Professional growth and demeanor	<p>Monitor intern performance and progress toward expected outcomes</p>	<p>Quarterly evaluation by supervisor.</p> <p>Ongoing feedback from program coordinator and coordinator of Life Skills training.</p> <p>Program coordinator provides formal feedback quarterly during the year.</p>	<p>End of Each Quarter (see dates above)</p> <p>Ongoing feedback</p> <p>Quarterly feedback from Coordinator</p>

General Expectations and Work Samples (Portfolio)

School Psychologists are able to contribute a broad range of services to students, their families, teachers, and other personnel in the schools. The following are some of the general expectations and requirements for interns over the course of the internship year with examples of what is to be submitted to the portfolio.

Activity / Role	Minimum Number of Cases / Activities	Demonstrated Outcome / Documentation	Portfolio Submission Requirements
Consultation	5 cases	<ul style="list-style-type: none"> • Consultation Notes • Consultee feedback form 	One consultation case summary with notes and consultee feedback
Academic Interventions	5 cases	<ul style="list-style-type: none"> • Description of empirical basis for intervention • Intervention Plan • Implementation integrity measure • Pre-post data 	One academic intervention case with intervention plan, implementation integrity measure, and pre-post data
Behavioral Interventions (Tier 2 and Tier 3)	5 cases	<ul style="list-style-type: none"> • Description of problem • Intervention Plan or summary (Tier 2) • FBA Summary and Behavior Intervention Plan (Tier 3) • Implementation integrity measure • Pre-post data 	One Tier 3 behavior intervention case with FBA summary, behavior intervention plan, implementation integrity measure and pre-post data
Initial or Re-evaluation to Determine Disability	Coordinate 5 cases	<ul style="list-style-type: none"> • Choice of instrument(s) based on individual hypotheses about student • Integrated report compliant with Bulletin 1508 	Two cases: First case should be submitted by December 15 Second case submitted by June 15
Group Counseling / Intervention	1 group / at least 3 members/ six weekly sessions	<ul style="list-style-type: none"> • Description of empirical basis for intervention • Goals for each participant • Case notes • Pre-post data 	Plan for group Goals for each participant Case notes Pre-post data
In-service Training	1 session with at least 10 participants	<ul style="list-style-type: none"> • Handout for training • Evaluation/participant feedback 	Handout Summary of participant feedback
LSPA Presentation / poster	1	<ul style="list-style-type: none"> • Handout from presentation and/or copy of presentation 	Handout and survey feedback summary
Article for LAS*PIC Newsletter	1	<ul style="list-style-type: none"> • LAS*PIC Newsletter article 	Manuscript

*Additional Portfolio entries include printed Weekly Logs signed by professional supervisor; Case Consultation and Toolkit Sharing presentations and resources; any publication manuscripts or other presentations from internship year.

Due Process Procedures

It is the practice of the Louisiana School Psychology Internship Consortium (LAS*PIC) to work in a problem solving manner to remediate identified performance deficiencies of interns accepted into the program. Deficiencies may present themselves in various ways. (There may be an unsatisfactory quarterly evaluation or there may be discreet events.) Regardless of how the deficiencies are learned, problem solving is to occur on three levels as outlined below:

Level I – LEA administrative supervision provided by the LEA presents the first opportunity for compliance with job and internship expectations. Additionally, the opportunity to solicit the advice of a licensed/certified psychologist during professional supervision is also available to remediate these concerns. If this level of problem solving is not successful or if the intern did not utilize this level, then the process moves to the next level.

Level II – A remediation plan (Appendix K) is developed as the second major opportunity to improve performance and the sending university is notified of the concern. This plan will specify the identified deficiencies and outline a plan of action to be followed by the intern.

Step One. The supervisor and the intern identify and define the performance problem.

Step Two. The supervisor explains the impact of the problem on productivity and efficiency, quality of work, services provided, and team members.

Step Three. The supervisor and intern analyze the reasons for the problem.

Step Four. The supervisor defines the expected performance standard as specifically as possible.

Step Five. The supervisor and intern explore ideas for a solution.

Step Six. The supervisor writes an improvement plan. The improvement plan includes specific (observable and measurable) training activities and target dates for completion. Subsequent progress is monitored closely as the intern receives feedback to help remediate identified weaknesses.

If this level of problem solving is not successful, then the process moves to the final level.

Level III – The third and final opportunity for the intern to remedy the identified deficiencies occurs in the form of a Last Chance Agreement (See Appendix L). Failure of this final attempt to resolve deficiencies will result in an involuntary separation from the internship.

When any of the supervisors (LAS*PIC, professional, or administrative) determine that the intern is not making satisfactory progress, contact between the supervisors, the Internship Coordinator, and/or Director will be quite frequent. Either the supervisor or the intern may request the presence of the Internship Coordinator and/or Director any meeting in which an intervention procedure is designed and adopted. The focus of these meetings should be on defining specific needs, developing strategies and identifying supports to allow the intern to correct the identified problem(s). The intern is expected to become actively involved in designing the intervention plan.

It is expected that ordinary problems will be resolved within the internship, but when significant problems arise the sending university must be informed, as outlined in the second level. The primary goal is successful completion of the internship, and every effort is made to remediate the identified problem and support the intern's progress.

Voluntary withdrawal from the program. If an intern believes that they are unable to complete the internship year, they have the option to voluntarily withdraw from LAS*PIC. This is different from a *leave of absence*, which is negotiated with the Coordinator, Director, and Professional Supervisor and is reserved for only the most extenuating circumstances and only when an intern is considered to be "in good standing" with the program. Withdrawal from the program results in an immediate release of LAS*PIC from all obligations described in the agreements between LAS*PIC and the intern, LAS*PIC and the Sending University, LAS*PIC and the LEA site, and the LEA site and the intern.

NOTE: Please see Appendix A for Student's Responsibilities, Rights, and Grievance Policy

Evaluation of the Supervisory Relationship

The supervisory relationship is perhaps the most important vehicle for professional development during the internship year. At the beginning of the internship year, the supervisor and intern explore their respective goals and expectations. An ITP is developed to guide the intern's goal attainment, and the supervisor and intern plan the ways in which they will interact to meet the needs and promote the growth of professional skills of the intern.

The Intern Self-Evaluation and ITP help guide the initial discussion about intern needs and the supervisor's style and resources (See Appendix F and H). A form for Evaluation of the Supervisory Relationship (Appendix J) is then used to evaluate the success of the supervisory relationship in fostering the intern's attainment of goals and the supervisor's contribution to training. This evaluation of supervision occurs at midyear and at the end of the internship year. There are two parts of the supervisory relationship evaluation form that are completed: Part I is conducted by the intern and provided to the Coordinator; this part of the form is not shared with the professional supervisor, unless requested at the end of the internship year. Its purpose is for early identification of problems to facilitate remediation. Knowing that there is a power differential between intern and supervisor, this provides an opportunity for another party to facilitate problem solving.

The intern conducts Part II with the professional supervisor at mid-year and at the end of the internship year. The open ended questions are designed to help the supervisor plan and conduct future supervision sessions with either that intern or future interns assigned for supervision. Both evaluations are kept in the intern's file in the Coordinator's office in order to document the process.

Evaluation of the Internship Program

LAS*PIC demonstrates a strong commitment to on-going data collection, program evaluation and improvement. This commitment is fostered and supported by the LSUHSC.

Purpose of the Evaluation Plan. While the primary purpose of the internship is to prepare school psychology interns for entry into the field, the evaluation plan is designed to answer more than the global question: “Is the intern ready to enter the field of practice?” Rather the evaluation is designed to assess the program’s effectiveness by:

- Identifying, defining and measuring the interns’ degree of readiness to enter the field
- Identifying those aspects of the training program that are producing greatest impact in preparing interns for professional practice
- Eliciting feedback from the consumers of the training program that include not only the intern, but also the LEAs and the intern’s graduate school, as well as parents, teachers, and children with whom the intern works.

Models of evaluation: The internship program places great value on formative evaluation. This process provides continuous data collection and data analysis that allows the internship to evolve and improve. The results of formative evaluation lead directly to modifications of any aspects of training found to be lacking. In addition, identifying those aspects of the training program that lead to positive outcomes, verifies the utility of those aspects and provides support for their continued use. Evaluation results have led to a number of changes in program scope and process. The following methods of evaluation are currently in use.

1. Seminar/Activity Satisfaction Surveys. Following practically every seminar or activity, each intern will be asked to rate their satisfaction and offer suggestions on how the experience could be improved. The satisfaction data is reviewed timely for possible programmatic changes.

2. Daily Log. Interns are required to maintain an ongoing daily log of professional activities. The daily log of intern activities provides documentation of the intern’s day-to-day professional practice activities and the amount of time spent engaged in each. The data gathered from the log is used in a variety of ways that benefit the internship program as well as the interns. Every intern’s consistent participation in this process is required in order to maintain a valid and reliable database. Interns receive thorough instruction in the use of the daily log during the orientation to the internship and are expected to establish a reliable routine of compiling data, reviewing it with their supervisors and submitting their data to a database each week. **Weekly logs are due on the shared drive every Monday. Hard copies of weekly logs signed by the professional supervisor are due, at minimum, every quarter.**

Data should be shared with the supervisor monthly to demonstrate the range of activities in which interns are involved, to plan time in order to expand professional roles of the intern, to set short term goals, and to monitor progress in meeting ITP goals. Each intern will have access to his or her hours in each activity, as well as quarterly summaries and a final summary as the official record. Doctoral interns are expected to document a minimum of 2000 hours during the 12 month internship. **Noncompliance with the daily log requirement will affect the intern's performance evaluation and may jeopardize the intern's continuation in the program.**

Documentation of specific activities serves several functions. First, the accurate description and quantification of experiences helps the intern plan activities and strategize for desired role expansion. The log provides feedback to school districts about the activities interns are engaged in during the year, and is a useful tool for interns and supervisors to review in assessing performance. At the completion of the internship year, the log documents the intern has completed at minimum 2000 hours of professional experiences and over 100 hours of supervision. Finally, the record of internship activities may be used to verify training experiences in the pursuit of licensure or additional credentialing later in one's professional career.

3. External Program Evaluation. A formal program evaluation of the internship is conducted semi-annually during the year, in order to identify program strengths and weaknesses and elicit suggestions for change. Interns, professional supervisors, and administrative supervisors are surveyed in some fashion individually and confidentially to determine the types of activities in which interns are engaged and to determine interns' satisfaction with their school based placement, their supervision, and the HDC instructional activities. A written report is submitted which addresses strengths and weaknesses of the program and offers recommendations. The LAS*PIC Advisory Board discusses the evaluation report, and action is considered when appropriate. This evaluative information allows the internship to make program modifications on an ongoing basis, in order to be responsive to intern and supervisory feedback.

PROCEDURES

Schedule

A yearly calendar of scheduled events is developed for the internship program. An intern spends four days a week in the LEA (Tuesday through Friday). One day a week (Monday), interns convene at the LSUHSC (HDC) or at the designated experiential rotation site. Approximately one Monday each month, interns engage in training days at the LSUHSC (HDC) to participate in seminars, group, peer and individual supervision, and other activities designed specifically to meet the needs of the interns. On other Mondays, interns engage in activities appropriate to the current experiential rotation. Monday training is very important and the activities are pivotal to integrating the variety of training activities throughout the internship. On a weekly basis, interns are expected to invest appropriate effort to benefit from the training and rotation activities, as well as actively support and promote the growth of intern peers.

Monday training is not optional. Absences are not acceptable unless under extreme circumstances (see Appendix B). Interns should NEVER schedule other activities for a Monday (e.g., doctor's appointments/dissertation meetings/job interviews) without requesting and receiving permission from the Coordinator of the internship. If an intern is unable to meet scheduled obligations for any reason, the intern must contact the Coordinator and the assigned administrative supervisor immediately. Interns are expected to use their professional judgment when extreme circumstances may prevent them from attending mandatory trainings or events (such as illness) and are expected to contact the Coordinator prior to the missed training or event when they feel they are unable to participate. Changes to schedules should be negotiated prior to scheduled events whenever possible. Interns are expected to report to all scheduled activities on time and to demonstrate appropriate preparation through active, meaningful participation. Interns will be required to make up a missed training day by taking two leave days from their LEA to spend with the Coordinator on a special assignment conducting literature reviews and producing a review of the literature to adequately cover what was missed on the training day or other activities deemed appropriate by the Coordinator.

General Schedule for Mondays at HDC

8:00 – 9:00	Systemic Consultation, Group Supervision
9:00 – 11:00	Didactic Seminar
11:00 – 12:00	Lunch/Peer Supervision
12:00 – 1:00	Case Consultation
1:00 – 3:00	Didactic Seminar or Life Skills Presentation
3:00 – 4:00	Tool Kit Sharing
4:00 – 4:30	Debriefing

Schedules for experiential rotation days will vary according to the rotation site and will be communicated to interns in a timely manner.

Summer training for pre-doctoral interns begins immediately following the last scheduled day of work in the LEA. Summer training is discussed in the Program Components and Description section of the Handbook.

Emergency Situations

The Coordinator is to be notified of any and all situations that may impede the intern's ability to comply with assigned tasks. This includes, but is not limited to, illness or other medical concern, personal injury, and unexpected changes in travel plans. It is expected that interns will build considerable skill in problem solving over the course of the year, and program faculty are available to facilitate the problem-solving process in whatever way is need.

There may be times when school personnel hamper the intern's ability to perform. When difficulties arise, within the school setting, the intern is to contact the assigned administrative supervisor in the LEA. There also are times when the intern may need assistance in making professional decisions prior to a scheduled professional supervision meeting. It is the responsibility of the intern to contact the assigned professional administrative supervisor for assistance. If the supervisor is not available, the intern should contact the administrative supervisor assigned by the LEA. If this individual is unavailable, the intern is to contact the Coordinator. **It is the responsibility of the intern to consult with his or her professional supervisor when uncertain of the direction to take or to seek advice as needed.**

Inclement Weather and Weather Emergencies

The Gulf South is prone to heavy rains, and our geographic location leaves us vulnerable to tropical storms or hurricanes. You should **never place yourself in jeopardy** when weather is threatening. When you believe conditions are unsafe for you to travel, you should not do so. **It is the responsibility of the intern to contact the Coordinator and other appropriate consortium personnel to advise them about their decision not to travel. If there is a need to evacuate in order to be safe (e.g., in the event of a hurricane threat), interns must give the Coordinator contact information for their planned location during the storm.** In the event of an evacuation, interns should monitor all communication sources (email, phone, etc.) for information from the LAS*PIC Coordinator and Director.

Interns are encouraged to sign up for text alerts from LSUHSC through the Emergency Alerts website: <http://www.lsuohsc.edu/alerts/>. Interns are also encouraged to familiarize themselves with the LSUHSC Chancellor's Memorandum 51 (CM-51), which describes the University's policy for weather related emergency procedures (<http://www.lsuohsc.edu/administration/cm/cm-51.pdf>).

Travel Reimbursement Procedures

Local Education Agencies (LEA). Interns will be reimbursed for travel between schools assigned by the LEA, according to LEA policies. Interns will not be reimbursed for travel from home to work or from work to home. To obtain reimbursement for travel between schools, the intern must follow the procedures established by the LEA.

LSUHSC (HDC). All travel to be reimbursed by HDC must be approved in advance. In general, interns will be reimbursed for travel required by HDC, such as required attendance at conferences. However, a prior approval form must be completed and submitted to the Business Manager at HDC, at least two weeks before the travel occurs. All travel must be in compliance with the state rules and regulations. Failure to adhere to these procedures will result in a non-reimbursable expenditure. The Coordinator will facilitate the completion of all required documentation. Typically, intern travel documentation will be completed by the interns during training, or individually in collaboration with LAS*PIC support staff.

ACCREDITATION

The American Psychological Association accredits internships for doctoral training in psychology. The Accreditation process is intended to promote consistent quality and excellence in education and training in professional psychology and thus, to provide tangible benefits for prospective students, the local, national and international publics that are consumers of psychological services, and the discipline of psychology itself (APA, 2005).

Interns who may have questions about this process or the accreditation of the LAS*PIC program are invited to talk with the Internship Coordinator or Director, or may contact APA using the information below. The Louisiana School Psychology Internship Consortium had an accreditation visit in 2005 and at the beginning of the 2005-06 internship year and was granted seven years of accreditation as a result. Our next accreditation visit was held in June, 2012.

The American Psychological Association Commission on Accreditation
is located in:

Office of Program Consultation and Accreditation
American Psychological Association
750 First Street, NE
Washington, DC 20002-4242
Phone: 202-336-5979
Fax: 202-336-5978

<http://www.apa.org/ed/accreditation/>

Appendices

Student's Responsibilities, Rights, and Grievance Policy Louisiana School Psychology Internship Consortium (LAS*PIC)

We recognize that LAS*PIC school psychology interns may have concerns about features of the internship program, including curricula, scheduling, supervision, or other matters. Interns are encouraged to speak directly with the program Coordinator or Director to describe and resolve problems. To address problems and issues, LAS*PIC has adopted the following stepwise procedure to guide interns and our leadership to successfully identify and resolve any problems that may arise.

Step One: Describe Problem to Coordinator/Director in Writing. The school psychology intern should express their concern(s) directly to the LAS*PIC program Coordinator and/or Director in a written description. This correspondence should include a complete description of the problem, any action taken by the intern, and outcomes(s) desired by the intern. This formal grievance should occur within five working days from the time of the issue or incident is identified as problematic.

Step Two: Investigate concerns and issues. The LAS*PIC program Coordinator and Director will investigate the concern(s) and respond in writing to the school psychology intern within ten working days. Copies of the correspondence between Intern and the program Coordinator and Director will be provided to both program Coordinator and Director, and to the Director of the Human Development Center.

Step Three: Appeal to Human Development Center Director. If the school psychology intern determines that their concern has not been addressed satisfactorily by the program Coordinator and/or Director's response, the intern has ten working days to schedule an appointment with the Director of the Human Development Center to discuss the concern.

Step Four: Human Development Center Director response. The Director of the Human Development Center will meet with the intern and consider all aspects of the concern. The Director will provide a written response to the school psychology intern within ten working days following this meeting. Copies will be given to the LAS*PIC program Coordinator and Director.

Step Five: Appeal to the Associate Dean of Academic Affairs in the School of Allied Health. If the school psychology intern believes that their concern has not been addressed satisfactorily by the response of the Director of the Human Development Center, the intern should then follow guidelines set forth at the LSU Health Sciences Center by contacting the Associate Dean of Academic Affairs in the School of Allied Health Professions for resolution within ten working days of receiving the response from the Director of the Human Development Center. This contact should be in writing with a copy to the Director, Human Development Center. The Director will supply the Associate Dean with copies of information related to the complaint and documentation of the attempts to resolve the issue, and will assist the Associate Dean in resolving the matter in a timely manner according to institutional procedures.

Appendix A: Student's Responsibilities, Rights, and Grievance Policy

LAS*PIC Attendance Policy

Regular attendance at scheduled Monday training is a requirement of the internship. Training activities are planned to serve a wide range of functions, including expanding interns' knowledge base, supporting recommended practices, and promoting expanded roles and collaboration (among – rather than across) across disciplines. Failure to reliably attend training activities may result in important gaps in intern experiences. LAS*PIC staff are obligated to ensure that when interns leave this APA-accredited internship, they have had the experiences that LAS*PIC is committed to providing under the program description, as approved by APA. There are times when absence may be unavoidable. In the case of illness, interns should prioritize their health and well-being while communicating with the Coordinator regarding their illness and potential for missing training days. Infrequently, there may be times when professional obligations that are important to an intern's career must take precedence over training activities. The LAS*PIC attendance policy has been established with these concerns in mind. The following are expectations for attendance for scheduled training functions during the internship year. **NOTE:** Punctuality and attendance are issues basic to professional integrity. Issues relating to attendance in the school districts will be handled in accordance with the district policies

1. **Attendance at weekly seminars is required.** If an intern must be absent for any reason, they must contact the program Coordinator in a timely manner. If the absence can be anticipated, interns should provide the reason and the anticipated date of the absence in writing to the Coordinator as early as possible. Under shorter time lines, interns may phone the Coordinator (Dr. Maynard: 504 427 2402) or e-mail the above information (jmayn2@lsuhsc.edu). All absences **must** be documented in writing.
2. At times, there will be difficulties that cause interns to be late for a Monday training day (traffic, complications, problems with child care, etc.); however, repeated lateness and patterns of tardiness are unacceptable. Interns are expected to plan carefully in order to be present at the time activities are scheduled.
3. **If interns are absent for ANY training activity, they will be asked to complete a training activity that will cover the same content area as the seminar or other relevant activity as determined by the Coordinator.** Since group discussion and guest speakers are often part of the activity in the seminar, it is impossible to duplicate the experiences that will occur in an intern's absence, and others will be unable to benefit from their contributions. As stated in the Procedures section of the Handbook, interns will be required to take two personal days from the LEA for the purpose of training or through producing a literature review with a written summary of the literature on the covered topic(s). This will be done under the supervision of and with the Coordinator. These two days must occur no more than three weeks after the missed training activity.

4. **In the event of serious illness or injury or a medical concern, special arrangements can be made** to allow the intern to complete the training required for completion of the internship. Arrangements will need to be mutually agreeable to the intern, the sending university, and the LAS*PIC training staff.

Leave of absence. LAS*PIC does not provide medical leave time for interns. When there is a medical concern or other condition whereby it is expected that the intern will need to miss a substantial amount of training from LAS*PIC and the LEA, even if the intern is allowed extended leave due to medical reasons from the LEA, **and the intern is in good standing with the program** the intern has the option to take a leave of absence. The intern has two years from the first day of orientation in which to complete the internship program according to the formal contract between the sending university and the internship. A formal plan will be developed in cooperation with the Coordinator and Professional Supervisor outlining the conditions of the leave of absence and plan for returning and completing the internship year.

The LAS*PIC internship is a 12-month experience. To successfully complete the program, each intern needs the combination of supervised professional experience, any educational leave (authorized absence), and accrued sick and annual (vacation) leave (typically up to 10 days) from the LEA to total at least 2000 hours. Most interns have no difficulty achieving 2000 hours before the end of the 12-month period; however, the expectation is that they maintain a typical workweek schedule for the duration of the 12 months regardless of when a total of 2000 hours is achieved. In the event of extended sickness, time off for pregnancy, maternity leave, and child care, or other exigencies, the intern may have to be placed on leave of absence status, thereby delaying his or her finishing the internship along with the cohort class and necessitating the continuation of training into the subsequent training year. There is no guarantee from LAS*PIC that paid employment will be available should an intern be required to extend their internship training in order to complete a full 12 months (52-weeks) of training. This in no way is meant to be punitive in nature, rather it is just of fact of life associated with signing letter of commitment for a LAS*PIC internship.

5. While it is understood that interns may need time off to rest, there is **no provision for vacation** time during the internship year for training days and no concessions will be made for absences due to vacation. It is suggested that interns make the most of the breaks around the Thanksgiving and Christmas holidays, fall and spring breaks, Mardi Gras, and other scheduled breaks. It is the responsibility of the intern to be aware of the LAS*PIC training schedule. The LAS*PIC training schedule is not aligned with LEA breaks or holidays and, therefore, a required LAS*PIC training day or event may occur during an LEA break or holiday. LAS*PIC does not support additional time off for vacation and has made this clear to LEA partners. Leave should be taken from LEA days only after careful consideration and in accordance with the employing LEA's attendance and leave policies. Interns may find it difficult to accumulate the requisite number of hours to complete the internship if additional personal holidays are included.

6. If religious observations conflict with training activities, you should request specific accommodations in writing, well in advance of any expected date(s) of absence, from the program Coordinator in order to gain an excused absence for that reason. LAS*PIC faculty will do their best to accommodate these requests.
7. **In the event of repeated absence:** It is expected that interns will make a firm commitment to the internship training and to their own professional development. Consequently, the need to formally approve or disapprove requests to be absent from a training function should be rare. If, however, if an intern has more than three excused or unexcused absences, or a combination of the two types of absences, the following steps apply:
 - a. A meeting must be scheduled with the Coordinator of the internship program and the professional supervisor to discuss the reasons for absences and the detrimental impact of further absence.
 - b. Additional absences will require a prior request for approval, or a doctor's excuse to be considered as excused absences.
 - c. The intern runs the risk of being placed on "not in good standing" status. In this status the intern must work with the Coordinator of the internship program to develop an adequate remedial plan and a letter will be forwarded to the sending university to document the intern's changed status in the internship.
8. It is expected that interns will conduct themselves in a **professional and responsible** manner, and there will be no reasons to impose negative consequences for a lack of adherence to the above policies. For the sake of clarity, however, the following consequences are possible in the event that problems persist after feedback and discussion of problem areas.
 - a. When an intern is absent without prior communication and permission, they run the risk of being considered "not in good standing" in the internship. This status, if sustained, will result in a plan of remediation being developed and a letter being placed in the interns' file with a copy forwarded to the university.
 - b. If an intern does not meet the terms of the plan of remediation, a meeting with the intern, program Coordinator and Director and professional supervisor will be held to review the plan of remediation and to make decisions about whether the intern will be allowed to remain in the training program. The sending university will be involved in the decision-making and any subsequent intervention.

DUE DATES FOR PRODUCTS TO BE PLACED IN PORTFOLIO

BEGINNING OF YEAR (due by: August 8, 2017)

Intern Training Plan*	Date placed in portfolio: _____
Beginning of Year Self-Evaluation*	Date placed in portfolio: _____

FIRST QUARTER (ends: October 07, 2017)

Professional Environment Summary*	Date placed in portfolio: _____
Case Load Snapshot*	Date placed in portfolio: _____
Q1 Weekly Logs Signed by Supervisor*	Date placed in portfolio: _____
ITP Quarterly Update*	Date placed in portfolio: _____
Quarterly Evaluation by Supervisor*	Date placed in portfolio: _____

SECOND QUARTER (ends: January 07, 2018)

First Initial Evaluation or Re-evaluation	Date placed in portfolio: _____
Handout and Survey Feedback from LSPA Presentation	Date placed in portfolio: _____
Academic Intervention Plan	Date placed in portfolio: _____
Ethical Dilemma I	Date placed in portfolio: _____
Consultation case - Summary	Date placed in portfolio: _____
Rotation 1 Exit Activity	Date placed in portfolio: _____
Case Load Snapshot*	Date placed in portfolio: _____
Q2 Weekly Logs Signed by Supervisor*	Date placed in portfolio: _____
ITP Quarterly Update*	Date placed in portfolio: _____
Quarterly Evaluation by Supervisor*	Date placed in portfolio: _____
Evaluation of the Supervisory Relationship*	Date placed in portfolio: _____

THIRD QUARTER (ends: April 07, 2018)

Case Load Snapshot	Date placed in portfolio: _____
Group Counseling Summary	Date placed in portfolio: _____
In-service Handout and Evaluation	Date placed in portfolio: _____
Behavior Intervention Plan	Date placed in portfolio: _____
Ethical Dilemma 2	Date placed in portfolio: _____
Rotation 2 Exit Activity	Date placed in portfolio: _____
Q3 Weekly Logs Signed by Supervisor*	Date placed in portfolio: _____
ITP Quarterly Update*	Date placed in portfolio: _____
Quarterly Evaluation by Supervisor*	Date placed in portfolio: _____
Summer Elective Rotation Plan (Due May 1, 2018)*	Date placed in portfolio: _____

FOURTH QUARTER (ends: June 27, 2018 – All Items Due by June 23, 2018)

Second Initial Evaluation or Re-evaluation	Date placed in portfolio: _____
Rotation 3 Exit Activity	Date placed in portfolio: _____
Summer Rotation Plan & Summary	Date placed in portfolio: _____
Life Skills Handouts	Date placed in portfolio: _____
Case Consultation Handouts	Date placed in portfolio: _____
Toolkit Sharing Handouts	Date placed in portfolio: _____
LASPIC Newsletter Manuscript	Date placed in portfolio: _____
Summer Elective Rotation Summary*	Date placed in portfolio: _____
Final Case Load Snapshot*	Date placed in portfolio: _____
Q4 Weekly Logs Signed by Supervisor*	Date placed in portfolio: _____
ITP Quarterly Update*	Date placed in portfolio: _____

Appendix C: Due Dates for Products to be Placed in Portfolio

Quarterly Evaluation by Supervisor*
End of Year Self-Evaluation*
Evaluation of the Supervisory Relationship*

Date placed in portfolio: _____
Date placed in portfolio: _____
Date placed in portfolio: _____

OTHER DOCUMENTATION may include documentation of publications; intervention documentation. Case notes/reports should be appropriately deidentified (preferably by replacement of names) to ensure confidentiality.

* Quarterly documentation such as logs and Case Load Snapshots must be updated each quarter. Items due quarterly must be turned in within 2 weeks of the end of the quarter. All other items should be turned in as soon as they have been completed.

Note: Documentation may be added to the portfolio at any time prior to end-of-quarter dates listed above. Non-quarterly documentation (e.g., evaluations, interventions) may not be available by the dates suggested above and proposed timelines for entering such documentation may be negotiated with the Coordinator. Items may be turned in as hard copy or electronically via email. Items requiring signatures must be signed by hand and scanned if the intern chooses to submit these documents electronically rather than in hard copy.



CASE LOAD SNAPSHOT

Name: _____

Quarter: _____

Type of case		Number
Consultation	Cases currently open	
	Completed and closed	
Group Counseling (count by # clients)	Groups currently meeting	
	Group completed	
Support cases (not in Sp. Education)	Current cases	
	Closed cases	
Related Services cases (services on IEP)	Current cases	
	Closed cases	
Initial evaluation cases you coordinated (Not Gifted or Talented or Speech.)	In process	
	Completed/disseminated	
Initial Gifted or Talented evaluation cases you coordinated	In process	
	Completed/disseminated	
Components for Team cases	In process	
	Completed/disseminated	
Re-evaluation cases you coordinated	In process	
	Completed/disseminated	
Number of in-service training sessions provided		_____ sessions _____ participants
Episodes of Crisis Intervention (suicide assessment, aggressive behavior, etc.)		
Other (describe)		
Other (describe)		

This summary is due on a quarterly basis (October 07, 2017; January 07, 2018; April 07, 2018; and June 23, 2018)

NOTE: Case counts are cumulative from the beginning of the year

Appendix D: Case Load Snapshot

Key for the Daily Log

The daily log is a system for tracking the time interns spend in the various activities that are part of the role of the school psychologist. Interns are required to account for the time they spend in professional activities throughout the internship year. Data are summarized on a routine basis, and summaries of your data will be provided periodically to you, your supervisor and your university (Data are also available at other times upon request).

DATA CATEGORIES

ASSESSMENT

This category includes a variety of assessment activities with students, and codes are only used with active evaluation cases (parent permission to evaluate has been documented).

Review files – examine cumulative folder and other records, previous test data, previous evaluation summaries, medical or psychiatric information, IEPs, etc.

Interview - interview student, teachers, caregivers,

Observation – structured observation of student

Formal testing – preparation for and administering and scoring of formal or informal measures, analysis of data

WRITING

Form completion – completing forms to set up cases, make referrals, monitor progress, etc.

Reports / notes – writing evaluation reports, case notes, team requested components

Other writing – any professional writing that does not fit in the other two categories

INTERVENTION

Academic – observe, plan / design, monitor, graph an academic intervention

Behavioral - observe, plan / design, monitor, graph a behavioral intervention

Individual Counseling – design a treatment plan, meet with client to deliver counseling services

Group Counseling - design a treatment plan, meet with co-leader to plan or monitor, meet with clients to deliver group counseling services

Crisis Intervention – any involvement with a crisis situation, planning, direct intervention, support of other personnel, and follow-up.

NOTE: These activity categories (with the exception of Crisis Intervention which is conducted when parental permission is not available and care must be provided) are used when family permission has been received to work with a student (as in providing tiered support or related services) and may be part of the evaluation process as required by Pupil Appraisal Handbook, Louisiana Guidelines for evaluation. Activities may be targeted toward enhancing academic, social/emotional/behavioral functioning or adaptive behavior. This area also includes planning intervention, or designing treatment plans (including IEPs).

CONSULTATION

Categories are based on the person with whom interns collaborate: Teacher, school staff, parents, others. **NOTE:** These activity categories are used when engaging in collaborative consultation, focused on problem solving. The focus of the consultation may be social/emotional/behavioral or academic, and may be targeted toward the problems of a single child, a classroom, or another system.

ORGANIZATION

Prepare forms - acquire, copy, organize, file materials that are necessary for tasks as a school psychologist

Telephone contacts – information-seeking, touch base with team members, schedule meetings, contact school, etc.

Complete log – time spent completing the intern daily log and/or other required documentation of time spent in professional activity

Other – organizational activities, such as setting up an office, reviewing an organizational scheme used by others, etc.

MEETINGS

Work with SBLC/SAT and other school-based, problem-solving committees

Other category may also include professional discipline meetings if school psychologists meet periodically in an LEA.

TRAINING RECEIVED

This area includes training activities received by the intern, at the Human Development Center, training within the LEA (school district) or from professional conferences.

NOTE: Interns should include any preparation time for seminars or other training received in the appropriate category here (e.g., Readings for didactics of Life Skills Seminars or other trainings).

TRAINING PROVIDED

These activities include any preparation for and training sessions provided by the intern to others

In-service – training activities provided by the intern to teachers, other school personnel, other professionals, or parents, including preparation of products and training provided through the Media Rotation

Other presentation – presentation to peers (e.g., a planned seminar presentation); posters or presentations at conferences such as LSPA, NASP or another professional group

SUPERVISION

Professional supervision – supervision from the licensed psychologist who is assigned to work with you this year (**this should never be less than an average of 2 hours, face to face a week**)

Peer supervision – time spent with other current LAS*PIC interns discussing professional issue

Appendix E: Daily Activity Logs

Supervision by the LEA supervisor – time spent with the designated supervisor/mentor/compliance monitor in the district

Other - time spent receiving guidance from university professors, or with internship program staff other than your supervisor.

RESEARCH

Thesis / dissertation research – time spent reading, planning, lit search, talking with committee members, writing, defense, etc.

Case preparation - research needed in preparation for working with students with a specific area of disability

Other - reading current literature, involvement in program evaluation, grant writing, etc.

LAS*PIC INTERNSHIP WEEKLY LOG

Week of:

		Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Total
Assessment	Review Files								
	Interviews								
	Observation								
	Formal Testing								
Writing	Form Completion								
	Reports/ notes								
	Other writing								
Intervention	Academic								
	Behavioral								
	Individual Counseling								
	Group Counseling								
Crisis Intervention	Crisis Intervention								
	Teacher								
	School staff								
	Parent								
Other	Other								
	Prep forms/ materials								
	Telephone contacts								
	Complete log								
Other	Other								
	SBLC/SAT								
	IEP meeting								
	Interp to parents								
Other meeting	Other meeting								
	Training at HDC								
	Training in LEA								
	Other workshop								
Training Provided	Inservice								
	Other presentation								
Supervision	Professional supervision								
	Peer supervision								
	LEA supervision								
	Other								
Research	Dissertation/ Thesis								
	Case preparation								
	Other								



LAS*PIC Summer Elective Rotation Plan

Intern:

Supervisor:

Last day of School for Intern's LEA:

Summer Elective Rotation Site:

Rotation Site Supervisor/Contact:

Email:

Start Date for Summer Rotation:

Expected Activities for Summer Elective Rotation:

Intern Signature

Professional Supervisor Signature

LAS*PIC Coordinator Signature



INTERN SELF-EVALUATION

AVAILABLE via DROPBOX



INTERN EVALUATION BY PROFESSIONAL SUPERVISOR

AVAILABLE via DROPBOX



EVALUATION OF THE SUPERVISORY RELATIONSHIP

Part I

Please be aware that your supervisor will not have access to Part I of this rating. Please use this opportunity to help us improve our program.

Please evaluate your supervisor on the following dimensions, using the scale provided.

CLIMATE AND STRUCTURE OF SUPERVISION

Availability of supervisor:

Poor	Marginal	Adequate	Good	Excellent
0	1	2	3	4

Committed to intern's growth and development:

Poor	Marginal	Adequate	Good	Excellent
0	1	2	3	4

Effective use of time in supervision:

Poor	Marginal	Adequate	Good	Excellent
0	1	2	3	4

Develops sense of trust and respect:

Poor	Marginal	Adequate	Good	Excellent
0	1	2	3	4

Open to exploring the supervisory relationship:

Poor	Marginal	Adequate	Good	Excellent
0	1	2	3	4

Effectively resolves conflict within the supervisory relationship:

Poor	Marginal	Adequate	Good	Excellent
0	1	2	3	4

Provides timely and helpful comments on the intern's competence and limitations:

Poor	Marginal	Adequate	Good	Excellent
0	1	2	3	4



Comments (use additional pages as needed):

OVERALL EVALUATION OF CLIMATE AND STRUCTURE OF SUPERVISION:

Poor	Marginal	Adequate	Good	Excellent
0	1	2	3	4

GOAL SETTING AND MONITORING

Establishes clear and achievable goals:

Poor	Marginal	Adequate	Good	Excellent
0	1	2	3	4

Establishes realistic expectations for supervision:

Poor	Marginal	Adequate	Good	Excellent
0	1	2	3	4

Helpful in maintaining focus for supervision:

Poor	Marginal	Adequate	Good	Excellent
0	1	2	3	4

Helps in selecting appropriate professional and training goals, tasks, and experiences:

Poor	Marginal	Adequate	Good	Excellent
0	1	2	3	4

Is attentive to progress according to goals, tasks, and experiences:

Poor	Marginal	Adequate	Good	Excellent
0	1	2	3	4

Provides helpful feedback regarding goals, tasks, and experiences:

Poor	Marginal	Adequate	Good	Excellent
0	1	2	3	4

Comments (use additional pages as needed):



OVERALL EVALUATION OF GOAL SETTING AND MONITORING:

Poor	Marginal	Adequate	Good	Excellent
0	1	2	3	4

FOCUS ON HUMAN RELATIONSHIPS

Provides useful feedback about my interpersonal skills:

Poor	Marginal	Adequate	Good	Excellent
0	1	2	3	4

Is helpful with support/information about forming/maintaining relationships with students:

Poor	Marginal	Adequate	Good	Excellent
0	1	2	3	4

Is helpful with support/information about forming/maintaining relationships with families:

Poor	Marginal	Adequate	Good	Excellent
0	1	2	3	4

Is helpful with support/information about forming/maintaining relationships with teachers and other school staff:

Poor	Marginal	Adequate	Good	Excellent
0	1	2	3	4

Is helpful with support/information on relationships in counseling:

Poor	Marginal	Adequate	Good	Excellent
0	1	2	3	4

Is helpful with support/information on relationships involving multidisciplinary team interactions:

Poor	Marginal	Adequate	Good	Excellent
0	1	2	3	4

Comments (use additional pages as needed):



OVERALL EVALUATION OF FOCUS ON HUMAN RELATIONSHIPS:

Poor	Marginal	Adequate	Good	Excellent
0	1	2	3	4

SUPERVISOR AS RESOURCE AND INFORMATION PROVIDER

Uses a range of resources/references to encourage interns' skill development:

Poor	Marginal	Adequate	Good	Excellent
0	1	2	3	4

Demonstrates knowledge and use of an effective problem solving model:

Poor	Marginal	Adequate	Good	Excellent
0	1	2	3	4

Promotes awareness of ethical issues:

Poor	Marginal	Adequate	Good	Excellent
0	1	2	3	4

Heightens awareness of professional issues:

Poor	Marginal	Adequate	Good	Excellent
0	1	2	3	4

Demonstrates knowledge of and sensitivity to issues related to client gender, ethnicity, other individual differences:

Poor	Marginal	Adequate	Good	Excellent
0	1	2	3	4

Demonstrates knowledge of and sensitivity to issues related to client problems:

Poor	Marginal	Adequate	Good	Excellent
0	1	2	3	4

Comments (use additional pages as needed):

OVERALL EVALUATION: RESOURCE/INFORMATION PROVIDER:

Poor	Marginal	Adequate	Good	Excellent
0	1	2	3	4



THE SUPERVISORY RELATIONSHIP

Extent of learning from the relationship

Poor	Marginal	Adequate	Good	Excellent
0	1	2	3	4

Extent to which supervisory relationship enhanced my competence in my work.

Poor	Marginal	Adequate	Good	Excellent
0	1	2	3	4

Extent to which supervisory relationship addressed my professional issues

Poor	Marginal	Adequate	Good	Excellent
0	1	2	3	4

Extent of trust

Poor	Marginal	Adequate	Good	Excellent
0	1	2	3	4

Comments (use additional pages as needed):

OVERALL EVALUATION OF SUPERVISORY RELATIONSHIP:

Poor	Marginal	Adequate	Good	Excellent
0	1	2	3	4

Summative Evaluation

OVERALL EVALUATION OF SUPERVISORY EXPERIENCES:

Poor	Marginal	Adequate	Good	Excellent
0	1	2	3	4



SUPERVISOR EVALUATION FORM

Part II

Please be aware that your supervisor will have access to Part II of this rating. Please use this opportunity to show your active participation in the supervisory experience.

Please provide answers to the following questions and prepare to discuss them with your professional supervisor.

Overall, my supervisor's strengths include:

I wish I had gotten more:

I wish I had gotten less:

Intern

Supervisor

Date



Level II Remediation Plan (Sample Template)

Intern:
Professional Supervisor:
LEA Supervisor:
LAS*PIC Supervisors:
Date Implemented:

The Louisiana School Psychology Internship Consortium (LAS*PIC) is committed to excellence in the performance of its interns and as such, sets clear training goals and regularly evaluates progress. When progress during the internship is insufficient, interventions are planned and monitored to assure interns have needed guidance and support to demonstrate expected skills.

Consistent with LAS*PIC, this Level II intervention includes an improvement plan includes specific (observable and measurable) training activities and target dates for completion. Subsequent progress is monitored closely as the intern receives feedback to help remediate identified weaknesses.

LAS*PIC Goal:
Associated Competency Area Targeted for Remediation:
Observed Problems:
Remediation Goals:
Monitoring Date:

LAS*PIC Goal:
Associated Competency Area Targeted for Remediation:
Observed Problems:
Remediation Goals:
Monitoring Date:

Signed,

Jennifer L. Maynard, Ph.D.
Internship Coordinator

Professional Psychologist, Ph.D.
Professional Supervisor

LEA Supervisor Doe
LEA Supervisor

Intern Doe
Intern



Level III Last Chance Agreement
(Sample Template)
Intern - Internship Last Chance Agreement
For Mr./Ms. Intern Doe
Date, 20**

It is the practice of the Louisiana School Psychology Internship Consortium (LAS*PIC) to work in a problem solving manner to remediate identified performance deficiencies of interns accepted into the program. These efforts initially result in a Level II remediation plan designed by the internship coordinator, the professional supervisor, and when necessary, the LEA supervisor. When such a remediation plan becomes necessary, the intern is notified in the remediation meeting that they are not in good standing with the internship and that failure to meet the requirements of said remediation plan may result in Level III remediation.

Level III remediation occurs when the Level II remediation plan is deemed unsuccessful and performance deficiencies continue. Therefore, it becomes necessary for the deficiencies to be formally revisited and LAS*PIC does this in the form of a last chance agreement between the internship supervisors and can continue no later than the last day of the internship, June 30, 2017.

The following attempts to formally and inclusively document by section, the actions and issues related to the deficiencies and the actions to remediate or address the performance deficiencies. Finally, this last chance agreement ends with a provision of involuntary separation from the internship program or a final rating of unsatisfactory should this last attempt to remediate deficiencies fail. A final rating of unsatisfactory will prevent the intern from receiving a signed certificate of completion.

I. Official Notice of Severity

The purpose of this section is to formally alert Mr./Ms. Doe of the seriousness of this situation. It is the opinion of your LEA supervisor, your professional supervisor, and your Internship Coordinator, that some of your performance deficiencies have continued without remedy, despite our coordinated intervention. It is now days away from the end of the academic year for students and weeks away from the end of the formal internship year. This lack of normal school environments now makes it nearly impossible for Mr./Ms. Doe to remediate these last concerns and demonstrate competency in school psychology.

Be it known, that this is the last chance to remedy performance deficiencies and that it will conclude with final satisfactory ratings, final unsatisfactory ratings, or an involuntary separation from the program.



II. Final Notice of Performance/Conduct Deficiencies.

The following performance standards continued to be met at an unsatisfactory level:

- Standard 1. Effective participation at meetings will be evidenced by averaged weekly ratings on Item 1 of the Consultation Checklist (Appendix A) by school and team personnel.
- Standard 2. Mr./Ms. Intern Doe will be an active participant in professional supervision with Dr. Professional Supervisor as evidenced by averaged ratings of Items 1, 7, and 8 of the Supervision Checklist.
- Standard 3. Mr./Ms. Intern Doe will maintain positive professional relationships with her teammates and appropriate school personnel as evidenced by averaged ratings of Items 2, 3, and 5 of the Consultation Checklist completed by school and team personnel.

III. Mechanism of how the intern was informed of these performance deficiencies.

On Date XX, an initial meeting for Level II remediation was held by Drs. Jennifer Maynard and (Professional Supervisor) with Mr./Ms. Doe. This last chance agreement is the third and final opportunity to remediate the concerns.

IV. Opportunities given to remedy the deficiencies

Level I – LEA line supervision provided the first opportunity for Mr./Ms. Doe to comply with job expectations. Additionally, Mr./Ms. Doe had the opportunity to solicit the advice of a licensed psychologist (Dr. Professional Supervisor) during professional supervision to remediate these concerns.

Level II – The remediation plan developed on Date XX and officially implemented on Date YY was the second major opportunity for Mr./Ms. Doe to improve her job performance. This plan specified the identified deficiencies and outlined a plan of action.

Level III – The third and final opportunity for Mr./Ms. Doe to remedy the identified deficiencies occurs in this last chance agreement.

V. Outside Assistance

Be it known that sometimes interns have personal problems that contribute to performance deficits. Should the intern want professional assistance in dealing with such personal problems, then the intern is strongly recommended to seek outside counseling. Such counseling may be available through an employee assistance plan (EAP) or through student assistance entitlements offered through their university programs. The internship cannot require attendance of any programs nor can the internship ask whether or not he/she went or will go. However, it must be stated that attendance to such

Appendix L: Example Last Chance Agreement



programs without concomitant remediation of deficiencies will still result in the ultimate action of involuntary separation from the internship consortium or a final unsatisfactory rating.

VI. Expectations for Successful Completion of the Internship

- A. Final ratings of satisfactory on Standards 1, 2, and 3 as delineated in the remediation plan.
- B. Final ratings of satisfactory (mean greater than 3) on the quarterly intern evaluation by professional supervisor (Dr. Professional Supervisor) (LAS*PIC Handbook, Appendix G) with documented additional remediation activities, which must include:
 - 1. Journal readings, written summaries provided by Mr./Ms. Doe, and meaningful discussions with professional supervisor regarding such readings; *and*
 - 2. Written reflections on what the intern could have done differently in difficult consultative situations and meaningful discussions with the professional supervisor regarding such activities; *and*
 - 3. All portfolio requirements as evidenced by their presence in the portfolio by Date XX, 20**.

Signed,

Jennifer L. Maynard, Ph.D.
Internship Coordinator

Professional Psychologist, Ph.D.
Professional Supervisor

(Signature is optional)
Intern Doe, M.A.
Intern