

SCHOOL PSYCHOLOGY INTERNSHIP IN ILLINOIS

Structure and Organization to Support Training

School Psychology Internship Supervision Contract

Intern's Supervision Session Planner

Supervisor's Supervision Notes

Intern's Client/Activity Session Planner

Intern's Client Summary/Progress Notes

Case Conceptualization Flow Chart

SCHOOL PSYCHOLOGY INTERNSHIP IN ILLINOIS

SCHOOL PSYCHOLOGY INTERNSHIP SUPERVISION CONTRACT

Your clinical supervisor is an experienced professional with advanced training who is an overseer of your school psychology internship activities and who is responsible, with you, for the quality of all of your clinical work and internship activities. Clinical supervision focuses on the services you provide to all clients including students, parents, and educators. Supervision responsibilities cover all aspects of client welfare as impacted by assessment, intervention, training, diagnostic, consultation, problem-solving, program development, and community referral activities. Supervision involves a broad array of training activities that include monitoring, consultation, training, direct instruction, and performance evaluation.

I. Purpose, Goals, and Objectives of Clinical Supervision

- a. To monitor and ensure welfare of clients seen by supervisee
- b. To structure the activities of the supervisee to insure they provide competent services
- c. To insure that the unlicensed provider functions within their level of competence
- d. To facilitate the intern's personal and professional development.
- e. To promote accountability
- f. To fulfill academic requirement for supervisee's internship

II. Context of Services

- a. Supervision will revolve around clients seen at the primary school site, associated elementary or secondary school experience rotation sites, and all community venues linking with student services.
- b. A minimum of two hours of individual supervision will be provided weekly; the supervisor will also be available on an as-needed basis.
- c. Individual supervision will be conducted in the supervisor's office on a mutually determined day/time.
- d. The supervisor works within the framework of the **Developmental/Ecological/Problem-solving (DEP) Model** of supervision. The ***Developmental*** focus tailors supervision activity to the intern's experience and skill level at each stage of training. This approach is committed to supporting the trainee's growth from intensely monitored and supported practice to relatively independent functioning characteristic of an entry level professional. The ***Ecological*** focus accounts for contextual and systemic factors impacting the professional development of the intern. It recognizes that multiple systemic contexts must be considered when supporting students and faculty. Training will develop competency in understanding and supporting the full range of student diversity including multi-cultural factors. A variety of supervisor and supervisee tasks (e.g., skills in assessment and intervention planning, professional role and function, self-evaluation) and functions (e.g., monitoring, advising, consulting, and evaluation) are addressed within a developmental framework which is impacted by client, supervisee, supervisor and systemic/organizational contextual factors. The ***Problem-solving*** focus applies

systematic analysis and data-based decision making skills to all aspects of psychological intervention. It sets the foundation for choosing and implementing evidence-based practices for promotion of healthy psychological development and problem prevention, assessment, early intervention, crisis intervention, and therapeutic strategies. If the supervisee wishes, the supervisor is pleased to discuss any aspect of this supervision model with her/him.

III. Duties and Responsibilities of Supervisor and Supervisee

Your clinical supervisor is legally and ethically responsible, with you, for the services you provide and the manner in which you conduct yourself. It is therefore **your responsibility to keep your supervisor well informed as to your activities.** Openness with and trust in your supervisor will enhance your experience of supervision and your professional growth. A supervisor has **full responsibility** for the supervised work of the supervisee, including assessment, diagnosis, intervention, consultation, problem-solving, professional development, and community referral activities. It is particularly important that any intern activity that uncovers potential risk for harm to a client be immediately reported to the supervisor for consultation.

It is the **supervisor's role** to do the following:

- a. Provide a location and atmosphere for supervision that is safe enough for supervisees to lay out practice issues in their own way.
- b. Conduct Formative and Summative Evaluation/Assessment of Intern Progress. To enhance intern growth and legitimize accuracy of intern progress evaluation, the supervisor will engage in direct observation of intern activities, review recordings of work, provide consultation and training in response to trainee questions and activity reviews, model and demonstrate appropriate school psychology skills, and review all reports, IEPs, and recordkeeping. The supervisor will also provide written and/or oral feedback on all aspects of your school psychology work highlighting strengths and making specific recommendations for professional growth. Formal written summative reviews will minimally occur on a quarterly basis. Throughout this process, the intern will be guided in developing self-monitoring skills. If the supervisee desires additional feedback at any time, it is his/her responsibility to request it from the supervisor.
- c. Help the supervisee explore and clarify thoughts and feelings which underlie psychological practice.
- d. Assist supervisee in anchoring assessment planning, diagnosis, interventions, consultation, and problem-solving in a theoretical approach.
- e. Identify supervisee's personal and/or professional blind spots.
- f. Bring to the supervisee's attention those personal difficulties of the supervisee that directly affect the supervisee's clinical work and recommend a course of action to address these difficulties.
- g. Present and model appropriate directives.
- h. Intervene if client welfare is at risk.

- i. Ensure that ethical guidelines of both the American Psychological Association (APA, 2002) and the National Association of School Psychologists (NASP, 2010) are upheld.
- j. Conduct activities in accordance with the School District and University policies.
- k. Sign off on all client documentation including psychological reports.
- l. Maintain weekly "Supervision Notes".

The supervisor will discuss any concerns regarding the supervisee's performance in a timely fashion and will develop, in collaboration with the intern, a remediation plan if deficits/problems are identified.

It is the **intern's role** as supervisee to do the following:

- a. Be punctual, both at sessions with clients as well as at supervision. In the event that you are delayed for or unable to attend a supervision session, it is your responsibility to notify your supervisor and make alternate arrangements. If the individual appointment cannot be kept due to scheduling conflicts, an effort will be made to reschedule an alternate date/time; and a supervision session will only be cancelled upon the mutual agreement of the both the supervisee and supervisor.
- b. Be prepared, both for sessions with clients as well as for supervision. You are expected to have client notes, protocols, and recordings ready to review, to have "scored" all formal psychological instruments administered, and have prepared an agenda of issues that you need to have addressed, together with the files of the clients involved. As part of this advanced preparation, the supervisee will have completed an "Intern's Supervision Session Planner" and shared this document with your supervisor prior to each supervisory session.
- c. Provide summaries of all student, parent, educator, and other client contacts, interviews, and intervention activities for the supervisor. If a recording is required, it will be reviewed/critiqued by the intern and brought to the next supervisory session (keyed to a section that supervisee would like to review with the supervisor). The Supervisee is responsible for planning and documenting work with clients as required by the school district. The Intern's Client/Activity Session Planner and the Intern's Client/Summary Progress Notes can be helpful tools to share with supervisors.
- d. If the supervisee believes that client issues/concerns have not been adequately addressed during the regularly scheduled supervisory session, the supervisee will bring this to the attention of the supervisor and another session will be scheduled.
- e. Share with the supervisor your learning goals for the training experience. This will require self-reflection and self-evaluation regarding your current level of clinical skill.
- f. Be receptive to guidance and instruction from your supervisor, that is, be attentive to feedback and suggestions from your supervisor and follow through on such instruction

promptly. It may be necessary to take notes during supervision in order to execute all instructions identified by your supervisor.

- g. Inform your supervisor of any difficulties you are having in the areas of delivering services to clients, completing paperwork, or coordinating with other agencies or providers such as schools or independent practitioners.
- h. As you establish a working relationship with your supervisor, it is hoped that you will become increasingly able to share issues and concerns you may have that impact your clinical work. Be open to feedback from others and monitor any tendency you may have toward defensiveness.
- i. In consultation with your supervisor and after review of evidence-based literature, select a framework for integrating theory, research, and practice; formulate client case conceptualizations from this approach; and be ready to discuss the theoretical reasons and empirical supports for your assessment approaches, interventions, consultation, and problem-solving techniques.
- j. The supervisee cannot engage in dual relationships with clients; that is, interns will not socialize with clients or their families, nor will they provide services to individuals they know from other contexts, such as friends or acquaintances. It is the intern's responsibility to alert the supervisor of any instances where the intern has prior knowledge of a client or his/her family from beyond the school setting. Appropriate measures to protect confidentiality will be employed in these circumstances.
- k. The intern is responsible for insuring that the parents/guardians of all clients are informed of the supervised nature of your work as a supervisee, and of the ultimate professional responsibility of the supervisor.
- l. You are responsible for insuring that all evaluative letters and reports concerning clients are co-signed by your clinical supervisor **before** they are sent out to parents, educators, or other approved third parties, i.e., private practitioners, governmental agencies, etc. When required, it is also your responsibility to determine that an active *Authorization for Release of Confidential Information* form is present in the client's file before presenting the letter/report to the supervisor for signature.
- m. Assessment and intervention plans must be reviewed prior to implementation with the supervisor to determine appropriateness and monitored for effectiveness and potential revision on an ongoing basis. Supervisees must advise their clinical supervisor of all important changes related to a case, i.e., significant family events, disciplinary actions, legal issues, medical concerns, etc.
- n. The intern must keep the supervisor informed about clients who are suicidal, homicidal, threatening to harm others, or engaged in any self-harm activities such as "cutting", substance abuse, eating disorders, or other dangerous risk taking behaviors. Any disclosure by a student or collateral informant of potential child abuse must be reported to

the supervisor *immediately*. Notify your supervisor about clients who are involved in child custody disputes, Disability Determination assessments, or any other matter that affects the client's legal status. Notify your supervisor *immediately* if you receive any summons to testify or you are told that you will be subpoenaed to testify. Do **not** under any circumstances release client information to an attorney or court or anyone else without a proper *Authorization for Release of Confidential Information* form signed by the client, legal guardian, and the supervisor as prescribed by regulation. *In all circumstances, legal and ethical guidelines for the protection of client confidentiality must be followed.* Do not communicate confidential information or identify clients in email communications other than in drafts of reports and intervention plans that are specifically noted to be drafts.

- o. Seek supervision whenever you are uncertain about a situation. Make every attempt to reach your clinical supervisor before taking action with that client. If your supervisor cannot be reached, contact another staff school psychologist. You may also consult informally with more experienced clinicians on staff, but your clinical supervisor **must** be kept abreast of any and all emergencies.

In the event of emergency, the supervisee is to contact _____ at his/her office at _____, at home at _____, or by cell at _____. If unable to reach your supervisor, contact another psychology staff member. Follow the guidelines and procedures in the District and School Manuals for emergency situations.

- p. Implement supervisory directives in subsequent psychological activities.
- q. Uphold ethical APA and NASP principles in all client-related activities.
- r. Be familiar with and follow the policies and procedures delineated in the District, School, and University manuals and documents. The supervisee agrees to complete all required reports and recordkeeping in a timely fashion for all cases and within guidelines specified in school and special education regulations. Drafts of psychological assessment reports and IEP paperwork should be submitted to the supervisor for review with enough time for review and editing prior to meetings.
- s. Complete all professional tasks within time frames that address legitimate client needs and meet the requirements of all team participations.

V. Terms of the Contract

This contract serves as verification and a description of the clinical supervision provided

by _____ to _____

("Supervisee"), engaged in a formal school psychology internship at

_____ under the auspices of _____
(Internship Site) (University)

for the 20_____ school year.

Supervisee: _____ Date: _____

Supervisor: _____ Date: _____

This contract is effective from _____ (start date)

to _____ (finish date).

Adapted from:

C.J.Osborn & T.E. Davis (1996). The supervision contract: Making it perfectly clear. *Clinical Supervisor*, 14(2), 121-134.

Swerdlik, M.E. (2011). *Practicum Supervision Contract*. Illinois State University Psychological Services Center: Normal, IL.

INTERN'S SUPERVISION SESSION PLANNER

Date:

Supervisor:

Supervisee:

Last supervisory session follow-up:

Activity summary since last supervision:

(How time spent)

Cases/Activities to review:

Questions/Concerns/Feedback requested of Supervisor:

Self-assessment of Progress:

([Not completed every time] Include strengths and areas of need)

SUPERVISOR'S SUPERVISION NOTES

Date:

Supervisee:

Supervisor:

1. Content Summary:

(Follow-up from last session, critical case/activity reviews, supervisor initiated agenda/feedback/concerns, professional development domain)

2. Process Summary:

(Supervisee presentation, session dynamics, supervisory strategies employed)

3. Feedback/Recommendations Summary:

(Skill/work feedback, intervention/activity recommendations)

4. Next Steps/Future Action:

(Intervention homework/research, skill practice, case follow-up, activity prescription)

5. Developmental Status Summary:

([Not completed for each entry] Overall progress, key goals for improvement/professional development, formative feedback)

Goals	Skills
<input type="checkbox"/> Professional Dev/Systems	<input type="checkbox"/> Assessment
<input type="checkbox"/> Collaborative problem-solving	<input type="checkbox"/> Intervention
<input type="checkbox"/> Literature/Research/Data	<input type="checkbox"/> Consultation
<input type="checkbox"/> Diversity/Cultural Competence	<input type="checkbox"/> Prevention
<input type="checkbox"/> Ethical/Legal Knowledge	<input type="checkbox"/> Supervision

INTERN'S Client/Activity Session Planner

Client initials:

Clinician:

Date of Session/Activity:

Referral Questions/Activity Goals:

Session Objectives:

Plan of Activities:

Preparation Requirements:

Questions/Concerns:

Supervisor Notes:

INTERN'S Client Summary/Progress Notes

Date:

Counselor:

Client:

Session content:

(Topics, themes)

Session process:

(Therapeutic techniques, skills training)

Assessment of Progress:

Plans for Next Session:

Needs for Supervision:

CASE CONCEPTUALIZATION FLOW CHART

1. Assessment

- a. Baseline data available through PBIS, RtI problem-solving data collection...
- b. Functional Behavioral Assessment
- c. Assessment of cognitive variables
 - i. Self-talk patterns
 - ii. Attributional style
 - iii. Locus of control
- d. Assessment of dominant mood states
 - i. Stress management style
 - ii. Capacity for self-awareness
- e. Systemic/ecological/contextual analysis
 - i. Family
 - ii. Peers
 - iii. Culture/Diversity
 - iv. SES factors
- f. Biological, neurological, medical factors
 - i. Learning issues
 - ii. Health concerns and medications
 - iii. Relevant genetic history
- g. Diagnostic considerations (EBIs are symptom specific)
 - i. Psychological testing (as necessary)
 - ii. Co-morbidities

2. Intervention Planning

- a. Chart current functioning and potential intervention strategies within each SUM Domain
 - i. Experiences
 - ii. Bodily reactions
 - iii. Feelings
 - iv. Thoughts
 - v. Behaviors
- b. Define social, coping, problem-solving skill needs
- c. Delineate systemic/contextual factors
 - i. Family
 - ii. Peers
 - iii. School
- d. Investigate EBI for symptom profile
- e. Prioritize concerns and set initial intervention targets

- f. Design and implement intervention plan

3. Progress monitoring and Outcome Assessment

- a. Establish behavioral markers consistent with baseline and pre-intervention assessment data
- b. Utilize progress monitoring data to modify intervention planning
- c. Within special education build into IEP benchmarks

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