

Psychological Services
Fort Worth Independent School District
215 NE 14th St.
Fort Worth, Texas 76164
OFFICE: 817.814.2820 FAX: 817.814.2835



Dear Prospective Intern,

Thank you for your interest in the Ft. Worth Independent School District specialist-level school psychology internship. We have carefully and strategically designed our specialist-level internship to provide extensive opportunities to develop all the skills necessary to be an effective Licensed Specialist in School Psychology (LSSP). While meeting requirements that align with state and national standards, you will be guided by knowledgeable and experienced supervisors as you work to address the needs of a diverse student population. As you gain experience with evaluation, consultation, counseling, and crisis intervention, you will also be given the opportunity to learn alongside other interns and explore areas of specialized interest. Through group and individual supervision, you will refine decision-making skills that are crucial to early career success. Interns work within the context of the Psychological Services Department of Ft. Worth ISD, which is a diverse group of 40+ professionals. This experience affords interns a unique window into the ongoing services delivered by our competent staff.

We have a careful selection process, as we make a considerable investment of time and resources into our interns, we encourage a developmental model of supervision, which means we provide the necessary training and supports to ensure a transition from university training to practical application. We are specifically looking to identify applicants who are knowledgeable, hardworking, ambitious, and dedicated to promoting the field of school psychology. We encourage all interested applicants to complete and return the application packet. The application packet is located on the Psychological Services department webpage.

Anticipated Timeline of Events:

January 4, 2023 (5:00 pm central time zone) – Application Packets Due (including all required items – see below)

January 6, 2023 – Applications reviewed by the committee to determine interviewees

January 9, 2023 – Applicants notified if selected for interviews by email (MUST schedule through Psychological Services Office, appointments scheduled in order of call received)

February 2/3, 2023 – Tentative Applicant Interviews

February 10, 2023 – Applicants who interviewed will be notified regarding final decisions made for intern positions for the 2023-2024 school year

Application Packet: (all items are required for the application to be considered for review)

o FWISD Application for Specialist-Level Internship Form (available on Psychological Services website) – completed, signed and emailed directly to Megan.Haley2@fwisd.org

o Current comprehensive vita – emailed directly to Megan.Haley2@fwisd.org

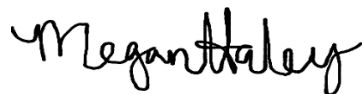
o Three recommendation letters emailed directly from person completing the letter to Megan.Haley2@fwisd.org

o Official transcripts of all graduate work • either emailed directly from university directly to: Megan.Haley2@fwisd.org OR • mailed to: Ft. Worth ISD Psychological Services, M.G. Ellis Building, 215 NE 14th St. Fort Worth, TX 76164. Allow ample time for materials to be received as incomplete applications will not be reviewed.

o One comprehensive, de-identified, integrated psychological report that interprets intellectual, academic, and behavior/emotional/personality data. The report should be authored by the applicant, and a school-based report is preferable. Eligibilities addressed could include emotional disturbance, specific learning disability and/or intellectual disability. One report that addresses all areas is preferable. Allow ample time for materials to be received as incomplete applications will not be reviewed.

Please note that Ft. Worth ISD will be on Winter Break from December 19, 2022 through January 2, 2023. All required items of the application packet are due on or before January 4, 2023, and it is recommended that ample time be allotted to ensure all items are received by the deadline. Incomplete packets will not be reviewed. It would be greatly appreciated if you will include most, if not all, materials in one transmission to avoid technological issues. If at any point you would like to confirm the status of your application packet, please feel free to contact me. No applications received after January 4, 2023 by 5:00 pm central time will be reviewed. Additionally, please contact me if you have further questions or if I can be of further assistance. I look forward to hearing from you and receiving your application!

Sincerely,



Megan Haley, SSP, LSSP
Specialist Internship Training Director
Fort Worth ISD



Fort Worth Independent School District Specialist-Level Internship Booklet

2023-2024

Megan Haley, SSP, LSSP
Specialist Internship Training Director

Pamela Cioffi, PhD, LP, LSSP
Director of Pre-Doctoral Internship Training

Nicole Stein, SSP, LSSP, NCSP
Director of Psychological Services Department

FWISD Psychological Services Department
215 NE 14th St. Fort Worth, TX 76164
(817) 814-2820 Phone

Specialist-Level Internship Booklet

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Nondiscrimination / Equal Opportunity Policy

The Fort Worth Independent School District prohibits discrimination, including harassment, against any employee on the basis of race, color, religion, gender, national origin, age, sexual orientation, disability, gender identity and expression, military/veteran status, or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of District policy. The following persons have been designated to handle inquiries regarding the nondiscrimination policies:

Patricia Sutton, Director of Special Services

215 NE 14th St. Ft. Worth, TX 76164

817.814.2458

Yassmin Lee, Executive Director – Talent Acquisition and Development

100 N. University Drive Fort Worth, TX 76107

817.814.2727

Todd Vesley, Director of Title IX and UIL Compliance

100 N. University Drive Fort Worth, TX 76107

817.814.2115

OVERVIEW

The Fort Worth Independent School District has offered a professional internship in school psychology for more than 35 years. Over the past eighteen years FWISD Psychological Services Department has developed a formal specialist-level internship program. The specialist program offers extensive opportunity to work with a diverse student population, as well as a flexibility to meet the skills and interests of each intern. The multi-faceted training program of approximately 1,300 hours is scheduled to be completed over 10.5 months. Fort Worth ISD is committed to assuring that its interns receive broad exposure to quality training.

The wide range of diversity in students and staff, as well as access to unique and innovative programs within the district and community, enable the internship to offer considerable flexibility in developing individualized programs to meet the specific goals of each intern. Multiple didactic and supervisory experiences combine with active involvement in “hands on” experiences to assure interns an enriched learning experience. Consultation; counseling; crisis intervention; suicide and violence risk assessments; and intellectual, academic, and psychological evaluations are promoted experientially with a culturally diverse student population. Direct and experiential training are provided in assessment techniques, intervention strategies, ethical principles, and legal guidelines most frequently expected of psychologists working in schools. Interns are encouraged to pursue specialized interests through participating in rotations, placements, and special assignments that focus on particular populations or services after they have completed a short introduction phase (usually by October of the training year). These opportunities include addressing the needs of autistic, truant, or traumatized students and promoting conflict resolution skills with emotionally disturbed and socially maladjusted youth. Interns with additional language skills receive training in conducting bilingual assessments.

Interns are integrally involved with students in the schools and may be assigned through the Psychological Services Department. Interns consult with teachers and parents and work with both general education and special education students. They support school faculty regarding academic, behavioral, and emotional intervention needs of students. Formal evaluations are conducted to investigate learning disabilities, emotional disturbance, or other problems that affect learning in order to make recommendations that address the student’s strengths and weaknesses. Interns train for and assist in individual and school-wide crises. They engage in educational planning that may involve a single child and/or a large body of educators. They attend didactic seminars, training sessions, and supervision. They develop professional goals and objectives over which they receive formative evaluations four times per year. Interns log their activities and generate a portfolio of services rendered.

Psychological Services received the Outstanding Delivery of School Psychological Services Award from the Texas Association of School Psychology in 1997, 2016, and 2020. In 2021, two LSSPs in the department were honored as Outstanding School Psychologists at the Specialist and Doctoral levels by the Texas Association of School Psychologists. The staff consists of Licensed Specialists in School Psychology (LSSP), social workers, behavior interventionists, behavioral support teachers, the Director, and two professional assistants. Ten LSSPs have doctorate degrees, two of which are also Licensed Psychologists, and one is a Provisionally Licensed Psychologist.

THE INTERNSHIP EXPERIENCE

The first few weeks...

At the time of employment, before the internship start date, interns attend an employee orientation provided by Human Capital Management, which familiarizes them with the employment policies and procedures of the district related to employment. Interns and regular staff arrive several weeks prior to the opening of schools. During this time the interns attend staff meetings, visit community agencies and attend trainings designed to orient them to the policies and procedures of both Psychological Services and Special Education. These first few weeks also provide time and opportunities for the interns to meet with the Director of Training to discuss individual training goals, share mutual expectations, and determine preliminary placement rotations.

The start of the school year...

During the first few weeks of school, the interns spend much of their time shadowing their supervisors. Initial placements are in schools where other district staff members are assigned. This arrangement creates an emphasis on training, rather than on work. It also allows interns and their supervisors to form professional relationships rapidly. As the interns learn from their supervisors, the supervisors simultaneously become familiar with the skills and presentation styles of their supervisees.

As the year progresses...

As quickly as is feasible, interns graduate to greater levels of autonomy. As appropriate, interns begin addressing referrals for direct and indirect services, and referrals for special education assessment. Interns keep daily logs of their activities and time spent, which are reviewed no less often than during formative evaluations. These logs and copies of all written reports are kept on file. Each intern maintains didactic information, articles, handouts, and all continuing educational materials. By the end of the program each intern will have compiled a comprehensive portfolio of training experiences and products.

Although intern schedules vary, the time spent in activities during a typical week can generally be divided into the following percentages:

Consultation 30%
Assessment 20%
Direct Intervention 20%
Direct Service Meetings 5%
Supervision 10%
Professional Development 5%
Research (including dissertation) 10%

By the end of the internship, it is expected that each intern will reach a level of independent functioning in nearly all areas of training.

TRAINING

The School Psychology Internship Program at Fort Worth Independent School District embraces the Practitioner model of education and training while promoting scientific and scholarly inquiry.

The internship program meets the standards of both the National Association of School Psychologists and the Texas State Board of Examiners of Psychologists. Training goals and objectives are specified so that the responsibilities of the intern and the internship training program are clear. Training is provided in consultation, evaluation, emotional disturbance, report writing, behavior plans, counseling, supervision, and risk assessment. Multicultural and diversity issues, as well as ethical and legal issues, are specifically covered in formal training exercises. Goals and objectives for rotations and special placements are clearly specified and are included in evaluation criteria so that interns are clear about expectations.

The training calendar is sequential, moving from issues more pertinent to functions within the department to the broader roles of psychologists in the areas of consultation, assessment and intervention. Interns ultimately experience the role of the psychologist beyond the district through community consultation and referral. Some of the recent training topics have included the following:

- Art Therapy
- Assessment of Culturally & Linguistically Diverse Students
- Autism Assessment
- BIP / FBA
- Consultation
- Critical Incident Stress Management
- Social-Emotional Assessment & Report Writing
- Ethical Decision-Making
- Experiential Interventions
- Systems and Changes
- Integrating MTSS with Cognitive Assessment
- Neuropsychology
- Specific Learning Disabilities
- Multiculturalism in the Schools
- Neuropsychology of TBIs
- Positive Behavioral Supports
- Projective Techniques
- Special Education Legal Issues
- Spirituality & Psychology
- Structuring Classrooms using Visual Strategies
- Suicide and Violent Risk Assessment
- Supervision of Others
- Techniques in Grief Work
- Treatment Plans
- Foster Care System

Interns are encouraged to take advantage of additional training opportunities found in the Dallas - Fort Worth Metroplex. This training includes workshops, seminars, and courses offered by area universities, hospitals, and the Region XI Educational Service Center. Local universities include Texas Christian University, Texas Wesleyan University, Texas Woman's University, the University of North Texas, and the University of Texas at Arlington. Regional psychological associations and mental health agencies provide additional opportunities. The department supports staff and intern attendance at workshops and conventions with both release time and payment of some registration fees when possible with prior written approval.

TRAINING AREAS

- A) Assessment: Testing, Formulating Interventions, and Report Writing
 - 1) Evaluation Procedures
 - a) Emotional Disturbance (ED)
 - b) Specific Learning Disabilities (SLD)
 - c) Intellectual Disability (ID)
 - d) Autism (AU)
 - 2) Risk Assessments
 - a) Suicide
 - b) Violence
 - 3) Curriculum-Based Measurement (optional)
- B) Crisis Intervention
 - 1) Individual
 - 2) School-Wide
- C) Multi-Cultural Issues in Assessment and Intervention
- D) Therapeutic Interventions
 - 1) Behavior Management Techniques
 - 2) Social Skills
 - 3) Counseling: Individual and Group
 - 4) Family Therapy (optional)
 - 5) Experiential Techniques (optional)
- E) Behavior Intervention Plans
- F) Consultation
 - 1) Teachers and other school personnel
 - 2) Parents
- G) Laws, Professional Issues, and Ethics
 - 1) Federal law (IDEIA, Sec. 504 Rehabilitation Act of 1973, FERPA)
 - 2) State law (Family Code, Rules and Regulations of TSBEP, Open Records Act)
 - 3) Ethics (APA, NASP)
 - 4) School District Policies & Procedures
- H) Supervision
 - 1) Individual
 - 2) Group
 - 3) Supervision of Others
- I) Research
 - 1) Department research (optional)

TRAINING GOALS

CONSULTATION:

The intern will demonstrate an ability to effectively engage in the role of consultant with parents, teachers, and other school officials in order to assist students by educating and empowering those individuals whose actions directly impact students.

ASSESSMENT:

The intern will demonstrate an ability to administer and score tests, interpret test results, and write reports for students within the range of 3 to 22 years of age in order to determine whether they meet eligibility criteria for special education services or ADA Section 504 accommodations based on the presence of learning disabilities, emotional disturbance, or intellectual disability as defined by IDEIA, TEA, and ADA guidelines. Participation on the autism assessment team is optional, though there are specific requirements as a training component.

THERAPEUTIC INTERVENTIONS:

The intern will demonstrate abilities to formulate and implement behavior management plans, teach social skills, and provide group counseling and individual goal-directed, brief counseling for students within the school setting. Providing family therapy or experiential interventions are optional treatment modalities.

CRISIS INTERVENTION:

The intern will demonstrate an ability to intervene in crisis situations in school settings, with both individual students and school-wide situations.

DIVERSITY and CULTURAL COMPETENCE:

The intern will demonstrate an ability to appreciate and be sensitive to the impact of culture, ethnicity, language, environment and other diversity factors in dealings with students, parents, colleagues and other professionals.

SUPERVISION:

The intern will demonstrate an ability to broaden and enhance professional competency through regularly scheduled supervision.

SUPERVISION OF OTHERS:

The intern will demonstrate competency in professional psychological skills, abilities, proficiencies, competencies, and knowledge in the theories and/or methods of supervision of others.

ETHICAL, LEGAL, and PROFESSIONAL BEHAVIOR:

The intern will demonstrate ability to exhibit professional practice behaviors that are consistent with the highest standards of professionalism and within the parameters of ethical principles, legal guidelines, and Fort Worth ISD policies.

PROFESSIONAL DEVELOPMENT AND RESEARCH:

The intern will demonstrate an ability to broaden and enhance professional competency through training and research opportunities.

SUPERVISION

Interns receive four hours of supervision per week, at least two of which include individual supervision from an experienced Licensed Specialist in School Psychology. The goal of supervision, and the internship itself, is to move the trainee from the student role to a collegial affiliation with Psychological Services staff. Training and supervision aim to produce competent, pragmatic, independent practitioners of psychology who stay abreast of the field. Supervisors consult one another and receive training in an effort to improve supervisory skills.

Supervision assignments are made during the first week of the internship. This time allows both supervisors and supervisees opportunities to interact and to discover mutual interests and expectations. Adjustments may be made once placement rotations are selected to assure appropriate supervision of activities. Supervisors maintain legal and ethical responsibility for all clients seen by the intern. Consequently, interns and supervisors maintain a collaborative relationship, with the focus on producing benefits for the students being served.

Individual Supervision: Each Intern is assigned a Primary Supervisor and a Secondary Supervisor, both of whom will be experienced Licensed Specialists in School Psychology (LSSP). These supervisors provide interns with the required two hours per week of face-to-face supervision.

The primary supervisor remains with the intern throughout their internship. At the start of the second semester, the intern may be assigned a different secondary supervisor, dependent upon changes in placement rotations. Supervision is scheduled as a standing appointment each week, and it is expected that it be treated as a priority. Should an intern miss supervision, then it is the intern's responsibility to reschedule. Supervisors reschedule if they are unavailable. Both the intern and supervisors must ensure that required hours remain current.

Group Supervision: Interns receive two hours per week of group supervision. Group supervision is facilitated by a doctoral level LSSP and a specialist level LSSP. In order to allow interns to experience a variety of supervisory styles and areas of expertise, the facilitator for group supervision changes throughout the year. During group supervision, interns have the opportunity to discuss cases, allowing them not only to receive supervision from an experienced supervisor but assist other interns to process cases.

PLACEMENT OPPORTUNITIES

At Fort Worth ISD, we believe that our strength lies in the diversity of our students and the commitment to help every student achieve his or her potential. We are proud of the innovative programs and services with which the interns are involved. Many cooperative efforts between school and community agencies combine resources for the benefit of students. These efforts provide unique opportunities for interns to work in a variety of settings within the expansive school district.

Interns deliver a range of psychological services on a school campus several days per week as part of an interdisciplinary team. Additional direct services are conducted in a variety of settings. Interns are encouraged to discuss their areas of interest, career goals, and desired training with supervisors in order to develop an individualized program. Rotations are based on special

populations of students and/or a specialized clinical activity. The following are examples of rotations available to current interns:

Settings:

Alternative Education Programs
Autism Support Team
Social Emotional Academic Support
Boulevard Heights

Cook Children’s Medical Center
Family Resource Center
Jo Kelly School
ECSE Classrooms
Reaching Independence through Structured
Education
Montessori Schools

Populations & Services:

Disciplinary placements
Multi-disciplinary team support of Autism
Emotional disturbance and behavioral disorders
Behavior interventions w/Autistic, ID, and
behaviorally challenging students
Neuropsychology/intervention/assessment
Individual/group counseling of FWISD students
Severe impairment/multiple disabilities
Early Childhood Special Education
Life skills classrooms for developmental disorders

Self-directed learning environment

PSYCHOLOGICAL SERVICES DEPARTMENT

Psychological Services Mission Statement

The Psychological Services Department of FWISD provides an array of direct and related services that promote academic achievement by fostering mental health and removing barriers to satisfactory student performance.

Psychological Services Vision Statement

In addition to youth and their families, members of the Psychological Services Department work in collaboration with teachers, administrators, and other professionals in the district and the community to facilitate learning, socialization, and the abatement of mental health and behavioral impediments. Psychological Services Department staff practice in a manner that is consistent with district and department policies, state and federal laws, and established rules for the ethical and competent practice of psychology. The department supports the continuing professional development of its staff and those who seek to become providers of psychological services.

Fort Worth Independent School District is a dynamic and innovative system where the emphasis continues to be on success for all students. Several departments in FWISD are organized to collaborate in order to better meet the needs of the students in the district. Psychological Services Department functions within the Division of Curriculum and Instruction with the Director of Psychological Services reporting to the Assistant Superintendent of Special Academic Support Services. The intention and design of this organization is to provide instructional resources, leadership, and training in order to support learning in the classroom. The roles of the psychology staff emphasize assessment and intervention. Interns and other professionals provide services to all students. Staff members work with students and teachers in a prevention/intervention model that is positive, and research based. This “full service” approach to the delivery of psychological services has not only increased speed, continuity, and quality of services for students but has also created an enriched learning environment for interns.

Psychological Services reaches beyond traditional settings and interventions. As noted, district services are provided at shelters and in after-hours centers. Some students, however, are best impacted when their therapeutic modality is experiential. Several staff members are certified as “experiential learning facilitators.” While high elements ropes courses have been conducted at outdoor facilities in the past, low element challenges are being offered more frequently inside the schools. Interns have the opportunity to participate in the didactic.

The internship program is a highly valued and respected aspect of the Psychological Services Department. The program welcomes the input of new ideas from interns and their universities, and it strives to demonstrate high standards of professionalism. As practitioners, we work with interns to incorporate new, empirically-based services and concepts into the existing program in order to further improve the success of students at Fort Worth ISD.

FORT WORTH INDEPENDENT SCHOOL DISTRICT

District Mission Statement

The mission of the Fort Worth Independent School District is to prepare all students for success in college, career, and community leadership.

About Fort Worth Independent School District

Fort Worth Independent School District (FWISD), one of the largest school districts in Texas, serves more than 75,000 students. Numerous cultural groups and ethnicities are represented, including 64% Hispanic, 20% African American, 10% Caucasian, 1% Asian, and 2% other. There are 81 elementary schools, 21 middle schools and 6th grade centers, 21 high schools, and 17 other campuses. The District has a number of special schools and programs, including programs for students with emotional and behavior problems, hearing impaired students, and the severely handicapped. Fort Worth has a middle school academy for girls and an academy for boys. Montessori education is offered at two elementary schools. Two secondary schools specialize in education for new arrivals to this country. There are two elementary and one middle school Applied Learning Academies. One high school offers evening classes for working students. The District operates a professional library, which indexes multiple databases to provide access to hundreds of journals via EBSCOhost.

CITY OF FORT WORTH

Fort Worth is a city with over 900,000 people that has never lost that casual, hometown feeling. Residents enjoy the benefits of diversity in culture, economy, and entertainment. From cowboys to sophisticates, Fort Worth has something fun for everyone. Visitors and residents can enjoy performances at the Fort Worth Symphony, Bass Hall, and Fort Worth Opera, as well as other theaters and performance halls. Fort Worth's cultural district includes the nationally acclaimed Kimbell Art Museum, as well as many other museums and galleries. Annual celebrations, such as the Southwestern Rodeo and Livestock Show, Mayfest, Cinco de Mayo, and Pioneer Days, are enjoyed by children and adults alike. The revitalized downtown area is enjoyable for a safe evening

stroll, shopping, dining out, or country-western dancing. Whether your music tastes run toward country, jazz, blues or symphony, you will find it in Fort Worth, Texas.

The Dallas-Fort Worth Metroplex offers a wide range of opportunities and additional resources. Major recreational facilities in the “Metroplex” include the Fort Worth Zoo, Six Flags Over Texas, Texas Ranger baseball games, Dallas Cowboys football games, Texas Motor Speedway races, and the Fort Worth Stock Show and Rodeo. The pleasant year-round weather is a plus. While you cannot snow ski here, there are numerous parks, lakes, trails and rivers that support many outdoor sports.

The cost of living in Fort Worth is well below the national average for a city of this size. The median price of a home is \$306,000 and values are rising. Apartment rent is available around \$1,200+ per month, and many apartment complexes offer a FWISD employee discount. Great restaurants abound, and menu prices are quite affordable. There is no personal state income tax in Texas!

AGREEMENT AND BENEFITS

The Fort Worth Independent School District will provide the School Psychology Intern with the following:

1. A written contractual agreement specifying the intern as an at-will employee for a term of one year (10.5 months) and terms of compensation including the amount of compensation and prorating of salary into twelve equal monthly paychecks.
2. Currently, an annual salary of approximately \$30,500 is paid as a stipend. This salary is expected for the 2022-2023 school year; however, the school district reserves the right to amend salaries when the new budget is approved.
3. Employee benefits consistent with those of staff LSSPs include:
 - a. Sick leave of six days and five personal business days.
 - b. School holidays and non-contract days based on a 210-day term.
 - c. Optional group hospitalization and surgical benefits plan, optional group life insurance, and optional disability income.
 - d. The same insurance benefits as regular staff.
 - e. Maternity and Family leave (absence hours may be made up during June – July).
 - f. Worker's Compensation.
 - g. Deductions for teacher retirement.
 - h. Other benefits such as pre-tax withdrawal of health insurance premiums, flexible spending medical accounts, annuities, etc.
 - i. Support to participate in non-district professional development activities.
 - j. An appropriate work environment including adequate equipment, materials secretarial support services, and office facilities (desk, bookshelf, phone, email).

Each intern is provided with:

1. Internship Training Manual specifying goals and objectives for the internship.
2. Texas State Board of Examiners of Psychologists (TSBEP) current published laws that govern the practice of psychology in Texas (now available online).
3. Access to both cognitive and achievement formal assessment measures, WNV, and other testing equipment, including access to projectives, rating scales, and computer-scoring systems, such as the BASC-3 comprehensive system.
4. A computer.
5. An email address.
6. A workspace.
7. Copying and clerical support.
8. Access to professional libraries.

INTERNSHIP GUIDELINES

The FWISD School Psychology Internship will meet the following criteria:

1. The internship provides training in a range of assessment and intervention activities conducted directly with clients.
2. The internship has a clearly designated staff member who is responsible for the integrity and quality of the training program. The director is licensed by the Texas State Board of Examiners of Psychologists (TSBEP).
3. Each specialist level intern has two or more staff as supervisors, whom have at least 3 years of experience and are actively licensed by the TSBEP.
4. At least 40% of the intern's time is spent in service delivery, which includes consultation and other indirect services. At least 25% of that time is direct service.
5. The internship includes a minimum of four hours per week of supervision. At least two hours per week are formal, face-to-face individual supervision with their primary supervisor.
6. An average of at least two hours per week is spent in training activities such as conferences, didactic presentations, psychology seminars, co-therapy with a supervisor including discussion, or additional individual supervision.
7. Training is at the post-practicum level.
8. The internship has a minimum of two full-time interns at the internship level of training during applicant's training period.

9. Interns have the title of “Psychology Intern.”
10. The internship has a written statement or brochure that describes the goals and content of the internship, clearly stated expectations for quality and quantity of trainee's work, and is available to prospective interns.
11. A year of full-time, supervised experience in the internship is defined as a minimum of 40 hours per week experience/employment for 210 days, providing for more than the required 1200 internship hours.

ADDITIONAL REQUIREMENTS

1. Employment outside the school district while completing the internship is discouraged as it may negatively impact the internship experience. While employment beyond the 40-hour week within the district is allowed, excessive hours could impede successful completion of the internship. After hours work must be pre-approved by the internship director and the supervisor who will oversee the intern’s work. The internship director and supervisors can limit the number of additional hours that an intern may work or volunteer on a case-by-case basis in order to protect the quality of the internship experience.
2. Interns are required to obtain liability insurance. A minimum level of coverage equal to \$1,000,000 must be obtained. Interns should contact their university supervisors, NASP or the American Psychological Association for information regarding affordable liability insurance programs for students. Interns must obtain this coverage prior to beginning the internship with FWISD.
3. Interns are entitled to the same leave time and benefits as a regular employee. In the event of extended leave, such as six weeks of Family Leave, the intern may make up the necessary 1800 pre-doctoral internship hours from mid-June through the end of July. Whenever feasible, the intern should plan wisely and build hours prior to taking an expected leave of absence. In such a situation, the 12-month/2000-hour option may no longer be available to the intern through Fort Worth Independent School District.
4. Leave time is a district benefit extended to its employees. In that the interns are employees of the district, planned leave must be approved in advance by the Director of the Psychological Services Department. Interns must clear their requests with their supervisors to assure that it will not negatively impact internship requirements and expectations. Requests for leave, such as personal business leave, must be approved by the intern’s supervisors prior to submitting the written request to the Director of the Department. Employees on a 210 work contract are not granted vacation leave. Sick leave is utilized for personal, family, and maternity leave. Personal business leave is for necessary business. The intern should read district policy regarding leave and other benefits.
5. The 12-month/2000-hour internship option is made available to students who foresee the possibility of licensure in a state where this requirement applies. Prospective interns are

encouraged to explore the licensing requirements of all states in which they may wish to practice. As the contract for payment covers 210 days, extension of the internship beyond that time period is performed on a volunteer basis. This option must be discussed at the time of application and at interview to determine in advance of internship whether it will be made available to the applicant.

LOCATION AND DIRECTIONS

Please follow this link to view the location of the Fort Worth ISD M.G. Ellis Annex Building on Google Maps:

<https://www.google.com/maps/place/M.G.+Ellis+Elementary+School/@32.7811578,-97.3459694,15z/data=!4m5!3m4!1s0x0:0x10b54d8ddb0a06c4!8m2!3d32.7811578!4d-97.3459694>

Parking: Parking is available in a parking lot at the back of the building off NE 21st street in parking spaces without numbers. A small number of parking spaces are available at the front entrance of the building. Additionally, parking is available along NE 14th St. and NE 21st St. where not indicated as prohibited.

APPLICATION PROCEDURES

APPLICATION REQUIREMENTS

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2. Current comprehensive vita – emailed directly to Megan.Haley2@fwisd.org
3. Three recommendation letters emailed directly from person completing the letter to Megan.Haley2@fwisd.org
4. Official transcripts of all graduate work • either emailed directly from university directly to: Megan.Haley2@fwisd.org OR • mailed to: Ft. Worth ISD Psychological Services, M.G. Ellis Building, 215 NE 14th St. Fort Worth, TX 76164. Allow ample time for materials to be received as incomplete applications will not be reviewed.
5. One comprehensive, de-identified, integrated psychological report that interprets intellectual, academic, and behavior/emotional/personality data. The report should be authored by the applicant, and a school-based report is preferable. Eligibilities addressed could include emotional disturbance, specific learning disability and/or intellectual disability. One report that addresses all areas is preferable. Allow ample time for materials to be received as incomplete applications will not be reviewed.

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APPENDIX A

Former Interns in the FWISD Specialist-Level Internship

2005-2006

Melissa Shaw	Texas Woman’s University
Amber Shawver	Texas Woman’s University
Jenny Stephens	Abilene Christian University

2006-2007

Mary Langston	Trinity University
Clayton Woods	Abilene Christian University

2007-2008

Meredith McLeroy	Texas State University
Jessica (Carrico) Dieke	University of Kansas

2008-2009

Heidi King	Texas Woman’s University
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2009-2010

Catherine Wisenberg	Columbia University
Rachel Howard	University of Missouri – St. Louis

2010-2011

Megan Haley	Texas Woman’s University
Kristen Russler	University of Nevada – Las Vegas

2011-2012

Matt Bica	University of North Texas
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Katy (Moss) Flaherty	University of North Texas
2012-2013	
Deanna Dobrowolski	University of Texas – San Antonio
Ashley Hughes	Abilene Christian University
2013-2014	
Nicole Cooley	University of Missouri – St. Louis
Stephanie (Kaufman) Seal	Abilene Christian University
2014-2015	
Nicole Nava	Texas Woman’s University
William “Harper” Rowlett	Murray State University
2015-2016	
Clay Campbell	Texas State University
Samir Patel	University of Texas at Austin
2016-2017	
Bianca Aguilar	University of Texas-San Antonio
Jennifer Momsen	Trinity University
Eboni Sharp	University of Memphis
2017-2018	
Arsenio Moss	James Madison University
Chelsea Kuhn	Texas Woman’s University
2018-2019	
Caitlin Bullock	University of Tennessee
Kristi McCarson	Texas Woman’s University
2019-2020	
Madelyn Albright	Texas State University
Kylie Cuevas	Abilene Christian University
Jose Teniente	University of Denver
2020-2021	
Allyson Yturralde	Baylor University
Kierra Washington	Texas State University
Danielle Williams	Texas State University
2021-2022	
Karen Ji	Baylor University
Kyndal DeBerry	Texas Woman’s University
Jacqueline Borrego	Texas State University

2022-2023

Mia Banks

Madison Johnson

Naomi Cole

Baylor University

Abilene Christian University

Abilene Christian University

APPENDIX B

FWISD Psychological Services Staff Directory

Nicole Stein, LSSP, NCSP

Director, Psychological Services

Educational History

B.A Psychology

Texas Christian University

S.S.P. Specialist in School Psychology

Texas Woman's University

Licensure/Certification

Licensed Specialist in School Psychology

Nationally Certified School Psychologist

Professional Interests

Behavior Intervention, Autism Spectrum Disorders, Learning Disabilities,
Supervision/Mentorship

Dr. Pamela Cioffi, LP, LSSP

Pre-Doctoral Internship Training Director

Educational History

B.A. Psychology

University of Texas at Arlington

Ph.D. School Psychology

Texas Woman's University

Licensure/Certification

Licensed Psychologist

Licensed Specialist in School Psychology

Professional Interests

Neuropsychological Assessment, Autism, Psychological Assessment, Social Justice,
Assessment/Intervention with Culturally and Linguistically Diverse Students, Supervision

Megan Haley, LSSP

Specialist Internship Training Director

Educational History

B.S. Psychology

Abilene Christian University

S.S.P. School Psychology

Texas Woman's University

Licensure/Certification

Licensed Specialist in School Psychology

Professional Interests

Autism Assessment and Support, Social Skills Support/Intervention, Intern Supervision and Training, Staff Training/Development, Systems/Program Development, and Consultation

Dr. Joseph Jeane-Leeman, LP, LSSP

Educational History

B.A. Business Management

Salem State University

M.S./C.A.G.S. Applied Educational Psychology

Northeastern University

Ph.D. School Psychology

Texas Woman's University

Licensure/Certification

Licensed Psychologist

Licensed Specialist in School Psychology

Professional Interests

Autism Assessment and Social Skills Instruction, Neuropsychological Assessment, Mindfulness Training

Fernando I. "Isaac" Andrade, LSSP, NCSP

Educational History

B.A. Psychology

Howard Payne University

M.S. School Psychology

Abilene Christian University

Licensure/Certification

Licensed Specialist in School Psychology

Nationally Certified School Psychologist

Professional Interests

Assessment of English-Language Learners and Culturally Diverse Students, Assessment of Pervasive Developmental Disorders, Management of Disruptive Behavior in Classroom Settings

Patricia Browne, LSSP

Educational History

Ed.S. School Psychology

Licensure/Certification

Licensed Specialist in School Psychology

Lori L. Capps, LSSP

Educational History

B.A. Psychology

University of Texas at San Antonio

M.A. School Psychology

Texas State University

Licensure/Certification

Licensed Specialist in School Psychology

Professional Interests

Assessment and Interventions for Students Diagnosed with an Emotional Disturbance, Consultation, Academic and Behavioral Interventions

Dr. Nekedria Clark, LSSP, NCSP

Educational History

B.S. Psychology

Vanderbilt University

MS.Ed. School Psychology

Pace University

Psy.D. School-Clinical Child Psychology

Pace University

Licensure/Certification

Licensed Specialist in School Psychology

Nationally Certified School Psychologist

Professional Interests

Early Childhood Assessment and Intervention, Spirituality, Stress, Projective Assessment

Ashanté Givens-Boyd, LSSP, NCSP

Educational History

B.S. Psychology

Middle Tennessee State University

M.S. Educational Psychology

University of Kentucky

Ed.S. Educational Psychology, Concentration in School Psychology

University of Kentucky

Licensure/Certification

Licensed Specialist in School Psychology

Nationally Certified School Psychologist

Professional Interests

Emotionally and Behaviorally Disturbed Youth, Impacts of Behaviors on Educational Achievement, Assessment and Diagnostic Classifications, Behavioral Consultation, Behavior Modification

Kylie Cuevas, LSSP, NCSP

Practicum Coordinator

Educational History

B.S. Family Studies

Abilene Christian University

S.S.P. School Psychology

Abilene Christian University

Licensure/Certification

Licensed Specialist in School Psychology

Nationally Certified School Psychologist

Generalist EC-6 Teacher Certification
Special Education Teacher Certification

Professional Interests

Consultation, Behavior Intervention, Autism Spectrum Disorders, RTI/MTSS, Learning Disabilities, Mentorship/Supervision

Jayn Higgins, LSSP

Educational History

B.A. Elementary Education

University of North Texas

M.S. School Psychology

Howard University

Licensure/Certification

Licensed Specialist in School Psychology

Stacey Livingston, LSSP

Educational History

B.S. Psychology

University of Kentucky

M.S. Education

University of Kentucky

Ed.S. School Psychology

University of Kentucky

Licensure/Certification

Licensed Specialist in School Psychology

Professional Interests

Diversity, Social Justice, Advocacy, Response to Intervention

Dr. Jackie Miller, LSSP

Educational History

B.A. Psychology

University of Texas at Arlington

M.A. Counseling Psychology

Texas Woman's University

Ph.D. Counseling Psychology

Texas Woman's University

Licensure/Certification

Licensed Specialist in School Psychology

Certified Bilingual Teacher

Professional Interests

Assessment, Crisis Intervention, Bilingual Assessment, Consultation, Counseling, Teen Parenting, Low Incidence/Comorbid Disabilities, Cross Cultural Issues, Suicide Awareness/Prevention, Autism

Dr. Kristin Russell Nethers, LSSP

Educational History

B.A. Psychology
University of Texas-Arlington
M.A. School Psychology
Texas Woman's University
Ph.D. School Psychology
Texas Woman's University

Licensure/Certification

Licensed Specialist in School Psychology

Professional Interests

Assessment, Staff Development, Autism Assessment, Early Childhood Assessment, Consultation, Experiential-Based Learning, Social Skills Groups

Anisa Nhan, LSSP, NCSP

Educational History

B.A Psychology and Social Behavior
University of California, Irvine
M.S. School Psychology
California State University, Los Angeles

Licensure/Certification

Licensed Specialist in School Psychology
Nationally Certified School Psychologist

Professional Interests

Autism, Early Childhood Assessment

Verlinda Pierce, LSSP

Educational History

B.A. Psychology
University of Texas at San Antonio
M.S. School Psychology
University of Texas at San Antonio

Licensure/Certification

Licensed Specialist in School Psychology

Professional Interests

Autism Assessment, Early Childhood Assessment, Child Find

Amber Shawver, LSSP, NCSP

Practicum Coordinator

Educational History

B.S. Psychology
University of Texas at Arlington
M.A. School Psychology
Texas Woman's University

Licensure/Certification

Licensed Specialist in School Psychology

Nationally Certified School Psychologist

Professional Interests

Supervision, Autism, Anxiety Disorders, Projective Measures

Chandra Srivats, LSSP

Educational History

M.A. Applied Psychology
University of Madras, India
S.S.P. School Psychology
Texas Woman's University

Licensure/Certification

Licensed Specialist in School Psychology

Professional Interests

Specific Learning Disabilities, Behavior, Educational programming for student needs,
RTI/MTSS, Special Education Law

Hallye Stevens, LSSP, NCSP

Educational History

B.A. Psychology
Ed. S. School Psychology
California State University, Fresno

Licensure/Certification

Licensed Specialist in School Psychology
Nationally Certified School Psychologist

Professional Interests

Students with Autism Spectrum Disorder

Dr. Talia Sullivan, LSSP

Educational History

B.S. Psychology
University of Central Arkansas
M.S. School Psychology
University of Central Arkansas
Ph.D. School Psychology
University of Central Arkansas

Licensure/Certification

Licensed Specialist in School Psychology

Professional Interests

Behavior, Counseling, Intervention, Supervision

Dr. Carlene Ann Swift, LSSP

Educational History

B.A. Psychology
University of Arizona
M.Ed. Educational Psychology
Texas A&M University

Ph.D. School Psychology

Texas A&M University

Licensure/Certification

Provisionally Licensed Psychologist

Licensed Specialist in School Psychology

NASP PREPaRE Workshop 1 & 2

National Organization for Victim Assistance (NOVA)

Psychological First Aid for Schools

Professional Interests

Crisis Intervention; Suicide Awareness and Prevention; Counseling; Disproportionality in School Discipline Practices; Behavioral Consultation; Emotional Disabilities

Clayton Woods, LSSP

Educational History

B.S. Psychology

Abilene Christian University

M.S. School Psychology

Abilene Christian University

Licensure/Certification

Licensed Specialist in School Psychology

Professional Interests

Autism Assessment, Counseling, Curriculum-Based Measurement, Consultation, Alternative Education Settings

Chelsea Wright, LSSP

Educational History

B.S. Psychology

Texas Christian University

S.S.P. School Psychology

Texas Woman's University

Licensure/Certification

Licensed Specialist in School Psychology

Allyson Yturralde, LSSP

Educational History

B.S. Child Development

California Polytechnic State University, San Luis Obispo

Ed.S. School Psychology

Baylor University

Licensure/Certification

Licensed Specialist in School Psychology

Professional Interests

Social-Emotional Assessment, Crisis Intervention, Autism Spectrum Disorders

Jeanette Smith, LSSP

Educational History

B.S. Psychology

University of Houston at Victoria; Victoria, Texas

M.A. Psychology

University of Houston at Victoria; Victoria, Texas

Licensure/Certification

Licensed Specialist in School Psychology

Professional Interests

Autism, Early Childhood Assessment, Behavior, and Bilingual Assessments

Rachael McIntosh, LSSP, NCSP

Educational History

B.A Psychology

Southern Connecticut State University

M.S. School Psychology

Nova Southeastern University

Psy.D. School Psychology

Nova Southeastern University

Licensure/Certification

Licensed Specialist in School Psychology

Nationally Certified School Psychologist

Professional Interests

Crisis Prevention and Intervention, Autism Assessment, Psychoeducational Assessment, Mentorship/Supervision

Jacqueline Borrego, LSSP, NCSP

Educational History

B.S. Communication Sciences and Disorders

The University of Texas at Austin

M.A. Special Education with a certification in Applied Behavior Analysis

The University of Texas at San Antonio

Specialist in School Psychology (SSP) School Psychology

Texas State University

Professional Interests

Autism, Early Childhood / Play-Based Assessment, In-class Behavior Support, and Counseling

Kierra Washington, S.S.P., LSSP

Educational History

B.A. Psychology, Minor Sociology

Texas A&M University, College Station

S.S.P. School Psychology

Texas State University, San Marcos

Licensure/Certification

Licensed Specialist in School Psychology

Professional Interests

Minority & Underprivileged Youth
Autism & Early Childhood

Kyndal DeBerry, LSSP

Educational History

B.S. Psychology
West Texas A&M University
Specialist Degree - School Psychology
Texas Woman's University

Licensure/Certification

Licensed Specialist in School Psychology

Professional Interests

Autism, Assessment, & Support for Students with Internalizing Behaviors

Dr. Allante Lumas, LSSP

Educational History

B.A. Psychology
University of Michigan, Ann Arbor
M.A. School Psychology
University of Detroit Mercy, Detroit
Ph.D. School Psychology
Texas Woman's University, Denton

Licensure/Certification

Licensed Specialist in School Psychology

Professional Interests

Assessment, Disproportionality in Discipline, Assessment and Interventions for Students with Emotional-Behavioral Disorders, Assessment and Diagnostic Classifications, Therapeutic Interventions, Counseling

Francis Yong Chen, M.A., LSSP #3-1864, NCSP #32111

Pronouns [He/Him/His]

Educational History

School Psychology - Southwest Texas State University/Texas State University

Licensure/Certification

Licensed Specialist in School Psychology

Professional Interests

Autism, LGBTQ+, Social Justice, Research/Publications, Advocacy, Professional Advocacy, Parent/Family Support

Karen Ji, LSSP

Educational History

Ed.S. School Psychology
Baylor University

Licensure/Certification

Licensed Specialist in School Psychology

Dr. Angelica Kim, LSSP

Educational History

Ph.D. School Psychology
University of Northern Colorado

Licensure/Certification

Licensed Specialist in School Psychology

Danielle Proskovec, LSSP, NCSP

Educational History

B.A Psychology
University of Nebraska, Lincoln
Specialist in School Psychology
Texas State University, San Marcos

Licensure/Certification

Licensed Specialist in School Psychology
Nationally Certified School Psychologist

Professional Interests

Autism, Early Childhood Assessment

Aracely Shelton, LSSP

Educational History

Bachelor of Psychology and Masters of Pupil Personnel Services-School Psychology at Fresno Pacific University, Fresno, CA

Licensure/Certification

Licensed Specialist in School Psychology

Professional Interests

Bilingual learning, Mental health

Caitlin Bullock, LSSP

Educational History

Ed.S. School Psychology

Licensure/Certification

Licensed Specialist in School Psychology

Kyle Parker, LSSP

Educational History

Specialist in School Psychology - Texas Woman's University

Licensure/Certification

Licensed Specialist in School Psychology

Professional Interests

Autism, Grief, Creativity

Note: FWISD cannot guarantee that the staff composition will be the same each school year. Some staff turnover annually is to be expected. The availability of some rotations is dependent upon the availability of designated staff.

Fort Worth Independent School District
Application for Specialist-Level Internship
2023-2024 School Year

Application Deadline: January 4, 2023 at 5:00 pm



Name: Click here to enter text.

Date: Click here to enter a date.

Home Address: Click here to enter text.

Phone (Home): Click here to enter text.

Phone (Mobile): Click here to enter text.

E-Mail: Click here to enter text.

EDUCATION

What is the name and address of the university/institution in which your graduate department is located?

Click here to enter text.

What is the name of your department or graduate program (e.g. Department of Psychology, Division of Behavioral Foundations in Educational Psychology)?

Click here to enter text.

What is the specific name of the degree on which you are now working (e.g. Masters in School Psychology)?

Click here to enter text.

Name of Training Director: Click here to enter text.

Training Director E-Mail: Click here to enter text.

University: Click here to enter text.

What is the status of your training program? (Choose one from the drop-down menu):

Choose an item.

What is your Department's Training Model (ask your Training Director if unsure): (Double click box and select "Checked.")

Clinical Scientist

Practitioner-Scholar

Scientist-Practitioner

Practitioner

Other - specify_Click here to enter text.: (e.g. Developmental, Specialty, etc.)

What is your primary theoretical orientation? (Select *one*; double click box and select "Checked.")

- | | |
|--|---|
| <input type="checkbox"/> Behavioral | <input type="checkbox"/> Integrative |
| <input type="checkbox"/> Biological <input type="checkbox"/> Interpersonal | |
| <input type="checkbox"/> Cognitive Behavioral | <input type="checkbox"/> Psychodynamic / Psychoanalytic |
| <input type="checkbox"/> Eclectic / Multimodal | <input type="checkbox"/> Systems |
| <input type="checkbox"/> Humanistic / Existential | <input type="checkbox"/> Other - specify: Click here to enter text. |

When did you begin graduate level study in your current program? If you received your baccalaureate from the same department provide the date on which you started *graduate* work. (month / year only)

[Click here to enter text.](#)

When did you complete (or do you expect to complete) your master's / specialist's coursework, excluding thesis (if applicable) and internship hours? (month / year only)

[Click here to enter text.](#)

Have you successfully completed your program's comprehensive/qualifying examination?

Choose an item.

Date of completion: [Click here to enter text.](#) (month / year only)

or

Scheduled date of exam: [Click here to enter text.](#) (month / year only)

What is your thesis / professional paper title or topic (if applicable)?

[Click here to enter text.](#)

What type of research does your thesis / paper involve (if applicable)? (Select *one*; double click box and select "Checked.")

- Critical literature review / theoretical
- Original data collection
- Use of existing database
- Other - specify: [Click here to enter text.](#)

Previous Academic Work

What is the highest degree you have completed in any mental health field? (Select *one*; double click box and select “Checked.”)

- Ph.D.
- Psy.D.
- Ed.D.
- M.A. / M.S.
- B.S.W.
- B.A./B.S.
- Ed.S.
- Other - specify: Click here to enter text.

When did you complete the above degree?

Click here to enter text. (month / year only)

Current Academic Work

What is the current degree program in which you are enrolled? (Select *one*; double click box and select “Checked.”)

- M.A.
- Ph.D.
- Ed.D .
- Other – specify: Click here to enter text.
- M.S.
- Psy.D.
- Ed.S.
- S.S.P.

When are you scheduled to complete the above degree? (month / year only)

Click here to enter text.

Please complete the following table by listing each *undergraduate* school attended: (please list in chronological order).

<i>School / University</i>	<i>Degree / Major Earned</i>	<i>GPA</i>
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.

Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.

Please complete the following table by listing each *graduate* school or university attended:
 (please list in chronological order)

<i>School / University</i>	<i>Degree / Major Earned</i>	<i>Date Earned (month / year)</i>	<i>GPA</i>
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

Licensure / Certification: Please list any current and valid licenses or certifications in mental health fields (list type and jurisdiction, e.g., state or province):

Click here to enter text.

List honors received:

Click here to enter text.

Please list names, addresses, phone numbers, and e-mail addresses of three individuals who will be forwarding letters of recommendation:

- 1) Click here to enter text.
- 2) Click here to enter text.
- 3) Click here to enter text.

PRACTICUM TRAINING

How many practicum hours have you completed at the present time? Click here to enter text.

How many practicum hours will you have completed prior to your internship? [Click here to enter text.](#)

Where did you complete your practica? (e.g., clinic, school system, inpatient hospital, etc.)

[Click here to enter text.](#)

**Did you have the opportunity to do counseling or therapy? If so, what type (e.g., individual therapy, group therapy, etc.). In group therapy, what types of groups have you led or co-
led?**

[Click here to enter text.](#)

How much time have you spent in supervision?

Total hours

a. Hours spent in one-on-one, face-to-face supervision:

[Click here to enter text.](#)

b. Hours spent in group supervision:

[Click here to enter text.](#)

c. Hours of peer supervision / consultation
and case discussion on specific cases:

[Click here to enter text.](#)

CLINICAL WORK EXPERIENCES

What other clinical experiences have you had? Some applicants may have work experience outside of their graduate training and separate from practica or program-sanctioned work experience.

[Click here to enter text.](#)

OTHER RELEVANT SKILLS

Please list any other relevant skills. (e.g. teaching experience, additional language fluency, research)

[Click here to enter text.](#)

INTEGRATED REPORT WRITING

How many supervised integrated psychological reports have you written for each of the following populations? An integrated report includes a history, interview, and at least two tests from one or more of the following categories: personality assessment (objective

and/or projective), intellectual assessment, cognitive assessment, and/or neuropsychological assessment. These must have been synthesized into a comprehensive report, providing an overall picture of the client.

- a. Adults: [Click here to enter text.](#)
- b. Children / Adolescents: [Click here to enter text.](#)

TEST ADMINISTRATION

What is your experience with the following instruments? Please indicate all instruments you have used in your assessment experience, *excluding* practice administrations, in settings such as work, research, practicum, etc. Please indicate the number of tests you administered and scored, as well as the number of reports written that include interpretation of the test.

ADULT TESTS

<i>Name of Test</i>	<i>Administered & Scored</i>	<i>Reports Written</i>
Bender Gestalt-II	Click here to enter text.	Click here to enter text.
Millon Clinical Multiaxial Inventory IV	Click here to enter text.	Click here to enter text.
Minnesota Multiphasic Personality Inventory – 2	Click here to enter text.	Click here to enter text.
Myers-Briggs Type Indicator	Click here to enter text.	Click here to enter text.
Personality Assessment Inventory	Click here to enter text.	Click here to enter text.
Projective Drawings	Click here to enter text.	Click here to enter text.
Rorschach (scoring system: Click here to enter text.)	Click here to enter text.	Click here to enter text.
Self-report measures (e.g., Beck Depression Inv.)	Click here to enter text.	Click here to enter text.
Sentence completion tests	Click here to enter text.	Click here to enter text.
Strong Interest Inventory	Click here to enter text.	Click here to enter text.

Structured diagnostic interviews (e.g., SADS, DIS)	Click here to enter text.	Click here to enter text.
Thematic Apperception Test	Click here to enter text.	Click here to enter text.
Wechsler Adult Intelligence Scale IV	Click here to enter text.	Click here to enter text.
Wechsler Memory Scale IV	Click here to enter text.	Click here to enter text.
Other – specify: Click here to enter text.	Click here to enter text.	Click here to enter text.
Other – specify: Click here to enter text.	Click here to enter text.	Click here to enter text.
Other – specify: Click here to enter text.	Click here to enter text.	Click here to enter text.
Other – specify: Click here to enter text.	Click here to enter text.	Click here to enter text.
Other – specify: Click here to enter text.	Click here to enter text.	Click here to enter text.

CHILD AND ADOLESCENT TESTS

Name of Test	Administered & Scored	Reports Written
Adaptive Behavior Assessment System – 3	Click here to enter text.	Click here to enter text.
Behavior Assessment System for Children – 3 (Parent, Teacher, & Self-Report)	Click here to enter text.	Click here to enter text.
Conners 3 or 4	Click here to enter text.	Click here to enter text.
Minnesota Multiphasic Personality Inventory – Adolescent	Click here to enter text.	Click here to enter text.
Rorschach (scoring system: Click here to enter text.)	Click here to enter text.	Click here to enter text.
Roberts Apperception Test – 2	Click here to enter text.	Click here to enter text.
Self-report measures (e.g., Children’s Depression Inventory)	Click here to enter text.	Click here to enter text.
Structured diagnostic interviews (e.g., KSADS, DISC)	Click here to enter text.	Click here to enter text.
Vineland-III	Click here to enter text.	Click here to enter text.
Wechsler Individual Achievement Test – IV	Click here to enter text.	Click here to enter text.

Wechsler Intelligence Scale for Children – V	Click here to enter text.	Click here to enter text.
Wechsler Nonverbal Scale of Ability	Click here to enter text.	Click here to enter text.
Wechsler Preschool & Primary Scale of Intelligence- IV	Click here to enter text.	Click here to enter text.
Woodcock Johnson IV Tests of Cognitive Abilities	Click here to enter text.	Click here to enter text.
Woodcock Johnson IV Tests of Achievement	Click here to enter text.	Click here to enter text.
Kaufman Assessment Battery for Children, II Normative Update	Click here to enter text.	Click here to enter text.
Kaufman Tests of Educational Achievement- 3	Click here to enter text.	Click here to enter text.
Other – specify: Click here to enter text.	Click here to enter text.	Click here to enter text.
Other – specify: Click here to enter text.	Click here to enter text.	Click here to enter text.
Other – specify: Click here to enter text.	Click here to enter text.	Click here to enter text.

PROFESSIONAL CONDUCT

Please answer ALL of the following questions with “YES” or “NO”: (If yes, elaborate)

1. Has disciplinary action, in writing, of any sort ever been taken against you by a supervisor, educational or training institution, health care institution, professional association, or licensing / certification board?

Choose an item.

Explanation (if yes)_Click here to enter text.:

2. Are there any complaints currently pending against you before any of the above bodies?

Choose an item.

Explanation (if yes): Click here to enter text.

3. Has there ever been a decision in a civil suit rendered against you relative to your professional work, or is any such action pending?

Choose an item.

Explanation (if yes): Click here to enter text.

4. Have you ever been suspended, terminated, or asked to resign by a graduate or internship training program, practicum site, or employer?

Choose an item.

Explanation (if yes): [Click here to enter text.](#)

5. Have you ever reneged on an internship agreement (i.e., refused to attend or left an internship program) without prior approval from the match organization or the internship site?

Choose an item.

Explanation (if yes): [Click here to enter text.](#)

6. Have you ever, in your lifetime, been convicted of an offense against the law other than a minor traffic violation?

Choose an item.

Explanation (if yes [Click here to enter text.](#)):

7. Have you ever, in your lifetime, been convicted of a felony?

Choose an item.

Explanation (if yes): [Click here to enter text.](#)

ADDITIONAL COMMENTS

[Click here to enter text.](#)

I certify that all information included in this application is true and correct.

Signature

Date

ESSAYS

Please answer each question in 500 words or fewer.

1. Please provide an autobiographical statement. (There is no “correct” format for this question. Answer this question as if someone had asked you, “Tell me something about yourself,” with a professional slant.)

Click here to enter text.

2. Please describe your theoretical orientation and how this influences your approach to case conceptualization and intervention. You may use de-identified case material to illustrate your points if you choose.

Click here to enter text.

3. Please describe your experience and training in working with diverse populations. Your discussion should display explicitly the manner in which multicultural / diversity issues influence your clinical practice and case conceptualization.

Click here to enter text.

4. How do you envision our internship site meeting your training goals and interests?

Click here to enter text.