



**Fort Worth Independent School District
Licensed Specialist in School Psychology
Internship Booklet
2010 – 2011**

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Licensed Specialist in School Psychology Internship Booklet

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NONDISCRIMINATION / EQUAL OPPORTUNITY

Fort Worth ISD is an equal opportunity employer and does not discriminate against any employee or applicant for employment due to race, religion, national origin, sex, age, disability, military status, or any other basis prohibited by law. Employment decisions will be made on the basis of each applicant's job qualifications, skills, knowledge, abilities, and experience.

OVERVIEW

The Fort Worth Independent School District has offered a professional internship in school psychology for more than 25 years. Over the past seven years FWISD Psychological Services Department has offered a formal Licensed Specialist in School Psychology (LSSP) internship program. The specialist program offers extensive opportunity to work with a diverse student population, as well as a high degree of flexibility to meet the skills and interests of each intern. The multi-faceted training program of 1,600 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 the 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 personality 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. 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. The staff consists of 29 full-time positions of Licensed Specialists in School Psychology (LSSP), the Director, and two secretaries. Nine LSSPs have doctorate degrees and three are also licensed psychologists.

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 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. Four school-based after-hours counseling centers are open. These facilities allow additional opportunities for interns to provide individual, group, and family counseling, as well as other services for students and their families in collaboration with other mental health professions from the community.

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.

Alternative Education Programs	(disciplinary placement)
Autism Assessment Team	(multi-disciplinary team evaluation of autism)
Behavior Improvement Classes	(emotional disturbance and behavior disorders)
Boulevard Heights	(behavior interventions w/autistic, MR students)
Family Resource Centers	(counseling and related family services)
Homeless Shelters	(students with issues related to homelessness)
Intl. Newcomer's Academy	(new citizens, immigrants)
Jo Kelly School	(severe impairment/ multiple disability conditions)
Lena Pope Home	(substance abuse and violence prevention)
Montessori Schools	(self-directed learning environment)
New Lives	(pregnant and parenting students)
Success High School	(truancy/ drop out prevention)

Other opportunities exist for learning and experience concerning topics such as:

Abuse Child	Cultural Competency
Anger Management	Foster Care
Autism Assessment	IEP Meetings
Bilingual Assessment	Ropes Courses
Case Consultation	Social Maladjustment
Conflict Resolution	Social Skills Training
Crisis Intervention	Suicide Risk Assessment
Critical Incident Debriefing	Violence Prevention and Intervention

TRAINING

The Licensed Specialist in 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 Practitioner model emphasizes the importance of practical applications of psychological principles and techniques as they relate to human functioning. The psychologist practitioner synthesizes and integrates scientific facts and methods into practice. As a result, the psychologist applies empirically supported methods in practice and makes decisions through a scientifically informed knowledge base. In addition, the psychologist engages in ongoing review of the field, informing the broader branch of psychological science and research concerning practical questions for study (Phillips, 1990).

The Licensed Specialist in School Psychology Internship Program at Fort Worth Independent School District meets the standards of the Texas State Board of Examiners of Psychologists. Training goals and objectives are clearly 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, 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 the psychologist in the areas of consultation, intervention and assessment. 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:

Assessment of Bilingual/LEP Students	Family Systems
Autism Spectrum Disorders	Gay / Lesbian Student Issues
Bipolar Disorder in Children	Learning Disabilities
Behavior Management Plans	Licensing Considerations
Boys Town Social Skills	Multicultural Issues
Child Abuse	Neuropsychological Assessment
Cognitive & Academic Assessment	Projective Assessment Techniques
Consultation Strategies	Psychopharmacology
Counseling in a School Setting	Section 504
Court Testimony for Psychologists	Special Education Guidelines
Crisis Intervention	Seizure Disorders in Youth
DSM-IV-TR Disorders vs. ED	Selective Mutism
ED vs. Social Maladjustment	Trends in Psychology
Ethics & the Law	Translating Assessment into
Experiential Interventions	Intervention

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 hospitals, universities, 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, University of North Texas Health Science Center, 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.

TRAINING AREAS

- A. Assessment: Testing, Formulating Interventions, and Report Writing
 - 1) Standardized Procedures
 - a) Emotional Disturbance (ED)
 - b) Learning Disabilities (LD)
 - c) Mental Retardation (MR)
 - d) Autism Spectrum Disorders (AU)
 - e) Preschool/Developmental
 - 2) Risk Assessments
 - a) Suicide
 - b) Violence
 - 3) Curriculum Based Measurement
- B. Crisis Intervention
 - 1) Individual
 - 2) School Wide
- C. Multi-Cultural Issues in Assessment and Intervention
- D. Therapeutic Interventions and Plans
 - 1) Behavior Management
 - 2) Social Skills
 - 3) Counseling: Individual and Group
 - 4) Family Therapy (optional)
 - 5) Experiential Techniques (optional)
- E. Consultation
 - 1) Teachers and other school personnel
 - 2) Parents
 - 3) Other professionals
- F. Laws, Professional Issues, and Ethics
 - 1) Federal law (IDEA, Sec. 504 Rehabilitation Act of 1973, FERPA)
 - 2) State law (Family Code, Rules & Regulations of TSBEP, Open Records Act)
 - 3) Ethics (APA, NASP)
 - 4) School District Policies & Procedures
- G. Supervision
- H. Professional Development and Research

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 evaluate student strengths and deficits and to formulate interventions 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 mental retardation as defined by IDEA, TEA, and ADA guidelines. Participation on the autism assessment team is optional.

CRISIS INTERVENTION:

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

THERAPEUTIC INTERVENTIONS:

The intern will demonstrate abilities to formulate and implement behavior management plans; to teach social skills; and to 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. (Interns who are trained as Behaviorists may ask to substitute behavioral interventions and goals for counseling.)

DIVERSITY ISSUES:

The intern will demonstrate an appreciation of and sensitivity to the impact of culture, ethnicity, language, environment, and other diversity factors in all phases of their professional activities.

SUPERVISION:

The intern will demonstrate an ability to expand the competency of supervisees by providing supervision and to enhance personal professional competency as a recipient of supervision.

ETHICAL, LEGAL, and PROFESSIONAL BEHAVIOR:

The intern will demonstrate an ability to exhibit professional practice behaviors that are consistent with the state and national 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.

For each of these goals, specific objectives that the intern will achieve are delineated in the internship manual. Other individual goals and objectives may be arranged by consulting the supervising psychologists.

THE INTERNSHIP EXPERIENCE

FWISD Psychological Services offers the full continuum of school psychology services including observation, consultation, classroom interventions, individualized interventions, assessment, and educational placement/programming. FWISD seeks to promote early intervention and inclusion. Staff are an integral part of service planning meetings and advise schools about safeguarding the rights of Special Education and 504 students. Interns have assignments through which they identify the need for mental health services and intervene. Counseling, consultation, assessment, and behavior management interventions can be arranged with both regular education and special education students. Experience is gained working with elementary and secondary students.

LSSPs serve as team members with other LSSPs and diagnosticians in a small cluster of schools. Interns receive cases through their supervisors as part of this team process. The Director of Psychological Services also monitors and assigns cases that come through the Psychological Services office. Children with psychotic features, autism spectrum characteristics, neurological differences, and other significant attributes are often recognized for the first time in the structure of the school setting. When such specialty cases are encountered, the Director or the coordinator of those services may invite an intern to address these issues under supervision. Interns are assigned to intervene along with regular staff when crises occur.

Responsibilities and supervision are designed to evolve commensurate with the intern's growth and needs. The internship experience is developmental; the structure of the program is fluid. Training expectations advance as the intern's level of abilities increase. Intern responsibilities span a standard work week, and some activities occur monthly.

Interns and regular staff arrive three weeks prior to the opening of schools. This is ample time for orientation, visits to community agencies, and training specific to Fort Worth ISD policies and procedures. By the time students return for classes, interns have a solid knowledge base as a result of participating in didactic sessions, departmental in-services, program meetings, and supervision. While learning opportunities are scheduled throughout the year, didactics are more concentrated during the first two months.

During the first few weeks of school, the interns spend much of their time shadowing their supervisors and completing specialized observations with mentors. This 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. Interns spend at least 40% of their time in service delivery. While 40% service contact might appear to be high, a large component of services in school settings consists of otherwise "indirect" services, such as consultation and IEP meetings. The goal is quite attainable. The internship program is committed to assuring that required training opportunities are available.

Initial placements are in schools where other district staff are assigned in order to emphasize training over work. As quickly as is feasible, however, interns graduate to greater levels of autonomy. Independence to utilize their own judgment is crucial to the ultimate goal of the internship, which is to produce autonomous practitioners.

SUPERVISION

Supervisors are encouraged to utilize a developmental model of supervision, though other models are acceptable. The goal of supervision, and the internship itself, is to move participants from the didactic student role to a collegial affiliation with the Psychological Services staff. Training and supervision aim to produce competent, pragmatic independent practitioners of psychology who stay abreast of developments in the field.

Interns receive at least four hours of supervision per week. A minimum of two hours each week of individual, face-to-face supervision is provided by a staff member who is licensed by the state of Texas as a “Licensed Specialist in School Psychology” (LSSP) with at least three years of experience as required by State Board Rules. Supervision takes place across settings and has many forms, such as consultation, modeling, and live therapy. During the first weeks of practice, interns shadow their supervisors in order to assess skills, build a professional relationship, and facilitate transition. Supervisors maintain legal and ethical responsibility for all clients seen by the intern. Consequently, interns and supervisors maintain a collaborative relationship, with the focus being on the goal of producing benefits for the students being served.

In addition, each intern receives two hours per week of group supervision with a doctoral LSSP. Interns process cases in the presence of other interns, learning both directly and vicariously. Strategic case analysis and conceptualization enhance skills in counseling, behavior interventions, academic strategies, risk assessments, evaluations, diagnoses / eligibility determination, and a variety of interventions. Other doctoral and masters level LSSPs with specialized training may serve as mentors to share their particular expertise.

Interns keep weekly logs of their activities. These logs and copies of all written reports are filed with the primary supervisor. 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.

Clear written goals and objectives are provided which specify the responsibilities of the intern and of the internship training program. A core set of objectives which reflect acquisition of skills indicative of ability to function at the level of at least a beginning practitioner in the areas of consultation, assessment, and intervention applies to all interns. Interns are also expected to demonstrate an appropriate appreciation for diversity, ethics, and legal issues. These objectives are clarified with interns at the beginning of the internship and are the basis of experiential practice, training, supervision, and evaluation. Each intern establishes individual professional goals and objectives, which are incorporated into the holistic program. A formative evaluation occurs three times during the year, and a summative evaluation is provided at the end of the contract. A “Certificate of Completion” is awarded to each intern upon successful completion of the internship.

At Fort Worth ISD, our focus is on training. Our goal is for interns to become competent practitioners who have an appreciation of both the science and the philosophy of the field.

PSYCHOLOGICAL SERVICES PROGRAM

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 works with both Student Support Services and the Special Education Department. Combined with Health Services these form the larger oversight “Special Services Department.” The Director of Psychological Services reports to the Assistant Superintendent of Special Services. Psychological Services is funded by district general funds and in large part by Special Education. The intention and design of this organization has been a more preventive, student-centered approach to improve academic and emotional well-being, as well as better accountability. 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 it has created an enriched learning environment for interns.

Crisis Intervention is an important area of focus. Using the Critical Incident Stress Management (CISM) debriefing techniques, interns and staff members respond to individual and school-wide crises. The opportunity to work therapeutically with students in crisis, and at times with their families, is part of each intern's assignment.

Four school-based Family Resource Centers offer another venue for interns to work with students and their families. These centers supply interventions through district personnel as well as counselors from Tarrant County Mental Health/ Mental Retardation (MH/MR) and others. FWISD staff has worked to establish relationships with several community resource agency providers to work in a collegial way at these centers.

Behavior improvement planning and implementation are used to remediate serious behavior problems. Interns work together with other staff and teachers to create individual Behavior Intervention Plans (BIP) for students requiring assistance. Training of teachers and parents for successful implementation of the BIP and follow-up to demonstrate the success of the intervention are inherent in this training activity.

Counseling can be provided to families who reside in the city's homeless shelters. Their needs and resilience characteristics were assessed by former interns and other staff in order to provide more effective educational intervention. The project clearly speaks to the practitioner model of service delivery that emphasizes research and scholarly inquiry.

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. Some staff members are certified as "challenge course facilitators." While high elements ropes courses have been conducted at an outdoor facility, low element challenges are being offered more frequently inside the schools. Interns have the opportunity to participate.

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 as it strives to demonstrate high standards of professionalism. As practitioners, professional staff 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 provide and support rigorous learning opportunities which result in successful completion of a quality high school experience for all students.

About Fort Worth Independent School District

Fort Worth Independent School District (FWISD), the third largest school district in Texas, serves more than 80,000 students. Numerous cultural groups and ethnicities are represented, including 58.2% Hispanic, 25.6% African American, 14.3% Caucasian, 1.6% Asian, and 0.3% Native American. There are over 2,000 teachers with ten or more years experience, 1,000 with Master's Degrees and 18 teachers with doctorates. There are 80 elementary schools, 24 middle schools (6th, 7th, and 8th grades), 13 high schools, and 27 alternative schools. The District has a number of special schools and programs, including programs for pregnant and parenting students, students with emotional and behavior problems, hearing impaired students, and the severely handicapped. Montessori education is offered at two elementary schools. Two middle/high 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 subscribes to more than 150 journals via Pro-Quest. Interns subscribe to the district's email service provider.

CITY OF FORT WORTH

Fort Worth is a city with a half million 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. Come and enjoy performances at the Fort Worth Symphony, Fort Worth Opera, Casa Manana Theatre, Bass Performance Hall, Jubilee Theater, and Fort Worth Theater. Fort Worth's cultural district includes the nationally acclaimed Kimball Art Museum, Amon Carter Museum of Western Art, the National Cowgirl Museum, the new Modern Art Museum, the beautiful Fort Worth Botanic Gardens, the historical Log Cabin Village, and the Fort Worth Museum of Science and History. 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. Billy Bob's is Texas' largest honky-tonk and host to a variety of national performers. Enjoy the Main Street Art Festival, visit the Omni Theater, and tour the Fort Worth Water Gardens. 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, Dallas Mavericks Basketball games, Dallas Stars Hockey 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 \$115,200 and values are rising. Apartment rent is available around \$600 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!

CONTRACT AND BENEFITS

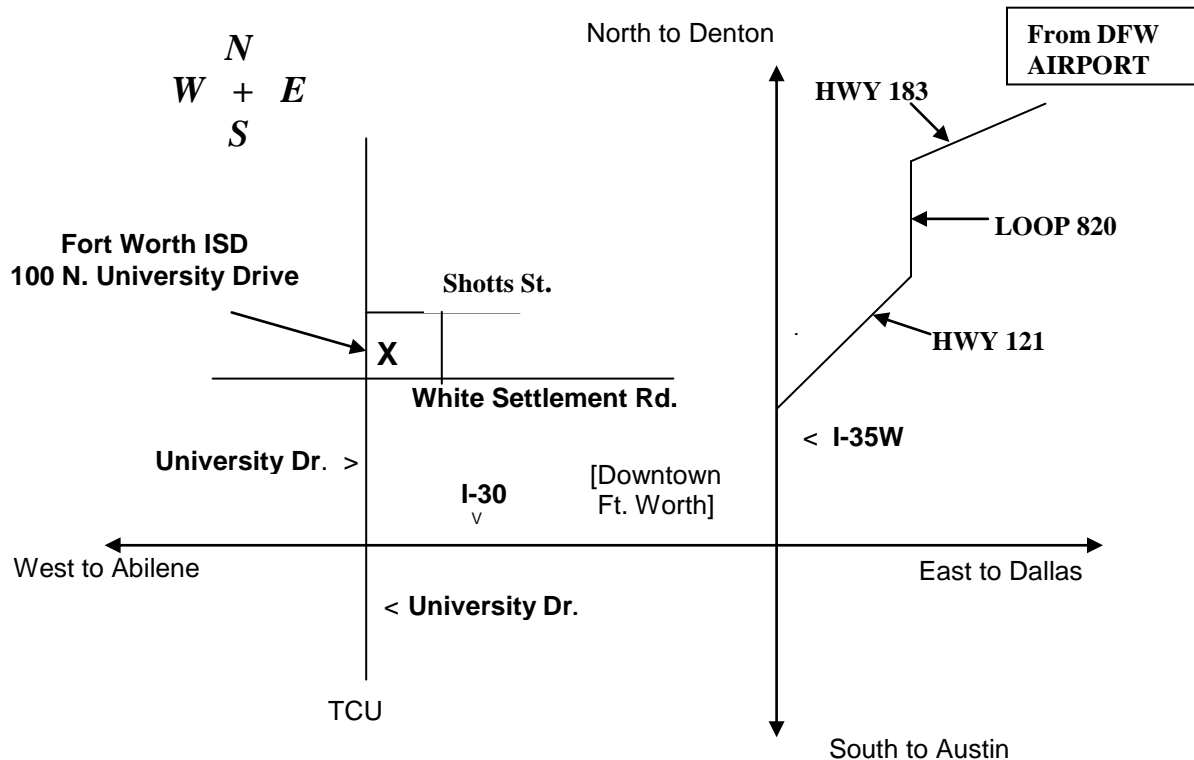
The Fort Worth Independent School District will provide the School Psychology Intern with the following:

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. An annual salary of \$33,425 is paid as a stipend plus auto mileage reimbursement. As employees, interns may take advantage of optional after-hours employment opportunities for additional pay at \$19 to \$23 per hour with a master's degree.
3. Employee benefits consistent with those of staff psychologists include:
 - a. Sick leave of six days and five personal business days.
 - b. School holidays (22) and non-contract days based on a 10.5 month (210 day) contract.
 - c. The same insurance benefits as regular staff.
 - d. Optional group hospitalization and surgical benefits plan, optional group life insurance, and optional disability income.
 - e. Maternity and Family leave (absence hours may be made up during June – July).
 - e. Worker's Compensation.
 - f. Deductions for teacher retirement.
 - g. Other benefits such as pre-tax withdrawal of health insurance premiums, flexible spending medical accounts, annuities, etc.
 - h. Support to participate in non-district professional development activities.
 - i. An appropriate work environment including adequate equipment, materials secretarial support services, and office facilities (desk, bookshelf, phone, voice mail, email).

Each intern is provided with:

1. Internship manual with goals, objectives, useful resources, including access to the APA and NASP ethical standards.
2. Texas State Board of Examiners of Psychologists (TSBEP) current published laws that govern the practice of psychology in Texas (now available online).
3. WISC-IV, WIAT-III, WJ-III Cognitive and Achievement, UNIT and other testing equipment, including access to projective measures and computer-scored BASC-2 comprehensive system.
4. A computer.
5. Voice mail system and an email address.
6. A desk with a phone.
7. A file cabinet and storage space.
8. Copying and clerical support.
9. Access to professional libraries.

LOCATION AND DIRECTIONS



DIRECTIONS to FWISD ADMINISTRATION BLDG

- From **DFW Airport**, leave through the **South** airport exit.
- Go **WEST** on **HWY 183**.
- Take **LOOP 820 SOUTH** (H183, H121 & I-820 merge into one road here)
- Go **WEST** on **HWY 121** to Interstate 35W.
- On **I-35W** go **SOUTH** to I-30.
- From **I-35W & I-30** intersection, go **WEST** 2 miles on I-30.
- Take **Exit 12 UNIVERSITY DR.**, turn **LEFT** (North), proceed 1.3 miles
- **FWISD Administration Building** on the northeast corner of **University Dr.** and **White Settlement Rd.** Two-hour parking is available in front of the Administration building plus auxiliary parking at south end of the parking lot. Additional parking on Shotts St.

NOTE: Interstate 35 splits into 2 branches north of Dallas-Fort Worth Metroplex in Denton and merges south of the Metroplex in Hillsboro. The west branch of I-35 (**I-35W**) goes through Fort Worth and East I-35 (**I-35E**) goes through Dallas.

UNIVERSITY / PSYCHOLOGICAL SERVICES AGREEMENTS

The University and Psychological Services will enter into a formal, written agreement.

Psychological Services

In addition to contract, benefits, supervision provided, and training opportunities outlined above, the District promises to:

1. Provide experiences and supervision necessary for the intern to achieve a level of skills necessary to enter into the practice of school psychology.
2. Provide a description of the goals and content of the internship, including clearly stated expectations for the experiences offered in Psychological Services and for the quantity and quality of work.
3. Designate the trainee status of the intern by the title of "Psychology Intern." Each intern will receive a District ID badge and business cards identifying him or her as a "Psychology Intern."
4. Assure that reports by the intern to consumers are co-signed by the responsible LSSP.
5. Provide an evaluation of the intern at least two times per year.
6. Certify that the internship requirements have been met and provide appropriate recognition to the intern for successful completion of the internship with the award of a certificate.
7. Inform the University of changes in District policy, procedures, and staffing that might affect the internship experience.

University

The University promises to:

1. Certify by time of arrival of the intern:
 - a. Completion of coursework in scientific, applied, and specialty areas, including formal assessment/diagnosis and intervention/treatment.
 - b. Completion of a formal introduction to ethical and professional standards.
2. Notify the internship supervisor of any change in the student's status prior to internship.
3. Provide an internship supervisor who shall maintain an on-going relationship with the FWISD LSSP Internship Director and who shall provide at least one field-based contact person.
4. On request of the District, withdraw from employment any intern whose performance is unsatisfactory or whose personal characteristics prevent desirable relationships within the District. The University may reassign or withdraw an Intern in placement after consultation with appropriate District representatives, if such alteration is in the best interests of the student, the District, or the University.

Both Psychological Services and the University will agree that:

1. The school psychology intern shall function within the policies of the District.
2. The school psychology intern shall receive due process at the same level as other Psychological Services staff consistent with FWISD Board Policy and applicable law.
3. The University and the District will not discriminate on the basis of race, color, creed, age, national origin, or sex (except as provided by the law), nor will either party discriminate on the basis of handicap under Section 504 of the Rehabilitation Act of 1973.

APPLICATION PROCEDURES

APPLICATION and SELECTION CRITERIA

Fort Worth ISD LSSP Internship Program utilizes information from three sources in selecting an intern. The criteria is as follows:

1. An application packet. All application materials must be received and on file no later than **January 29, 2010**. The application packet will include:
 - a. FWISD Specialist in School Psychology application (included in this booklet).
 - b. Current comprehensive vita.
 - c. Three favorable letters of recommendation.
 - d. Official transcripts (with the university seal or printed on security paper) of all graduate work indicating courses or course content in the following:
 - Core curriculum including biological bases of behavior, individual bases of behavior, child and adolescent development (normal and abnormal) human learning, human exceptionalities, statistics and research design and history and systems
 - Intellectual, personality and other assessment courses
 - Counseling, consultation and behavior management
 - Practicum courses
 - Professional issues and standards, roles and functions of school psychologists, legal cultural and ethical issues, history and foundation of school psychology.
 - e. One comprehensive, integrated psychological report that interprets intellectual, academic, and behavior / emotional / personality data.
2. At least 450 practicum hours are desired.
3. Acceptable personal interview.

The FWISD believes staff should reflect the cultural demographics of the student population. Individuals with ethnic / cultural backgrounds and/or bilingual skills are particularly encouraged to apply.

INTERVIEWS

1. All application materials **MUST BE RECEIVED** by **January 29, 2010** for the file to be considered to be complete and for the candidate to be scheduled for an interview.
2. Applicants with completed files will be contacted beginning in early February 2010 in order to arrange interviews in late February 2010.
3. If completed applications are received early, site visits and interview times may be arranged with some flexibility in order to accommodate applicants' needs.

INTERNSHIP GUIDELINES

The FWISD LSSP 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 psychologist who is ultimately responsible for the integrity and quality of the training program and who is actively licensed by the Texas State Board of Examiners of Psychologists (TSBEP).
3. At least 25% of the intern's time is spent in direct service delivery. At least 40% of total time is service delivery, which includes consultation and other indirect services.
4. The internship includes a minimum of four hours per week of supervision, at least two hours per week is formal, face-to-face individual supervision.
5. 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 staff person including discussion, or additional individual supervision.
6. Training is post-practicum level.
7. Trainees have the title of "Psychology Intern."
8. 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 made available to prospective interns.
9. 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 at least 1,680 hours of the internship.

MISCELLANEOUS GUIDELINES

1. Employment outside the school district while completing the internship is discouraged and 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 Director of Internship and the LSSP who will supervise the intern's work. The Director of Internship and supervisor 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 of **\$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 should obtain this coverage *prior to beginning* the internship with FWISD. (It is quite affordable.)

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 1,600 hours from the end of June through the end of July. Whenever feasible, the intern should plan wisely and build hours prior to taking an expected leave of absence.

4. A twelve-month internship option is possibly available to students who foresee the likelihood of licensure in a state where such a 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 nonpaid, 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.

APPENDIX A
Former Interns in the FWISD
LSSP Internship

2001-2002	Jonelle U. Ensign	Abilene Christian University	School Psychology
2002-2003	Tamara A. Martin	Tarleton State University	Counseling Psychology
2003-2004	Jennifer Morrison	Texas Woman's University	School Psychology
	F. Isaac Andrade	Abilene Christian University	School Psychology
2004-2005	Melissa Turner	Trinity University	School Psychology
2005-2006	Melissa Shaw	Texas Woman's University	School Psychology
	Amber Shawver	Texas Woman's University	School Psychology
	Jenny Stephens	Abilene Christian University	School Psychology
2006-2007	Mary Langston	Trinity University	School Psychology
	Clayton Woods	Abilene Christian University	School Psychology
2007-2008	Meredith McLeroy	Texas State University	School Psychology
	Jessica Carrico	University of Kansas	School Psychology
2008-2009	Heidi King	Texas Woman's University	School Psychology

Current Interns

2009-2010	Catherine Wisenberg	Columbia University	School Psychology
	Rachel Howard	University of Missouri-St. Louis	School Psychology

APPENDIX B

FWISD Psychological Services Staff Directory

Staff 2009 – 2010

Dr. Michael J. Parker, Licensed Psychologist, LSSP
Director of Psychological Services

Educational History

B.A.	Psychology	Northwestern University
M.A.	Clinical Psychology	Fisk University
Ph.D.	School Psychology	Texas Woman's University

Licensure/Certification

Licensed Psychologist
Licensed Specialist in School Psychology (LSSP)

Professional Interests

Consultation, Supervision, Psychopathology, Projective Assessment Techniques, Program Development and Evaluation, Cultural Inclusion, Response to Intervention, Mediation

Dr. Brande Kettner, LSSP
Director of Training, Specialist Internship

Educational History

B.A.	Psychology	Oklahoma State University
M.S.	Educational Psychology	Oklahoma State University
Ph.D.	School Psychology	Oklahoma State University

Licensure/Certification

Licensed Specialist in School Psychology (LSSP)
Certified Special Olympics Coach

Professional Interests

FWISD autism team, Autism in-home training, Early Childhood assessment, Consultation, Parent training, Special Olympics, Neuropsychological assessment, Curriculum based measurement, Experiential learning.

Fernando I. "Isaac" Andrade, LSSP

Educational History

B.A.	Psychology	Howard Payne University
M.S.	School Psychology	Abilene Christian University

Licensure/Certification

Licensed Specialist in School Psychology (LSSP)
Nationally Certified School Psychologist, NASP

Professional Interests

Assessment of English-language learners and culturally diverse students, assessment of pervasive developmental disorders, management of disruptive behavior in classroom settings

Dr. April Garofano Brown, LSSP

Educational History

B.A.	Psychology	Stephen F. Austin State University
M.S.	Psychology	University of North Texas
Ph.D.	Counselor Education	University of North Texas

Licensure/Certification

Licensed Specialist in School Psychology (LSSP)
Licensed Professional Counselor (LPC) - Intern

Professional Interests

Psychopathology, Parent and child relationship intervention, Play Therapy, Filial Therapy, Individual and Family Counseling, Emotional Disturbance

Melissa Babich, LSSP

Educational History

B.A.	Psychology	Texas A&M University
M.A.	School Psychology	Trinity University

Licensure/Certification

Licensed Specialist in School Psychology (LSSP)
Nationally Certified in School Psychology, NASP

Professional Interests

Autism evaluation and intervention, Learning Disability evaluation, Early Childhood evaluation, Consultation

Scott J. Brewer, LSSP

Educational History

B.S.	Biology and Psychology	University of Nebraska – Lincoln
M.S.	School Psychology	University of Nebraska – Omaha

Licensure/Certification

Licensed Specialist in School Psychology (LSSP)

Professional Interests

Curriculum-based measurement, Reading and Math interventions, Self-monitoring interventions, Teacher and parent consultation, School-community collaboration

Patty Chen-Dailey, LSSP

Educational History

B.B.A.	Accounting	University of Texas at Austin
M.A., C.A.G.S.	School Psychology	Tufts University

Licensure/Certification

Licensed Specialist in School Psychology (LSSP)
Licensed School Psychologist, State of Washington

Professional Interests

Intersection of race, poverty, and special education

Dr. Nekedria Clark, LSSP

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 (LSSP)
Nationally Certified School Psychologist, NASP

Professional Interests

Early childhood, Spirituality, Stress, Projective testing

Claire Coy, LSSP

Educational History

B.S.	Interdisciplinary Studies	Houston Baptist University
M.A.	Curriculum & Instruction	Texas A&M University
M.S.	Educational Psychology	Texas A&M University

Licensure/Certification

Licensed Specialist in School Psychology (LSSP)
Elementary Teacher Certification
Special Education Teacher Certification

Professional Interests

Early childhood, Crisis intervention, Classroom management, Teacher and parent consultation, Autism, Response to Intervention, Learning disability assessment

Nancy Davis, LSSP

Educational History

B.A.	Latin American Studies	University of Texas
M.Ed.	Guidance and Counseling	Texas Christian University
	Certification in School Psychology	Florida State University

Licensure/Certification

Licensed Specialist in School Psychology (LSSP)
Nationally Certified School Psychologist, NASP
Texas Educator Certificate
Licensed School Psychologist, State of Florida (inactive status)

Professional Interests

Early childhood education, bilingual assessment, pre-referral intervention, assessment of low-incidence populations

Jonelle Ensign, LSSP, Practicum Coordinator

Educational History

B.A. Psychology	Tabor College
M.S. School Psychology	Abilene Christian University
Ph.D. candidate School Psychology	Texas Woman's University

Licensure/Certification

Licensed Specialist in School Psychology (LSSP)

Professional Interests

Neuropsychological Consultation and Assessment, Autism spectrum disorders, Traumatic Brain Injury and Psychosocial Sequelae, Supervision, Practicum Coordinator

Nicolas Gotcher, LSSP

Educational History

B.S. Elementary Education	Oklahoma Christian University
M.S. Educational Psychology	Oklahoma State University
Ph.D. candidate School Psychology	Oklahoma State University

Licensure/Certification

Licensed Specialist in School Psychology (LSSP)

Professional Interests

Autism assessment and intervention, Applied behavior analysis, Parent training, Behavioral consultation, and Response to Intervention

Lori L. Herbsleb, 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 (LSSP)

Professional Interests

Assessment and interventions for students diagnosed with an emotional disturbance, Effective school consultation, Designing appropriate interventions for students

Dr. Lisa Hewitt, LSSP

Educational History

B.S. Psychology, Spanish	Olivet Nazarene University
Ph.D. School Psychology	Texas A&M University

Licensure/Certification

Licensed Specialist in School Psychology (LSSP)

Professional Interests

Bilingual assessment, Multicultural awareness, Autism evaluation and intervention

Joseph Jeane-Leeman, LSSP

Educational History

B.S.	Business Management	Salem State College
M.S.	Applied Educational Psychology	Northeastern University
C.A.G.S.	School Psychology	Northeastern University
Ph.D. candidate	School Psychology	Texas Woman's University

Licensure/Certification

Licensed Specialist in School Psychology (LSSP)

Professional Interests

Neuropsychological Assessment linked to instruction for processing differences, Effective programming and skill development for neurologically impaired children, Autism spectrum disorders.

Dr. Jacqueline M. Kerr, Licensed Psychologist, LSSP

Educational History

B.S.	Psychology & Education	Texas Tech. University
M.A.	School Psychology	University of North Texas
Ph.D.	School Psychology	Texas Woman's University

Licensure/Certification

Licensed Psychologist
Licensed Specialist in School Psychology (LSSP)
Elementary Teaching Certificate, TEA

Professional Interests

Parent training, Classroom management, Family counseling

Mary Langston, LSSP

Educational History

B.A.	Psychology	University of Arkansas
M.A.	School Psychology	Trinity University, San Antonio

Licensure/Certification

Licensed Specialist in School Psychology (LSSP)
Nationally Certified School Psychologist

Professional Interests

Autism evaluations and interventions, individual and group counseling, consultation

Catherine Lewis, LSSP

Educational History

B.S.	Psychology	Midwestern State University
M.A.	School Psychology	Texas Woman's University

Licensure/Certification

Licensed Specialist in School Psychology (LSSP)
Licensed Psychology Associate, (LPA)

Professional Interests

Educational and/or psychological evaluations, Consultative services, Case management, Students’ programming needs

*Dr. Jodi Lowther, Licensed Psychologist, LSSP
Director of Training, Pre-doctoral Internship*

Educational History

B.A.	Psychology	University of Texas
M.A.	School Psychology	Trinity University
Ph.D.	School Psychology	Texas Woman’s University

Licensure/Certification

Licensed Psychologist
Licensed Specialist in School Psychology (LSSP)

Professional Interests

Neuropsychological Consultation and Assessment, Supervision, Traumatic Brain Injury (reintegration into school and family systems), Crisis Intervention, Test Construction

Terra Mayberry, LSSP

Educational History

B.A.	Psychology	University of Memphis
M.A.	School Psychology	University of Memphis
Ed.S.	School Psychology	University of Memphis

Licensure/Certification

Licensed Specialist in School Psychology (LSSP)
Licensed by State Department of Education-Tennessee
Nationally Certified School Psychologist, NASP

Professional Interests

Consultation, Assessment/interventions for learning disabilities, Emotional Disturbance; Supervision

Dr. Jackie Miller, LSSP, LPC

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 (LSSP)
Licensed Professional Counselor

Professional Interests

Assessment, crisis intervention, bi-lingual assessment, consultation and counseling, individual counseling, adolescent group counseling, working with at-risk populations /students, cross-cultural issues and awareness.

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 (LSSP)
Nationally Certified School Psychologist

Professional Interests

FWISD Autism Coordinator and team member, Autism in-home training, Neuropsychological assessment, Early Childhood assessment, Consultation, Parent training, Experiential based counseling, Summer Challenge facilitator

Susan Norman, LSSP

Educational History

B.A. Psychology	University of Texas-Arlington
M.S. Clinical Psychology	North Texas State University

Licensure/Certification

Licensed Specialist in School Psychology (LSSP)
Licensed Psychological Associate, TSBEP

Professional Interests

Learning Disability, Mental Retardation, Parent Training

Christian Rewoldt, LSSP

Educational History

B.A. Psychology-Sociology	Texas A&M University at Kingsville
M.A. School Psychology	Texas State University, San Marcos

Licensure/Certification

Licensed Specialist in School Psychology (LSSP)
Nationally Certified School Psychologist, NASP
Senior Associate Trainer, International Association of Nonviolent Crisis Intervention
State of Michigan Preliminary School Psychologist Certification

Professional Interests

Nonviolent Crisis Management and Intervention, School Safety, Secondary Transition, Response to Intervention

Davette Robinson, LSSP

Educational History

B.S. Psychology	American International College, Springfield, MA
M.S. Psychology	Miami University, Oxford, OH

Licensure/Certification

Licensed Specialist in School Psychology (LSSP)
Licensed Psychological Associate, TSBEP

Professional Interests

Early childhood, ADHD, Mental Retardation, gifted, counseling, psychiatric disorders

Shailja Sharma, LSSP

Educational History

B.A. Psychology	MCM DAV College
M.A. Psychology	Panjab University
Specialist in School Psychology	Texas Woman's University

Licensure/Certification

Licensed Specialist in School Psychology (LSSP)

Professional Interests

Collaborative consultation for behavioral/academic problems, Interventions, Counseling and Social skills training

Melissa Shaw, LSSP

Educational History

B.S. Psychology	Texas Christian University
M.A. School Psychology	Texas Woman's University

Licensure/Certification

Licensed Specialist in School Psychology (LSSP)
Nationally Certified School Psychologist, NASP

Professional Interests

Consultation, Assessment of Emotional Disturbance and Learning Disabilities, Projective Techniques, Behavior Improvement Plans, Supervision, Advocacy for School Psychology

Amber Shawver, LSSP

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 (LSSP)
Nationally Certified School Psychologist

Professional Interests

Early Intervention, Consultation, Supervision/ Mentoring, Psychoeducational and Psychological Assessment

Stephanie Smith, LSSP

Educational History

B.S.	Elementary Education	Northeastern State University
M.S.	Special Education	Texas A&M University, Commerce
M.S.	Psychology	Texas A&M University, Commerce

Licensure/Certification

Licensed Specialist in School Psychology (LSSP)
Nationally Certified School Psychologist, NASP
Educational Diagnostician Certification
Elementary Teaching Certification

Professional Interests

Consultation, Intervention, Assessment, Specific Learning Disability Eligibility, Learning and Memory, Assessment of Culturally Diverse Students and Response to Intervention

Michael L. Webber, LSSP

Educational History

B.A.	Psychology	University of Texas
M.A.	Behavioral Psychology	University of Texas

Licensure/Certification

Licensed Specialist in School Psychology (LSSP)
Licensed Psychological Associate

Professional Interests

Autism, Mental Retardation, Early Childhood, Parent Training, ABA

Lois West, LSSP, LPA

Educational History

A.A.	Psychology	Bucks County Community College
B.A.	Psychology	Trenton State College
M.S.	Clinical Psychology	Angelo State University

Licensure/Certification

Licensed Specialist in School Psychology (LSSP)
Licensed Psychological Associate

Professional Interests

Investigate positive behavioral interventions for managing small groups and classrooms that are cost effective, with realistic data collection and encourage self management resulting in positive outcomes.

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 (LSSP)

Professional Interests

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

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.

APPENDIX C

Fort Worth Independent School District Application for Licensed Specialist in School Psychology Internship

Fort Worth Independent School District
Application for
Licensed Specialist in School Psychology Internship

Date: _____

Name: _____ **Social Security No.:** _____

Home Address: _____

Work Address: _____

Phone (Home): _____ **Phone (Work):** _____

Phone (Mobile): _____ **E-Mail:** _____

EDUCATION

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

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

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

Name of Training Director: _____

Training Director E-Mail: _____ **University Phone #:** _____

What is the status of your training program? (Put an "X" next to all that apply):

- | | | | |
|-------|-------------------------------|-------|------------------------------|
| _____ | NASP Accredited | _____ | APA-Accredited |
| _____ | NASP Accredited, on probation | _____ | APA-Accredited, on probation |
| _____ | Not Accredited | | |

What is your Department's Training Model (ask your Training Director if unsure):

- | | | | |
|--------------------------|---|--------------------------|----------------------|
| <input type="checkbox"/> | Clinical Scientist | <input type="checkbox"/> | Practitioner-Scholar |
| <input type="checkbox"/> | Scientist-Practitioner | <input type="checkbox"/> | Practitioner |
| <input type="checkbox"/> | Other - specify: _____(e.g. Developmental, Specialty, etc.) | | |

What is your primary theoretical orientation? (Put an "X" next to only one choice)

- | | | | |
|--------------------------|--------------------------|--------------------------|------------------------------|
| <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: _____) |

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 (e.g., a start date of January, 2001 in the graduate program would be 01 / 2001.).

_____/_____/____ (mm / yyyy)

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

_____/_____/____ (mm / yyyy)

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

- | | | |
|--------------------------|----------------|---|
| <input type="checkbox"/> | Yes | Date of completion: _____/_____/_____ (mm / yyyy) |
| <input type="checkbox"/> | No | Scheduled date of exam: _____/_____/_____ (mm / yyyy) |
| <input type="checkbox"/> | Not applicable | |

What is your thesis/professional paper title or topic?

What type of research does your thesis/paper involve? (Put an "X" next to only one choice)

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Critical literature review / theoretical |
| <input type="checkbox"/> | Original data collection |
| <input type="checkbox"/> | Use of existing database |
| <input type="checkbox"/> | Other (Specify: _____) |

Previous Academic Work

What is the highest degree that you have completed in any mental health field?

- | | | | |
|--------------------------|-------------|--------------------------|------------------------|
| <input type="checkbox"/> | Ph.D. | <input type="checkbox"/> | B.S.W. |
| <input type="checkbox"/> | Psy.D. | <input type="checkbox"/> | B.A./B.S. |
| <input type="checkbox"/> | Ed.D. | <input type="checkbox"/> | Ed.S. |
| <input type="checkbox"/> | M.A. / M.S. | <input type="checkbox"/> | Other (Specify: _____) |

Please list honors received:

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

- 1)

- 2)

- 3)

PRACTICA TRAINING

How many practica hours have you completed at the present time? _____

How many practica hours will you have completed prior to your internship? _____

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

**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.**

How much time have you spent in supervision?	Total hours
a. Hours spent in one-on-one, face-to-face supervision:	_____
b. Hours spent in group supervision:	_____
c. Hours of peer supervision / consultation and case discussion on specific cases:	_____

TEST ADMINISTRATION

What is your experience with the following instruments? Please indicate all instruments used by you in your assessment experience, excluding practice administrations to fellow students. You may include any experience you have had with these instruments such as work, research, practicum, etc., other than practice administrations. Please indicate the number of tests that you administered and scored in the first column, and the number that you administered, scored, interpreted and wrote a report for in the second column. You may add as many additional lines (under “Other Tests”) as needed for any other tests that you have administered.

ADULT TESTS

<u>Name of Test</u>	<u># Administered and Scored</u>	<u># Reports Written</u>
Bender Gestalt	_____	_____
Millon Clinical Multi-Axial Inv. III (MCMI)	_____	_____
MMPI-II	_____	_____
Myers-Briggs Type Indicator	_____	_____
Personality Assessment Inventory	_____	_____
Projective Sentences (includes Rotter Sentence Completion and other Sentence Completion Tests)	_____	_____
Projective Drawings (includes Draw-a-Person Test and Kinetic Family Drawing Test)	_____	_____
Rorschach (scoring system: _____)	_____	_____
Self-report measures of symptoms / disorders (e.g., Beck Depression Inventory)	_____	_____
Strong Interest Inventory	_____	_____

Structured Diagnostic Interviews (e.g., SADS, DIS)	_____	_____
TAT	_____	_____
WAIS-III	_____	_____
Wechsler Memory Scale III	_____	_____

Other Tests:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

CHILD AND ADOLESCENT TESTS

<u>Name of Test</u>	<u># Administered and Scored</u>	<u># of Reports Written</u>
Behavior Assessment System for Children-2 (Parent, Teacher, and Self-Report)	_____	_____
Connors Scales (ADD assessment)	_____	_____
Diagnostic Interviews (e.g., DISC, Kiddie-SADS)	_____	_____
MMPI-A	_____	_____
Rorschach (scoring system: _____)	_____	_____
Roberts Apperception Test – 2	_____	_____
Self report measures of symptoms / disorders (e.g., Children’s Depression Inventory)	_____	_____
WIAT	_____	_____
WIAT-II	_____	_____
WISC-III	_____	_____
WISC-IV	_____	_____
WPPSI-III	_____	_____
Woodcock Johnson-III: Test of Cognitive Abilities	_____	_____
Woodcock Johnson-III: Test of Achievement	_____	_____
Universal Nonverbal Intelligence Test	_____	_____

Other Tests:

_____	_____	_____
_____	_____	_____
_____	_____	_____

INTEGRATED REPORT WRITING

How many supervised integrated psychological reports have you written for each of the following populations? An integrated report includes a history, an interview, and at least two tests from one or more of the following categories: personality assessments (objective and/or projective), intellectual assessment, cognitive assessment, and/or neuropsychological assessment. These are synthesized into a comprehensive report providing an overall picture of the patient.

- a. Adults: _____
- b. Children / Adolescents: _____

CLINICAL WORK EXPERIENCES – What other clinical experiences have you had?

Some students may have had work experience outside of their master’s training and separate from practica or program sanctioned work experience.

LIST OTHER RELEVANT SKILLS (e.g. teaching experience, additional language fluency, research).

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?
Yes ____ No ____
2. Are there any complaints currently pending against you before any of the above bodies?
Yes ____ No ____
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?
Yes ____ No ____
4. Have you ever been suspended, terminated, or asked to resign by a graduate or internship training program, practicum site, or employer?
Yes ____ No ____
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?
Yes ____ No ____
6. Have you ever, in your lifetime, been convicted of an offense against the law other than a minor traffic violation?
Yes ____ No ____
7. Have you ever, in your lifetime, been convicted of a felony?
Yes ____ No ____

Signature

Date

ESSAYS

Instructions: Please answer each question in 500 words or less. You may complete this on a separate piece of paper. Please be sure to state your name on each response as they may be separated for review.

- 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.)
- 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.**
- 3. Please describe your experience and training in work with diverse populations. Your discussion should display explicitly the manner in which multicultural / diversity issues influence your clinical practice and case conceptualization.**
- 4. How do you envision our internship site meeting your training goals and interests?**



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PSYCHOLOGY INTERNSHIP