



## CPSE 688-R

School Psychology - Internship  
Fall 2020, Winter 2021, Spring 2021

2<sup>nd</sup> & 4<sup>th</sup> Thursdays 4:30 – 6:00 p.m.

Synchronous (Live) Remote Instruction

<https://byu.zoom.us/j/452778332>

Instructors: Nancy Y. Miramontes, Ed.S., NCSP (Fall, Winter, Spring)  
Casey Pehrson, Ed.S. (Fall)  
Tim Smith, PhD (Winter)

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(626) 393-2344 (cell – texts preferred)

### Office hours

Remote office hours by appointment.

NOTE: Faculty meetings are held on the 2<sup>nd</sup> and 4<sup>th</sup> Thursdays of each month from 10:00a-12:00p.

### Course Description and Goals:

This course is designed to provide internship students with added supervision as they acclimate to working independently in the field. Interns should have received adequate instruction regarding the university requirements for internship, and internship applications should have been submitted by the intern to the Internship Coordinator by the start of internship. The goals of the course are designed to help the intern complete and submit required portfolio artifacts by university set deadlines in efforts to prepare graduating students to receive the NCSP endorsement by NASP. Support for field-based problem solving will also be provided in this group venue. Interns are encouraged to work together and exchange ideas to benefit all class members. The internship requires a minimum of 1200 hours of full-time involvement for a period of one year, or 600 minimum hours of part-time involvement in two consecutive years to be completed by June of the respective school year.

### Class Assignments:

1. **Portfolio:** Interns will compile a portfolio of their activities, documenting their competencies in each domain. (For each domain, required and suggested activities are noted elsewhere in this document.) The portfolio includes a variety of documents that provide evidence of professional competency. Each artifact (or collection of artifacts) should be connected to a **rationale** and **reflective statement**. This format facilitates students' connections between classroom and field-based experiences and encourages reflection and insight not typical in most traditional types of assessment. I, and another faculty member will review portfolios during the remainder of your internship year. **ONE complete domain of the student's choosing will be submitted by Fall.** All other domains will be due between Winter and Spring.

2. **Time Logs:** Interns are to maintain a time log documenting their activities (an excel file with formulas for the excel spreadsheet should have been provided previous to this course). Field-based supervisors are required to meet with students a minimum of 2 hours per 40-hour work week. Each month the logs will be reviewed by the university-based supervisor. At this time the university supervisor can also review the on-site supervisor's formative evaluation of the intern.

Logs are to be submitted/updated (via learning suite or google drive) for review once a month - see class schedule for due dates.

3. **Attendance:** Interns will regularly attend CPSE 688R. Attendance is critical for licensure. **Missing 2 or more** class periods during the semester will result in a letter grade drop. *Class cancellations due to inclement weather will be announced via email no less than 1 hour before class. Cancelled classes due to weather will be made up on the following week or held online.*

4. **Case Studies:** Interns will complete **two** case studies (one academic and one behavioral), as part of their portfolio, suitable in format and quality for submission for credentialing as a Nationally Certified School Psychologist. Guidelines for completing the case studies are available online at <http://www.nasponline.org/certification/casestudytips.aspx>. **Two FINAL case studies (one academic and one behavior) will be due by the end of the Fall semester.** Incomplete case studies will result in a grade drop at the discretion of the instructor. Case studies will be reviewed by faculty and need to be passed by university-based supervisor no later than April 1<sup>st</sup>.

5. **Psychoeducational Reports:** **ONE psych report will be due by the end of Fall semester.** A second psych report will be due by the end of winter semester. All psych reports must be evaluated by faculty and passed by university-based supervisor no later than April 1<sup>st</sup>.

6. **Program Evaluation:** One **program evaluation will be due by the end of Fall semester.**

7. **Site Visits:** The BYU student, and BYU supervisor will participate in a mid-semester and end of semester site visit. This will involve an observation of the student engaged in a school psychology activity and a discussion of performance between all parties (for about an hour). Proactively plan three activities for your BYU supervisor to observe, just in case one or two fall through. The BYU Site Visit Feedback form will be completed by the BYU supervisor and uploaded to Task Stream by the internship coordinator. The student is responsible for ensuring that the BYU supervisor observes them in one of each of the following experiences across the academic year (Fall, Winter, or Spring):

- A. An IEP meeting in which the BYU student summarizes testing
- B. An individual counseling session with a K-12 student
- C. A small-group intervention led by the BYU student

Additional activities for BYU supervisors to observe could include a collaboration meeting with teachers/parents, classroom presentation, formal assessments or observations of K-12 students, etc

8. **Internship Self-Improvement Goals:** After the first week in the schools, carefully design **two goals** for personal improvement across the semester. Reporting required will be 2 goals for Fall, 2 Winter and 1 Spring. The activities and indications of success should be measurable and observable. Provide mid-semester and end of semester progress updates and submit via Learning Suite.

8. Interns will act in an ethical manner as described by the NASP and APA ethical codes. Interns will maintain the standards outlined in the BYU Honor Code.

9. Interns will read and understand the Utah standards for licensure in school psychology.

**Grading:**

94-100%	= A	73-76%	= C
90-93%	= A-	70-72%	= C-
87-89%	= B+	67-69%	= D+
83-86%	= B	63-67%	= D
80-82%	= B-	60-62%	= D-
77-79%	= C+	0-59%	= E

Note: per CPSE policy, students earning below a B- must re-take the class.

**Grade Distribution:**

10% Class Participation

10% In-class Assignments

40% Class Attendance

40% Uploading Portfolio Domains and Primary Artifacts on time

## CLASS POLICIES

**Plagiarism:** Any student who represents the work of another person as his or her own on any of the papers or the presentations will receive zero (0) credit for that paper or presentation. Cheating, submitting work other than your own, or plagiarism may result in penalties ranging from an F in the course to expulsion from the university. All students are subject to the University Policy Statement on Academic Dishonesty in the current Catalog.

**Grading:** A letter grade consistent with the student's performance on assignments will be awarded upon completion of the requirements of this course. A grade of incomplete (I) may be awarded, but only in extraordinary cases. The expectation is that all work will be submitted on or before the date it is due. Insufficient time, poor time management, or course/work overloads are not sufficient reason for awarding an incomplete (I). Due to the applied nature of the internship class, final grades are based on assignment completion, field supervisor/school team feedback, student progress reports from university faculty, professionalism, and improvement plan status. Questions about final grades may be brought to the instructor on record or to the program coordinator, Dr. Ellie Young.

**Drop/Withdrawal:** Students who drop or withdraw from the course must notify the instructor in writing. Failure to notify the instructor shall result in the student being considered absent without leave from the class and the student shall be considered responsible for all work missed.

**Course changes:** The instructor reserves the right to modify or change any part or all of the syllabus or the course requirements at any time during the quarter. Students shall be notified of any such changes.

**Honor Code:** In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

**Sexual Harassment:** Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at [801-422-2130](tel:801-422-2130); the Honor Code Office at [801-422-2847](tel:801-422-2847); the Equal Employment Office at [801-422-5895](tel:801-422-5895); or Ethics Point at <http://www.ethicspoint.com>, or 1-888-238-1062 (24-hours).

**Student Disability:** Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

## Class Schedule

**\*Portfolio assignments are to be uploaded to Taskstream by the due date (unless otherwise noted). Faculty reviewers are entitled to a 2-week turn around period. Please be mindful of their workloads and submit your portfolio items by the due date. If you foresee unavoidable delays please communicate them to me.**

DATE	TOPIC	In-Class Assignments	Due Dates
9/3	(Nancy) Introduction Syllabus Review New Grading Rubrics  <i>Onward: Vulnerability &amp; Purposefulness</i>  <i>Setting Healthy Boundaries – Learning to Say “No”</i>		
9/10	(Casey)  <i>IEP Present Levels &amp; Goal Writing and Progress Monitoring</i>	Site Visit Sign ups	<b><i>Please Review Syllabus and New Grading Rubrics by this date.</i></b>
9/17	(Nancy)  School Psych in a Pandemic  <i>Onward: Community Building</i>	Site Visit Sign ups	<b><u>University Deadline - Taskstream</u></b> <ul style="list-style-type: none"> <li>• Internship Agreement</li> <li>• Intern &amp; Supervisor Contact Sheet</li> <li>• Internship Goals</li> </ul>
9/24	(Casey)  Crisis Intervention		Log of Hours Due
10/1	(Nancy)  <i>Onward: Using Humor as a Tool</i>		
10/15	(Casey)  <i>The SELFIE Method</i>	Site Visit Sign ups	<b><u>Reminder for Continuing Interns:</u></b> <i>Taskstream accounts expire Nov. 15<sup>th</sup>. Please upload completed portfolio by Oct. 20<sup>th</sup> to avoid continuing account fees.</i>
11/5	(Nancy)  <i>School Psychologist as Counselor Part 1</i>  <i>Onward: Striving for Balance and Positive Self-Perception</i>	Site Visit Sign ups	Log of Hours Due
11/19			Log of Hours Due

	<i>(Casey) Educator Resiliency</i>		
12/3	<p>One-on-one Portfolio and Supervisor Feedback Meetings w/instructor via Zoom.</p> <p><i>*During our normally scheduled class time, please work on portfolio and document this time in your time logs.</i></p>	Alex presenting	<p><b><u>University Deadline – December 20<sup>th</sup></u></b></p> <ul style="list-style-type: none"> <li>• Psych Report #1 Final</li> <li>• Academic Case Study #1 Final</li> <li>• Behavioral Case Study #1 Final</li> <li>• Program Evaluation Final</li> <li>• One domain of your choice - Final</li> <li>• Two Site Visits on Record</li> </ul> <p><i>*No rough drafts, please submit final, complete, assignments. Upload to Taskstream.</i></p>
<b>Fall Ends; Winter Semester Begins (Instructors: Tim &amp; Nancy)</b>			
1/14	<u>Nancy</u> Introduction Syllabus Review Small Group Discussions		
1/28	<u>Tim</u> BIPs (part 1) <i>Completing FBAs &amp; Developing BIPs</i>	Site Visit Sign ups	Internship Goals for Winter Semester. Please upload to Taskstream.
2/11	<u>Nancy</u> BIPs (part 2) <i>Interventions for intentional non-learners, how to gain teacher buy-in, more intervention ideas</i>		Email/Update Time Log
2/25	<u>Tim</u> Counseling Strategies (Part 1) <i>Fun/creative counseling ideas for individual and group counseling</i>		
3/11	<u>Nancy</u> Counseling Strategies (Part 2) <i>Cluster Counseling, working with students who are non-verbal or cognitively low</i>	Site Visit Sign ups	Email/Update Time Log
3/25	<u>Tim</u> RTI & PBIS <i>Helping teachers to gain buy-in, learn to collect data, do professional development, and how to help the burned out colleague</i>		
4/8	<u>Nancy</u> IEP Goals		Email/Update Time Log

	<p><i>Working with goals you didn't write. How to navigate district culture – working with various professionals, etc.)</i></p> <p>NCSP paperwork</p>		
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**FINAL PORTFOLIO (uploaded)**

**DUE BY:**

**April 16th 2021**

Winter Ends; Spring Semester Begins (Instructor: Nancy)			
5/6	<p><i>Psychologist as Counselor 2</i></p> <p><i>Onward: Practicing Gratitude</i></p>	Site Visit Sign ups	Email log of hours to Nancy
5/20	<p><i>Psychologist as Counselor 3</i></p> <p><i>Onward: Summation – Seeing the End from the Beginning</i></p>		
6/3	<p><i>Student Choice</i></p>		
6/10	<p>Exit Interviews &amp; NCSP Signing Party – Location TBA</p>		
Week of 6/7	<p><i>Zoom Class with Prac Students</i></p> <p><i>*Final date/time TBA</i></p>		

**FINAL PORTFOLIO**  
**(with all revisions addressed and domains MET)**  
**DUE BY:**  
**JUNE 5, 2021**

## APPENDIX A

### Intern Portfolio Checklist

\* NOTE: This is a comprehensive list of the primary artifacts required in addition to the portfolio domain artifacts and rational/reflective statements. However, these primary artifacts may be used in your domains to demonstrate competency. If you are using one of these primary artifacts in your domains please highlight the appropriate sections that apply to the domain and upload a copy of the primary artifact to that specific domain – do not simply make reference to the artifact.

- Signed internship agreement
- Log of hours –year’s summary (signed by supervisors, intern, and university faculty). Pay particular attention to the site-based supervision hours. For 180 school days, an intern should have a minimum of 72 hours of individualized supervision from a site-based supervisor. Additionally, during the internship year, our program also requires a minimum of 25.5 hours of small group supervision (provided every other week by university faculty or adjunct faculty).
- Intern’s Contact Information and On-Site Supervisor Information
- Intern’s evaluation of internship site
- Intern’s evaluation of supervisor
- Program Evaluation
- CPSE End of Semester Evaluation
- Intern Goal Setting Chart. Documentation of goals should include: specific goals, activities to achieve goals, training & resources necessary to support goal acquisition. Include a written midterm or end-of-term summary evaluating your progress (in regard to your stated goals). 3 goals per semester for a total of 9 goals.
- 2 Case Studies (one academic, one behavior). The reviewers will use the NASP Case Study Rubric for evaluating two case studies. Case studies incorporate numerous skills and competencies and may be referenced in several of the portfolio domains.
- 2 Psychological Reports. The reviewers will use the Assessment Report: Evaluation Form for evaluating the two psych reports.
- School Psychology Praxis results. Passing score is 148. You must include all pages of the Praxis test result summary (approximately 2 pages, front and back).
- Formal fall and winter semester evaluations (conducted & signed by sit supervisor and university faculty)



## APPENDIX B

Internship Portfolio Cheat Sheet – What to include where**Domain I: Data-Based Decision-Making and Accountability**

- FBA/CBE
- Psychoeducational Reports
- Case Studies (1 behavioral, 1 academic)
- Program Evaluations

**Domain II: Consultation and Collaboration**

- Case Studies (documenting collaboration)
- Data regarding student progress as a result of collaboration/consultation
  - Student progress as a result of BIPs you've helped to write.
- Documentation of participation in team planning and decisions, and how student outcomes improved from participation.
  - Narrative of your participation in IEP meetings, parents meetings, etc... and how the collaboration affected student success, learning and progress.
- Documentation of effective collaboration with teachers, specialists, administrators, parents and family members, etc...
  - Letters of support from collaborators
  - 1 page narrative descriptions of your work with others

**Domain III: Intervention and Instructional Support to Develop Academic Skills**

- Data regarding student progress to academic interventions
  - Case studies
  - BIPs
  - CBE
- Description or copies of any learning aids, lessons or materials you've used to teach academic skills to students
- Documentation of involvement in school or district academic interventions

**Domain IV: Interventions and Mental Health Services to Develop Social and Life Skills**

- SOAP notes or other counseling and/or progress notes
- FBA/BIPs
- Descriptions or copies of social and life skills counseling, lesson, materials, systems and groups that were implemented.
- Documentation of involvement in PBS interventions or initiatives.
- Data regarding student progress to social, behavioral, and life skill interventions that identify appropriate developmental needs and expectations.

**Domain V: School-Wide Practices to Promote Learning**

- Description of involvement (and outcomes from being involved) in systems interventions and committees, etc..
  - Inservice agenda notes, summary of items discussed, how you helped to problem solve, any suggestions you made, etc....
- Evidence of integration of general and special education interventions and activities
  - Document interventions you have developed or help to develop to make positive systems change in your department or school overall.
- Evidence of contributions to team meetings and decisions.
  - Use the problem solving model and plug-in your experiences.
- Supervisor evaluation of effective relationships with school settings
  - Ask your intern supervisors to write a brief description of your participation in the school or watch you in a collaboration meeting and then write up some suggestions and comments for you.

### **Domain VI: Preventative and Responsive Services**

- Evidence of development and implementation of preventative initiatives in mental health that appropriately meet the developmental and cultural needs of the students whom they serve.
  - Disseminating NASP approved parent handouts on specific topics that identify areas of need in your school.
  - Starting a teacher newsletter that informs teachers on interventions when working with anxious or behaviorally difficult students.
- Lesson plans for general or special education students that address mental health issues. (include: objectives and means of measuring student learning and include a foundation of empirical evidence).
- Data-based intervention plans for students who are challenged by mental health issues.
  - BIPs, Case Studies, etc...

### **Domain VII: Family-School Collaboration Services**

- Evidence of meetings with families, in collaboration with field or university-based supervisor (you can schedule a parent meeting when I come for your visit and kill two birds with one stone this way!) and identifying family strengths and components of the family system that impact delivery of services and implementation of interventions.
- Documentation of school-based meetings that strengthen family systems.
  - Your participation in an IEP meeting or parent meeting. Use the problem solving model and plug in your experiences.
- Documentation of school-based initiative that respond to family needs.
  - Start an after school tutoring program.
  - Start a newsletter that can be left in the main office for parents to get that addresses how to handle school truancy, school refusal, homework tips, etc... -- You can get these from NASP too.

- Documentation of collaboration with community resources (faith-based groups, community agencies, private mental health professionals, etc..)
- Get the appropriate forms signed and collaborate with an outside counselor, bishop, etc.. about a child on your caseload.

### **Domain VIII: Diversity in Development and Learning**

- FED form (data regarding school demographics, found in student handbook)
- ELL evaluations and outcomes that demonstrate culturally responsive evaluations and intervention practices.
- Translation of school materials into various languages
- Documentation of effective use of interpreters
- Documentation of research/information you've gathered about cultural issues in your school.
- Materials/references/resources/crisis intervention resources developed for teachers/parents/students/ with respect to cultural and linguistic issues.
- Evidence of your involvement with cultural experts in decision making that impacts students with unique needs and those from diverse backgrounds.
  - Think Autism, Homelessness, Truancy...all of these are multicultural related issues as much as ethic considerations are.

### **Domain IX: Research and Program Evaluation**

- Evidence that interventions are evidenced-based by providing citations in your intervention plans.
- Summaries of your thesis that demonstrate contributions made to understanding human nature.
- Program evaluations using aggregated data if appropriate.
- Summary of how you used a particular research article to educate yourself on how to help a specific student.

### **Domain X: Legal, Ethical, and Professional Practice**

- Summary of a situation that required using a problem solving model to determine an ethical approach to resolving a problem.
- Evidence of using legal knowledge to protect the rights of children and the organizations that serve them
- Summary of your personal roles and functions within your current setting.
- Evidence of completed professional development activities (inservices, district trainings) and document how the activity made a positive difference in the education of a child.

## APPENDIX C

### School Psychology Internship Portfolio – How it will be evaluated

The intern is required to document experiences in each of the 10 domains listed in the internship syllabus. These domains are based on the NASP program training standards.

**REVIEWING THE PORTFOLIO:**

University Due dates:

The intern is responsible for uploading the portfolio to Task Stream where the Internship Coordinator will view it.

**Review Process:** Two university faculty members will be assigned to review the intern’s portfolio components throughout winter semester. Faculty reviewers will have two weeks to complete their reviews and students will have two weeks to complete revisions. Each domain of the portfolio contains selected samples of the intern’s work and provides evidence of developing professional competency.

The faculty reviewers rate each domain as Unsatisfactory (0), Basic (1), Proficient (2), or Distinguished (3). Interns will receive written feedback regarding their final portfolio during spring semester.

**Portfolio Evaluation:**

For each of the 10 domains of competency, the portfolio will be rated with the following rating guidelines:

0 Unsatisfactory	1 Basic	2 Proficient	3 Distinguished
(a) Materials missing, (b) Disorganized, (c) Evidence of poor performance, (d) Incomplete logs - not documenting hours, basic requirements, and supervision	(a) Materials incomplete, (b) Questionable organization or appearance, (c) Written communication is unclear, (d) Content lacks some information	(a) Materials generally complete, (b) Professional appearance and organization, (c) Clearly written, (d) Appropriate and sufficient content and documentation	(a) Materials complete, (b) Exceptional appearance and organization, (c) Well written and clearly documented, (d) Complete and detailed contents

**Rubric for Rationale and Reflective Statements:**

Assessment Criteria	0 Unsatisfactory	1 Basic	2 Proficient	3 Distinguished
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Rationale or justification for artifact(s)	No rationale is included or the rationale provided is judged as having no connection to knowledge, dispositions, or performance of the domain.	Rationale is included but connection to the knowledge, dispositions, or performance indicators of the domain is unclear to the reviewer.	Rationale provides a general connection to the knowledge, dispositions, or performance indicators of the domain.	Rationale represents domain and is presented so that there is a clear connection to the knowledge, dispositions, or performance indicators of the domain.
Reflective Statements	No reflective statement presented	Student writing lacks independent and original thought or expression of personal tone.	Student writes in a personal tone that is somewhat reflective of independent and original thought.	Student writes in a personal tone that is reflective of independent and original thought.

**Remediation:** In the case of an intern demonstrating weakness or deficiency (Unsatisfactory or Basic) in any of the 10 domains, work related experiences or activities will be assigned to assist the student in demonstrating competency.

**Confidentiality:** The portfolio must reflect an understanding and respect for confidentiality. All identifying information, including student (child/adolescent and family) names, should be blackened (unreadable), altered substantially, or removed from the work samples.

**Portfolio Domain Summary Sheets:**

Each domain should be prefaced with a “domain summary sheet.” This summary provides a global report of the intern’s experiences related to the specific domain and explains the work samples or experiences cited which provide support for demonstrating competency. Refer to the internship syllabus for an explanation of each domain and related activities that could be used as examples for demonstrating competency.

NOTE: Application for state licensure is NOT required for graduation nor to be included in this portfolio. Students can complete these packets after the degree is posted on the transcript. See the department secretary for paperwork.

**APPENDIX D**

**Example: Internship Goal Setting Chart**

Goal Plan for: \_\_\_\_\_ Date: \_\_\_\_\_

	<b>Objective</b>	<b>Activities</b>	<b>Indications of Success</b>	<b>Projected date of completion</b>
1.0	Demonstrate proficiency in using the problem solving process to respond to student, teacher, and parent concerns about student's learning or behavior.	<p>With your supervisor, identify a student which has behavioral or academic concerns.</p> <p>Complete the problem solving process worksheet with your supervisor and other professionals or parents as is appropriate.</p>	<p>Review of problem problem-solving process in your journal.</p> <p>Record feedback from supervisor in journal.</p> <p>Record personal observations of process in your journal.</p> <p>Include problem-solving process worksheet in your portfolio.</p>	March 10, 2020
1.1	Demonstrate proficiency maintaining the problem-solving process through initial intervention, assessment, and monitoring interventions.	Maintain progress notes, assessment plans, and intervention summaries which document the effectiveness of intervention and assessment.	<p>Progress notes.</p> <p>Reflections in journal.</p>	March 10, 2020
1.2	Demonstrate proficiency in administering standardized tests	<p>Observe supervisor administer WISC</p> <p>Observe professional administer a measure of academic performance</p> <p>Co-score standardized tests (list specific tests) with supervisor or other professional</p>	<p>Notes in internship log</p> <p>Discussion with supervisor</p> <p>Protocols from activity</p>	December 15, 2020
1.3	Demonstrate proficiency in qualitatively reviewing assessment procedures	<p>After co-scoring protocols discuss with supervisor the significance of test results</p> <p>Read two psychological reports and evaluate the usefulness of the information in developing interventions and informing the reader about quantitative results</p> <p>Draft a psychological report that contains qualitative information about assessment procedures</p>	<p>Record highlights of discussion in journal</p> <p>Report reactions in journal</p> <p>Psychological report</p>	December 15, 2020
1.4	Demonstrate proficiency in developing interventions from assessment	<p>Develop interventions based on assessment.</p> <p>Have a peer review recommendations and incorporate appropriate feedback into report</p> <p>Draft a psychological report and submit to instructor for review</p>	<p>Write recommendations based on assessment. Recommendations have evidence of efficacy and efficiency. Peer notes and second draft of report.</p> <p>Final draft of a psychological report that presents assessment data which leads to effective and efficient interventions.</p>	December 15, 2020

### Internship Goal Setting Chart

Internship Plan for: \_\_\_\_\_ Date: \_\_\_\_\_

NASP Domain	Objective	Activities	Indications of Success	Projected date of completion

Mid-semester Update:

End-of-semester Update:

