

**Grant Program in School Psychology Internship
Application Form**

Proposed Name of Internship Program:

Rutgers School Psychology Internship Consortium

Affiliated Organization/University:

Rutgers University

Website:

gsappweb.rutgers.edu

Mailing Address: Graduate School of Applied and Professional Psychology

Street: 152 Frelinghuysen Rd.

City: Piscataway

State: NJ

Zip: 08854

Program Director of Training:

Name: Karen L. Haboush

Phone: 848-445-3946

Email: haboush@rci.rutgers.edu

Person Submitting the Application (if different than Program Training Director):

Name: Susan G. Forman

Phone: 848-445-3975

Email: sgforman@rci.rutgers.edu

Is the current or proposed internship program operated by a nonprofit entity? (This includes governmental agencies.) Yes No

If yes, please upload IRS determination letter. Please see the attachment.

If no, program does not qualify.

Please provide the federal tax identification number: 1226001086A1_____

Number of proposed intern positions (2014-15): 8 Full Time _____ Half Time

Number of additional intern positions that will be created for next year with grant funding (2015-16): 4 Full Time _____ Half Time

Number of licensed Psychologists part of internship program:

 8 Full Time Part Time

Description of proposed internship program (max of 250 words):

Although the majority of youth receive psychological services do so in school settings, and most school psychology doctoral students will seek employment in schools, a shortage of APA/APPIC school-based and school-related sites exist to train doctoral interns. It is essential that school psychology students be provided with the opportunity for high quality internship experiences in settings that will prepare them for their future professional practice. The recently formed Rutgers School Psychology Internship Consortium currently consists of Rutgers University in partnership with nine educational settings with the goals of preparing school psychology doctoral students to: (a) function at a high level of professional competence in a range of school psychological service roles; (b) assume professional leadership roles; (c) deliver services to underserved youth; and (d) obtain the credentials to engage in practice in schools and school-related settings as well as independent practice. The Consortium, which is still developing, currently provides exclusively affiliated internships through an allied/shared model of governance. In seeking APPIC membership and APA accreditation, the model will change to a partially affiliated internship model in which Rutgers school psychology students are given preferred status when applying to Consortium sites, and students from other universities are placed in openings after Rutgers students are placed.

The internship is a full-time (1750 hour) training experience based in an educational setting consisting of a range of activities including assessment, evidence-based intervention, consultation, crisis intervention, program development, program evaluation, research, and supervision. Interns have experiences in prevention and development of systems supports, as well as with direct intervention for client problems, and work with diverse clients and underserved populations.

Interns receive two hours per week of individual supervision provided by a doctoral level psychologist, licensed to practice at the independent level by the State Board of Psychological Examiners and certified to practice in school settings by the State Department of Education, as well as three additional hours per week in group supervision and training activities with other interns.

Is the internship training program completed within 24 months? (12 months for full-time, 10 months for school psychology, or 24 months for part-time) Yes X No

Does the internship training program have a designated leader who is a doctoral psychologist, credentialed to practice psychology in the jurisdiction of the program?

Yes X No

If yes, please attach a copy of the leader's resume or curriculum vitae.

If no, the program does not qualify.

Please see the attachment

Does the program inform students of due process procedures before beginning their training? Yes X No

Please attach a copy of the due process policy, which should include notice, hearing, and appeal.

Please see the attachment

Does the program further the understanding of cultural and individual diversity?

Yes No

Please provide information that addresses training in cultural and individual diversity issues and information that demonstrates the program's value of cultural and individual diversity.

One of the goals of the internship (see below) is "to increase intern skill in working with individuals and groups from diverse racial, cultural, ethnic, linguistic, socio-economic, and gender-related backgrounds." In order to support this goal of developing intern cultural competence, internship sites are selected to represent a diverse range of client and setting characteristics. Internship sites include schools that are urban, suburban, public, and private, and school mental health centers. These sites serve general populations as well as those with special needs. Clients at these sites vary on many dimensions including race, ethnicity, national origin and immigrant status, socioeconomic status, family structure and sexual orientation. In addition, client problems are diverse including internalizing disorders, externalizing disorders, learning disorders, problems related to trauma, and health related issues.

Thus, the goal of increasing intern cultural competence is addressed through supervised experience in working with the diverse populations described above. In addition, the internship seminar, which all Consortium interns participate in, provides additional training in this area. As interns from all Consortium sites attend this seminar and participate in group supervision, individual interns profit from learning about the diverse clients and issues that their intern peers are working with. This serves to expand their knowledge of cultural issues. In addition, didactic training in the internship seminar directly addresses cultural competence and diversity. For example, didactic training includes topics such as the achievement gap and racial disparities in school discipline practices, working in urban schools, and working with clients who are diverse in terms of culture, race, ethnicity, and ability.

Does the program provide students with written feedback on their performance at least twice each training year? Yes No

Please provide a copy of the written evaluation form.

Please see the attachment

Does the program regularly engage in reviews of its goals and objectives?

Yes No

Please identify the goals, objectives and competencies for the training program.

Goal 1 – To increase intern skill in engaging in the professional practice of school psychology at the individual, group, and organizational levels in schools and related settings.

Objective 1.1 – To increase intern skill in psychological assessment.

Competency 1.1 – Intern formulates and conducts psychological assessments that are technically adequate, accurate, relevant, and useful for decision making and planning purposes.

Objective 1.2 – To increase intern skill in intervention and prevention.

Competency 1.2 – Intern selects, develops, implements, and evaluates interventions that are relevant to the client, problem, context, and that are empirically supported.

Objective 1.3 – To increase intern skill in consultation.

Competency 1.3 – Intern provides useful guidance, advice, and technical assistance to teachers, parents, administrators, and other stakeholders regarding client needs and problems, and methods of addressing them.

Objective 1.4 – To increase intern skill in program planning and evaluation.

Competency 1.4 – Intern assesses client and organizational needs for the purpose of developing new programs, and uses appropriate methods of evaluating the effectiveness of implementation of those programs.

Goal 2 – To increase intern skill in the use of scientific methods of selecting, developing, and evaluating interventions for clients.

Objective 2.1 – To increase intern skill in the use of scientific evidence to select and develop interventions.

Competency 2.1 – Intern uses scientific evidence of efficacy and effectiveness in selection and development of interventions for clients.

Objective 2.2 – To increase intern skill in the evaluation of client progress linked to intervention delivery.

Competency 2.2 – Intern engages in regular monitoring of client progress to evaluate intervention outcomes.

Goal 3 – To increase intern skill in applying systems thinking to professional practice at the individual, group, and organizational level.

Objective 3.1 – To increase intern skill in the evaluation of the impact of systems on clients.

Competency 3.1 – Intern engages in use of methods of assessment and evaluation of problems that provide information on the impact of multiple systems on client functioning.

Objective 3.2 – To increase intern skill in the development of interventions and implementation strategies that reflect systems understanding.

Competency 3.2 – Intern selects/develops interventions and implementation strategies that address the impact of systems variables at multiple levels.

Goal 4 – To increase intern skill in working with individuals and groups from diverse racial, cultural, ethnic, linguistic, socio-economic, and gender-related backgrounds.

Objective 4.1 – To increase intern skill in identification of client diversity characteristics that may influence client behavior.

Competency 4.1 – Intern incorporates the relevance of culture, ethnicity, and other dimensions of diversity in conceptualization of client problems.

Objective 4.2 – To increase intern skill in the process of adaptation of interventions to address client diversity.

Competency 4.2 – Intern addresses the diverse characteristics of clients in adaptation of and delivery of interventions.

Goal 5 – To increase intern skill in communication and collaborative problem solving.

Objective 5.1 – To increase intern skill in working effectively in the context of a multidisciplinary team.

Competency 5.1 – Intern communicates effectively, offering cogent and practical ideas and solutions, in meetings and interactions with other service providers.

Goal 6 – To increase intern understanding of ethical professional practice.

Objective 6.1 – To increase intern skill in developing practice decisions based on ethical guidelines, professional standards, and laws and regulations related to school psychology.

Competency 6.1 – Intern makes practice decisions that are consistent with ethical guidelines, professional standards, and laws and regulations related to school psychology.

Is supervision regularly scheduled to ensure that all full-time interns receive at least 4 hours (including a minimum of 2 hours individually with a licensed psychologist) of face-to-face supervision each week? Yes No

Will interns be given an opportunity to provide feedback to the program?

Yes No

Please provide a copy of the program evaluation form that will be completed by the interns.

Please see the attachment

Does the program ensure that intern training requirements take precedence over service delivery and revenue generation?

Yes No

Please provide clarification how the program meets this goal.

Rutgers School Psychology Internship Consortium placements have been developed explicitly for the purpose of providing training for doctoral interns. Current Consortium partners were approached with an invitation to join the Consortium which emphasized the advantages of internship training to the profession of school psychology and to their organizations. Additional potential Consortium partners will be approached with the same rationale. Although as emerging professionals, interns can certainly contribute to service delivery, internship sites are fully aware of the intern's need for further training and supervision, and of the internship site's role in providing this. In order to ensure that primary emphasis is on intern training rather than service delivery, each internship site signs an Affiliation Agreement indicating that that the site agrees to provide a planned sequence of training experiences. In addition, each intern completes an internship contract, developed with their site supervisor. The contract specifies the specific goals of the internship, indicating how the intern seeks to increase their professional knowledge and skills, and the activities that will be engaged in to meet those goals, as well as how supervision and didactic training activities will be carried out. In addition, the Director of the Consortium, as well as the Director of the School Psychology Program, must approve each contract to ensure that the scope and quantity of cases and other activities are appropriate for an intern. As schools, none of the affiliated internship sites derive revenue from provision of psychological services.

Proposed schedule of seminar topics and presenters for the internship year (with the expectation of a minimum of 2 hours per week).

Please see the attachment

Does the internship program provide a stipend to all interns? Yes No

If a stipend is provided, how much is it? \$25,000

If a stipend is not currently provided, what is the plan for the internship program to assure a stipend once the grant is expended (max of 250 words):

Which of the following does the grant program meet?

1. New internship program Yes No

2. Expansion of current number of internship positions Yes No

Budget:

Funds may be requested for the following:

APA Accreditation

APPIC Membership Application (\$300)

APPIC National Match (\$240)

Webdomain name (\$55)

Fiscal Sponsorship fee

Other consortium fees and expenses

Supervisor and Consultation fees

APA Application Fee for Applying for Eligibility Status (\$1,000)

APA Application Fee for Applying for Accredited Status (\$1,000)

APA Self Study (\$2,250)

APA Site Visit Fee (\$3,400; 2 visitors)

If funds remain after that time, a request for extension must be sent along with the required update.

The maximum grant award will be \$10,000.

Total amount requested: \$10,000

Details of the funding request/line-item budget (max 100 words per line-item):
\$2445 - Consultation visit (stipend and travel). An external consultant from an existing APA accredited school-related internship consortium will be brought to Rutgers to review the operation of the Rutgers Consortium and provide feedback about enhancements to facilitate the APA accreditation process.

\$750 - APPIC application and membership fees. The Rutgers Consortium will apply for APPIC membership prior to applying for APA accreditation.

\$1000 – Eligibility status application fee. The Rutgers Consortium will apply for Eligibility Status and the grant will provide funds for the Eligibility Status fee.

\$5650 - APA accreditation application and site visit fee. The Rutgers Consortium will apply for APA accreditation and the grant will provide funds for the application fee and the site visit fee.

\$55 – Webdomain name. The Consortium currently uses the Rutgers-GSAPP website, but will develop its own website.

Amount Purpose Justification

Describe plans and timeline for meeting CDSPP, APPIC, APA and HSP standards/accreditation, including timeline for submitting self-study (max of 500 words):
Note: It is recognized that CDSPP, APPIC, APA and HSP accreditations will be accomplished in stages over time.

The Rutgers School Psychology Internship Consortium plans to seek APPIC membership and APA accreditation over the next two years. At this time, the Consortium has its second cohort of students completing Consortium internships. From its inception, Consortium policies and procedures have been developed to conform to APPIC and APA standards, and the Consortium currently meets CDSPP guidelines. The importance of seeking APA accreditation has been agreed upon by all Consortium partners. The Director of the Consortium and the Director of the School Psychology Program will take the lead in formulating the self-study for APA accreditation review, although all Consortium partners will be involved, and current interns and school psychology students will provide input. The timeline for the seeking APPIC membership and APA accreditation is as follows.

January 2015-June 2015: Second cohort of interns in spring semester of their Rutgers Consortium Internship.

January 2015-April 2015: Schedule, prepare materials for, and engage in program consultation visit with consultant from APA approved school internship consortium to review and provide feedback on current Rutgers Consortium operation in preparation for self-study.

February 2015-April 2015: Application and selection of third cohort of interns for 2015-2016 internship year.

May 2015-August 2015: Adapt/revise Rutgers Consortium policies and procedures in response to consultant feedback in order to better align with APA accreditation requirements.

September 2015: Apply for APPIC membership.

September 2015-April 2016: Develop and finalize self-study document.

September 2015-June 2016: Third cohort of interns participates in Rutgers Consortium internships.

December 2015: Apply to APA for eligibility status (submit Domains A-D of self-study).

May 2016: Request APA accreditation review and submit self-study.

How will the internship program sustain financial support for the program once the grant period ends? Please be specific (max of 500 words).

This grant will provide funding for costs related to seeking APA accreditation and APPIC member status. Ongoing costs of the Consortium, such as intern stipends, intern supervision, and program management are being and will continue to be supplied by Rutgers University Graduate School of Applied and Professional Psychology, and school partners. Rutgers University has hired a Clinical Associate Professor for the School Psychology Program who is responsible for management of the Rutgers School Psychology Internship Consortium. School partners provide intern stipends (\$25,000 each) and some supervision costs, and Rutgers provides management/administration and additional intern supervision and training costs. Rutgers is committed to sustaining the Consortium as a means of ensuring high quality doctoral training for its doctoral School Psychology Program, given the scarcity of other school-based doctoral intern internships. School partners are sites with which the Rutgers School Psychology Program has had long-standing relationships. In some cases these sites have hosted Rutgers practicum students for many years, and in some cases Site Supervisors are Rutgers graduates. Currently, the Consortium includes nine partners; the potential exists to expand the number of partners if the need for internships increases. These longstanding relationships combined with Rutgers' efforts to fully inform school partners about the advantages of internships, such as opportunity to "grow" future staff members, and to support innovation and professional development for interns and partner staff, will provide the basis for long-term sustainable partnerships.

Please provide letters of support for this application from the Affiliated Organization/University and school training sites that include information about sustaining financial support (direct and indirect) for the internship program.

Please see the attachment

On behalf of the aforementioned internship program, I pledge to spend the requested funds in the manner specified in this application. I further pledge to provide Division 16/CDSPP, when requested, follow-up data on submission of our APPIC and APA accreditation status, number of internship positions, and program developments.

Susan G. Forman

11/14/14

Printed name

Date