

FERKAUF GRADUATE SCHOOL OF PSYCHOLOGY

YESHIVA UNIVERSITY

SCHOOL-CLINICAL CHILD PSYCHOLOGY PROGRAM:

EXTERNSHIP and INTERNSHIP MANUAL

2015-

The Combined School-Clinical Child Psychology Program reserves the right to modify the content and procedures listed in the Externship-Internship Manual at any time. Students are expected to abide by its guidelines and be knowledgeable of the information within this document.

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General Information

Didactic coursework in the School-Clinical Child Psychology Program is complemented by supervised practica and field experiences in assessment, intervention and consultation with children, adolescents, adults and families. The School's Parnes Center for Psychological and Psychoeducational Services is the primary practicum site for all students. In addition, facilities on the Albert Einstein College of Medicine campus, and early childhood centers, elementary schools and high schools, residential treatment centers, rehabilitation centers, medical centers, hospitals and mental health agencies in New York, New Jersey and Connecticut are externship and internship sites. The field experiences provide opportunities to develop competence in the application of psychological theory, research and ethical principles to practice in applied settings.

Students are required to be involved in practicum and externship experiences during every semester of their training until they graduate. The sequence of experiences has been carefully designed to provide a systematic orientation to the practice of school and clinical psychology and is coordinated with course work in each year.

Supervised Experiences

There are three types of supervised experiences- the Practicum, the Externship and the Full-time Internship.

The **Practica** are part of formal course work and are supervised by the program faculty responsible for the courses. Practicum experiences are associated with: Cognitive Assessment I, Psychoeducational Assessment, Appraisal of Personality, Child Assessment with Practicum I-II, Neuropsychological Assessment, and Practicum in Child Therapy I-II (CBT and Psychodynamic).

The **Externships and Full-time Internship** refer to field experiences that take place outside of the University and are supervised by licensed/appropriately credentialed psychologists who are either employees or consultants to the externship or internship site. The externship experiences enhance the competencies associated with professional practice and parallel the student's formal course work. The internship is the culminating doctoral-level experience.

Externship. This experience is a part-time field-work experience. **(The term, “externship” is used in NYS to delineate part time supervised field experiences. In other states, the term “practica” is used for this set of experiences. Please be aware of the distinctions. You will need to use the terms differently when applying for certification, licensure and registration in the varied states.)**

Students are required to complete **three, 10-12 month** externship experiences during the second, third and fourth years of the program. Each of the experiences takes place for no less than two

days per week (a minimum of 16 hrs/wk). The expectation is that students will complete a minimum of 600 hours during each externship experience. Students accumulate approximately 1750 hours of supervised experience by psychologists who are employees or consultants to the facility, prior to internship.

Students are responsible for following the externship/internship's calendar in terms of beginning and end dates and holidays. **In other words, even if Ferkauf's calendar indicates a holiday or semester break for students, the student is governed by the externship/internship's calendar.** Do not assume you have a vacation from the site because Ferkauf has a stated vacation date. **CHECK WITH THE SITE SUPERVISOR** about vacation days – if any. Students accumulate approximately 1750 hours of supervised experience by psychologists who are employees or consultants to the facility, PRIOR to internship.

Full Time Internship. Guidelines for the internship experience comply with the Council of Directors of School Psychology Programs' Guidelines for Doctoral Internships in School Psychology and meet Clinical Psychology requirements. (See Appendix A for a copy of these guidelines). Students are referred to the Program Handbook for a full explanation of the different Internship options – School, APA-accredited, APPIC-approved but not APA-accredited and non-APA-accredited/non-APPIC approved.

The full-time internship is the culminating academic experience and is taken after all course work has been satisfactorily completed. **The Program requires students to accumulate a minimum of 1500-1750 hours of Doctoral level Internship experience prior to graduation.** Students who complete an internship in a mental health facility are able to acquire 1750 hrs of experience while those interning in a school can usually acquire 1500 hrs in ten months. New York State regulations concerning licensure as a Psychologist indicate that students can receive credit for **no more than 1750 hours of pre-doctoral internship experience** even if they complete more than that number of hours. **Hours accumulated during externship do not count towards licensure hours.**

In compliance with New York State Department of Education regulations any of the three options listed below will meet the School-Clinical Child Psychology program's Internship requirements:

- 1- A student gains 1750 hours of internship experience if they work a minimum of 35 hours a week for **twelve months**. This is the “traditional” clinical internship that takes place in a hospital or mental health facility.
- 2- If the internship takes place in a school, the student is expected to work a “full school week” for 10-12 **months**. Students will accumulate approximately 1500 hours of experience in a ten-month school year. Students can extend the school-based internship to twelve months if it meets program guidelines.
- 3- The internship may be completed in two years (no less than half time each year).

New York State Licensure requirements. Information about licensure in NYS can be found at

<http://www.op.nysed.gov/prof/psych/psychlaw.htm>.

The NYS Commissioner's Regulations (Part 72) can be found in Appendix

The Supervisor.

Rationale and Assumptions Regarding Supervision (Adopted with permission from Dr. David McIntosh, Ball State University)

1. Learners are responsible and will attain competence at different rates.
2. The most effective learning takes place within the context of an accepting environment and a relationship of mutual respect and trust between teacher and learner.
3. Modeling is a key factor in learning. Supervisory staff endeavors to model behaviors which have been identified in the literature as facilitative of learning.
4. Ongoing evaluation is crucial in any teaching/learning endeavor. It is recognized that the learners must have input into the process to maximize its effectiveness.
5. The philosophy of supervision is based on a constructivist view of the learner as being an active participant in his/her own learning. However, the first responsibility of supervisor and supervisee alike is to the client. Some activities which may take a different form if considered from a strictly pedagogical standpoint may have to be surrendered in the best interest of those served.

The supervisor at the externship or internship is a Psychologist who is an employee or consultant to the facility and has been designated to be the primary supervisor and contact person between the Program and the placement site.

The supervisor's role is a critical and indispensable component of the training process. As a role model and teacher, the supervisor provides the gateway into the professional world of psychology in both schooling environments and in mental health facilities. The program relies on the supervisor's feedback to evaluate the student's performance, skills, attitudes and abilities as a professional psychologist.

The supervisor,

- a. Coordinates the externship and internship experiences in keeping with the guidelines described in this manual. Such supervision must meet New York State requirements as specified by the Department of Education
- b. Provides a minimum of two hours of direct supervision and an average of one hour of other supervisory experiences, such as group supervision, **for the internship**. A minimum of one hour a week of direct supervision is **required for the externship**.
- c. A licensed psychologist must be the person primarily responsible for providing supervision unless the student has received the Program approval for an alternate supervisory experience.

- d. It is recommended that a Certified School Psychologist who is also a state-licensed psychologist supervise experiences that occur in school placements.
- e. The supervisor must be an employee or consultant to the agency in which the experience occurs.
- f. The supervisor is also responsible for completing required evaluation forms that are program driven.
- g. The supervisor receives an appointment from Yeshiva University as an Adjunct Field Supervisor and is considered a member of the adjunct faculty.
- h. The supervisor is required to submit an up-dated c.v. prior to being approved as an Adjunct Field Supervisor.

Externship and Internship Seminars: Students in the second, third, fourth years of the Program must register for Externship Seminar (PSS 8944-48) each semester they have an Externship. Students on Internship register for Doctoral Internship seminar (PSS 8941-42). If you are not registered for these courses, you cannot receive credit for the experience, **nor will you be covered by the University's Professional Liability policy.** These seminars provide students with group supervision and are led by Ferkauf faculty.

Externship and Internship Evaluations: The Program utilizes multiple methods for monitoring and evaluating the externship/internship experience.

- The field supervisor evaluates students twice a year. A link to the online evaluation form is emailed to the field supervisor in December and again in May. These evaluations are reviewed by designated Ferkauf faculty members and may be discussed with the student. It is critical that there be ongoing communication between the field supervisor and the university to discuss student issues. As such, the supervisor's feedback provides the main database for evaluating the student's performance on externship/internship. (See Appendix F.)
- At the end of the externship or internship experience, the supervisors are asked to complete an "Experience Attestation" form that is kept on file in the Program Director's office, the Psychology Office and the Registrar's Office until the student is ready to file for the licensure examination. (See Appendix B). **Students are urged to make copies of all attestation forms for their own files.**
- The instructors who are responsible for Externship/Internship Seminars also evaluate students.
- Students are asked to evaluate their placements at the end of the year. These evaluations are on file with the director of the program. (Appendix G)
- Faculty members will make site visits each year to as many sites as possible. The purpose of these site visits is to meet with supervisors and discuss the student's progress, to assess the viability of the site for future use and to discuss any problems. (See Appendix C for a copy of Externship/Internship Site Visit Report.)

- The Program Director and/or program faculty communicate with field supervisors during the year to follow up on the student's progress. The Program director is in contact with supervisors through e-mail and telephone. When untoward events occur, the program is eager to discuss and visit the site to work with students and supervisors to ameliorate and remediate the problems.
- The first contact with the field supervisor is usually a formal letter/email that the Program Director sends to the Supervisor acknowledging the student's field assignment and informing them of program regulations. A copy of a recent letter can be found in the Appendix D.
- The field supervisor is awarded an adjunct faculty appointment as, "Adjunct Field Supervisor."

Monthly Logs. Students are required to complete monthly logs of their externship and internship experiences. The logs provide detailed information concerning assessment, intervention, consultation and supervision. The logs are submitted in January and June. The June log needs to be signed by the on-site supervisor and is filed with the program director. (See Appendix E for a copy of the log). Students may opt to use "*Time2Track*" or other online forms to collate this information instead of using the Program's template.

Externship and Internship Requirements

Students are required to complete approximately 3300-3500 hours of internship and externship experiences. Students gain a minimum of 600-750 hours during each year of the Externship experiences and an additional 1500-1750 hours during the final year's Full-time Internship. **Acceptable deviations from the standard requirement are permitted during the second year school psychology externship, with permission of the Program.** In general, students are required to:

- Administer, score, and interpret accepted individual and group diagnostic instruments to assess different abilities;
- Write reports based upon testing. Generate relevant recommendations from the diagnostic instruments and other assessment techniques;
- Design and implement psychological and psycho-educational interventions; students should be trained to implement evidence-based interventions and assessment techniques. This does not rule out training in other modalities;
- Attend case conferences;
- Be involved in didactics;
- Provide educational and psychological consultation with teachers, other professionals and caregivers;
- Work on advocacy and prevention programs;
- Continue to develop a professional identity;

- Adhere to ethical and best practices in all situations

A typical **Externship/Internship sequence** follows this pattern:

- The **second** year's Externship requires the student to work in a school, or school related facility under supervision of a licensed psychologist - who should also be a credentialed school psychologist - for a minimum of two days a week for ten months (approximately 600-700 hours) – students register for PSS 8943 in the fall and PSS 8944 in the spring semester;
- The **third** year's Externship requires the student to work in either a mental health facility, clinic, early childhood center, therapeutic nursery or hospital, under supervision of a licensed psychologist for **no more than 16 hours a week for ten months** (approximately 600-750 hours); students register for PSS 8945 in the fall and PSS 8946 in the spring semester;
- The **fourth** year's Externship requires the student to work in a regular school, special education facility, residential treatment center or mental health agency, under the supervision of an appropriately credentialed psychologist for a minimum of two to three days a week for ten months – no more than 20 hours, except with program approval (approximately 600-900 hours); students register for PSS 8947 in the fall and PSS 8948 in the spring semester;
- Students in the fifth year are required to complete a **Full-time Internship** under the supervision of an appropriately credentialed psychologist for a minimum of 35 hours a week for 10-12 months (approximately 1500-1750 hours). This experience can occur in a hospital/mental health setting or a school placement. The fifth year internship is usually a funded position. The Internship can also be completed in two half-time years. Students register for PSS 8941 in the fall and PSS 8942 in the spring semester. *Each course carries one credit.*

Externship Contract

Students are required to complete an Externship/Internship Contract with advisement from the on-site Externship/Internship Supervisor. This contract will stipulate the agreed upon activities that are to be completed during the externship and internship year. A template for the Externship contract can be found on the next page. The Internship Contract is discussed in another section of this document. **The Externship contract must be returned to the Program Director within one month of commencing the externship.** You can make whatever changes are deemed necessary so that the contract reflects your proposed experience. This contract protects the student should any changes occur at the facility that may threaten the continuation of the student's participation. It also informs the student of their training expectations for the year.

| |
|----------------------------|
| EXTERNSHIP CONTRACT |
|----------------------------|

| |
|--|
| This contract is statement of mutual agreement between Yeshiva University's School-Clinical Child Psychology Program and |
|--|

(supervisor's name) _____ who is employed by, or consultant to (name of facility) _____ regarding (name of Extern) _____'s externship experiences.

It is understood the Extern is enrolled in the School-Clinical Child Psychology Program at Yeshiva University and must complete an externship as part of her/his degree requirements. This externship experience will include a minimum of 600 hours. It will commence on _____ and end on _____

The extern's responsibilities are described in this document and need to be respected within the framework of the employment setting. This designation ("Extern") must also appear in all correspondence between the Program and the supervisor.

1. The externship is designed to provide the Extern with a sequence of experiences designed to enhance professional attitudes, responsibility, communication skills, critical judgment and technical skill.
2. The externship provides training in a range of assessment and intervention activities conducted with and for children and youth or adults needing psychological or psychoeducational services.
3. The externship agency employs a designated licensed psychologist who is responsible for the integrity and quality of the externship experience.
4. A licensed psychologist should provide supervision. The supervisor should be a staff member of the agency or an affiliate of that agency or a designated person from the faculty who is responsible for externship experiences.
5. The Supervisor, together with the extern, will develop an experience that both broadens and expands on the activities that the student was involved with in the past.
6. The student will have the title of "Extern" on all correspondence between the training program and the site
7. The externship includes an average of at least one hour per week of regularly scheduled formal, face-to-face individual supervision with the specific intent of dealing with school/clinical psychological services rendered directly by the extern. The mentor must provide an average of one hour a week of supervision but may delegate other supervision to appropriate members of the psychological service unit.
8. In addition to individual supervision, there is an additional average of at least one hour per week in scheduled learning activities such as: case conferences, seminars, in service training, etc. These activities may be in conjunction with other professionals.
9. The externship supervisor evaluates the student twice a year on issues of knowledge, skills and attitudes.
10. Supervision and education will account for at least 10% of the extern's time. Some of the activities may occur at times other than the regular workday.
11. The intern may spend up to 25% of the time in research activity.

(Condensed and modified from the Council of Directors of School Psychology Programs Guidelines for Doctoral Internships in School Psychology)

Please indicate (x) if the extern will be engaged in the following activities during the 2015-16 academic year.

| | 2015-16 |
|--|----------------|
| Alcohol and drug treatment | |
| Assessment w. preschoolers | |
| Assessment with children/adolescents | |
| Assessment with adults | |
| Attend workshops/ rounds, case conferences | |
| Classroom management | |
| Conduct In-Service training | |
| Conduct workshops, present at case conferences | |
| Consultation/Liaison work | |
| Crisis intervention | |
| CSE/CBST meetings | |
| Dyadic intervention | |
| Educational Planning | |
| Family treatment | |
| File reviews | |
| Group treatment | |
| Individual Treatment | |

| | |
|--|--|
| With children | |
| With adolescents | |
| With adults | |
| Inpatient work | |
| Interviewing/ Intakes | |
| Neuropsych assessment | |
| Observation | |
| Outpatient work | |
| Peer mediation | |
| Pre-K screening | |
| Psychopharmacological Issues | |
| Remediation | |
| Report writing | |
| Research | |
| Social skills training | |
| Supervision received | |
| Supervision to others | |
| Other activities | |
| | |
| TOTAL # of HOURS /WEEK – on average | |

Describe the population with whom the Extern will be working: (Age range, ethnicity, SES):
Describe the Extern’s responsibilities (Use other side of page)

By signing this document I am agreeing to the conditions being proposed.

Student’s Name and SIGNATURE _____
Name of Placement and address _____

Supervisor’s Name and SIGNATURE _____
Telephone # _____
Supervisor’s Email Address _____

Insurance. While a student is registered for any of the externship/internship seminars and is working on an approved externship or internship, she/he is covered by Yeshiva University’s umbrella professional liability insurance policy for \$2 million for each incident/\$4 million aggregate. If your externship or internship site needs certification of your insurance please contact the Program Director who will send the agreement (Memorandum of Understanding, also called MOU) between the University and the externship administration. In addition, the Program recommends that every student carry their own professional liability insurance. Professional Liability Insurance may be purchased through the American Professional Agency (<http://www.americanprofessional.com/student/>) or the American Psychological Association’s Trust (<http://www.apa.org/membership/insurance.aspx>).

Affiliation Agreements. Many sites will require an affiliation agreement with our university. Please contact the Program Director should your site request such an agreement. This is a legal document between the institutions that requires careful review by attorneys. Many sites will not permit you to begin externship/internship without such an agreement or the MOU.

Externship Guidelines for 2015-16. There are two professional organizations that oversee the externship process in New York and New Jersey. They are the Psychology Internship Directors of New York State (PSIDNYS) and the New York New Jersey Association of Directors of

Training (NYJADOT). The former group consists of externship and internship training directors/coordinators and Directors of Training (DCTs) – the academic directors. The NYNJADOT organization consists of DCTs from 32 doctoral programs in NY and NJ. During the past several years the two groups have refined the externship process that guides the application and selection processes. All externship and doctoral programs in NY and Northeastern NJ adhere to these guidelines. **THESE GUIDELINES DO NOT RELATE TO SCHOOL PSYCHOLOGY EXTERNSHIPS.**

PSIDNYS-NYNJADOT Externship Guidelines for 2015-16
(the guidelines for the 2016-17 process will be published in October 2015)

1. There will be a six-week period between submission of applications and the first date on which offers may be made to students. The earliest date that students can submit applications is Tuesday, January 20, 2015. The earliest date on which an offer can be made to a student is Monday, March 2 at 9 am. (In future years, the submission date will be the Tuesday immediately after Martin Luther King’s birthday. The notification date will be the first or second Monday in March).

2. **Offers can be made between 9am and 5 pm. Offers can only be made via email. Phone calls are not acceptable.**

STUDENTS:

3. Students can hold an *initial* offer until 10 am on the morning after the offer is made. (REGARDLESS OF THE TIME OF DAY (9-5) THAT THE OFFER IS MADE). The student must either accept or reject that offer by 10 am the next morning. This is approximately a 24-hour window. What this means is:
 - a. If an offer is made on Monday, the student has until Tuesday at 10:00am to accept or reject the offer;
 - b. If an offer is made on Tuesday, the student has until Wednesday at 10:00 am to accept or reject the offer;
 - c. If an offer is made on Wednesday, the student has until Thursday at 10:00 am to accept or reject the offer;
 - d. If an offer is made on Friday, the student has until Monday at 10:00 am to accept or reject the offer.
4. Once a student gets any additional offers, regardless of the time that offer is made, they must drop all offers but one by 7 pm and, have until 10 am the next morning to decide on the remaining offer. **A student cannot hold more than one offer past 7pm on any day.**
 - a. Example #1: If a student gets offer #1 on Monday at 9:00 AM and offer #2 on Monday at 4:00 PM they must drop one of those offers by 7pm on Monday and make a decision on the other offer by 10am.
 - b. Example #2: If a student gets offer #1 on Monday at 9:00 AM and offer #2 on Tuesday at 11:00 AM, they would have had until Tuesday at 10:00 AM to drop or accept the first offer. If they dropped the first offer, the “24 hr clock” begins on

the second offer and they have until 10 on Wednesday to decide.

- c. An offer made on Friday: The student will have until 10am on Monday to decide.
5. Students must confirm receipt of any interview offer by emailing the EC.
6. Students must inform (via email) their DCT of any offer, rejection, acceptance and withdrawal
7. Students should check their SPAM folders to ascertain if any interview or acceptance offer has been directed to SPAM.
8. Immediately after accepting an offer, students are required to send emails to ALL sites they applied to indicating that they are withdrawing from consideration. Students must also notify the DCT of their decision as soon as a decision is made.
9. Students should ask for letters of recommendation from their faculty or others as early as possible in the semester.
- 10. Students need to include the name, email address and phone number for their DCTs on their cvs.**
- 11. Students are not to send “Thank you” notes to their interviewers or to other professionals at the externship site.**

Externship Coordinators (ECs):

Offers can be made between 9am and 5 pm.

12. It is strongly suggested that ECs update their WIKI page at the end of each day. A reminder will be sent at 5pm each day to sites that do not update their WIKI pages. (Updating your pages provides crucial information to students concerning availability. Updating will hopefully mitigate against a second burst of applications.)
13. It is recommended that ECs set a specific date when they will stop accepting applications. (The WIKI site will accommodate this data.) Of course you will be able to change the date as is warranted.
14. It is recommended that ECs provide information on their WIKI page as to whether attending the externship will constrain, increase, or have no impact on the students' chances of attending that site's internship. For example, some sites may accept students for internship who have externed at their site and others do not. Some will accept a student if there is a one-year gap between the externship and internship experiences; some will accept without a gap year. It is recommended that the externship site make their policy transparent.
15. ECs should state, on their webpage, whether their site is willing to interview students who are concurrently applying for internship.
16. Externship Coordinators need to cc (**via email only**) DCTs on all interview offers, acceptances and rejections.
17. **Update current information about site by Dec 1.** ECs are encouraged to upload their brochures and other information to the WIKI site.
Include number of positions that are offered by the placement and number of hours required;
18. ECs are strongly encouraged to post their time frame for interviewing.

19. Starting on Match day: At end of each day, placements will indicate how many positions are still available at the end of each day.

Placements will also indicate when they have filled all their positions

DCTs

19. DCTs should affirm their students' rankings prior to Match day.

20. Eligibility letters should state if the student is applying for both externship and internship during the current cycle.

21. DCTs will provide Letters of Eligibility that specify the number of hours that students can complete on externship.

22. DCTs will oversee their students' compliance with all the guidelines – and specifically, adherence to the policies concerning acceptance and rejection of offers

23. Limiting the number of student applications: It is recommended that DCTs place limits on the number of applications that students can initially submit (during the first four week of the process). It is recommended that students who are applying for a clinical externship for the first time be permitted to apply to no more than ten sites. It is recommended that students applying for the second, third or fourth clinical externship experience be permitted to apply to no more than six sites.

Yearly Requirements

The field work experiences are designed to parallel the student's course work. The general requirements for each year's experience and the requisite courses are discussed below. The specific content and the manner in which the goals are fulfilled can be discussed between the student, the supervisor and the university trainer.

First Year. There are no required field experiences during the first year of the program, though students may select to augment their training by locating an appropriate field experience. If a student selects to complete an externship in the first year, the student will need to comply with all requirements stipulated in this document, including filing an attestation form, a monthly log and having the supervisor complete an evaluation.

Second Year. Courses: Students who begin the second year's externship will have completed courses in ethics, a year long practicum in assessment (i.e., Wechsler scales, S-B, Bender-Gestalt, early childhood assessment), life span development, affective and cognitive bases of behavior, projective assessment (Rorschach-Exner's scoring system), developmental psychopathology, neurodevelopmental disorders, statistics, biological bases of behavior and ethnic and cultural diversity.

During the second year, students take a year-long practicum in child assessment (in the Parnes Clinic), courses in Family systems, School Consultation and Supervision, Evidence-based Interventions with Youth I-II, Psychodynamic Theory and Practice with Children and Families I, Introduction to Child Therapy and Research Methods

Externship Requirements: The externship experience in the second year requires the student to spend a minimum of two days a week in a public or private school setting (pre-school, elementary or secondary) for **ten months**. This experience is vital to the professional socialization of the student. The student is expected to develop the externship experience in collaboration with their supervisor. Since each school, grade level, district differ from each other in multiple ways, the program encourages the supervisors to develop an experience that helps to develop as many of these competencies as possible:

- learn about the roles and functions of the school psychologist;
- learn about school policy and administrative procedures as a participant;
- learn about school testing programs and curriculum issues;
- broaden his/her expertise in testing, evaluation and report writing;
- have opportunities to interview and observe children and teachers in the classroom;
- consult with teachers and other school personnel;
- conduct a structured consultation with a staff member – using a theoretical model;
- meet and confer with parents;
- assist in the development of classroom management programs and other types of interventions;
- be involved in group or individual intervention;
- be involved in IEP meetings;
- develop a Functional Behavior Analysis and individual behavior plans;
- be involved with SBST and CSEs;
- learn about advocacy and legal issues pertaining to education;
- understand how laws are implemented in the schools (i.e., IDEA) and receive on site supervision.

Third Year. Courses: During the third year, students take a year-long practicum in child therapy – in either CBT or Psychodynamic treatment (carrying a minimum of two cases from our clinic and receiving both individual supervision by an outside licensed psychologist who has their own private practice and by program faculty), Psychodynamic Theory and Practice with Children and Families II, a practicum in neuropsychological assessment (an elective), and other advanced courses such as trauma with children and adolescents, working with young adults, etc.

Externship Requirements: The externship experience in the third year requires students to spend two days a week (16 hours) in a clinic, hospital, early childhood center or community mental health center for **ten months with children/adolescents and families**.

The student is expected to:

- continue his/her professional socialization experience by working with other mental health professionals - social workers, psychiatrists, psychologists and physicians; provide individual treatment to adults, children, adolescents and families in varied therapeutic modalities; students should be trained to implement evidence-based interventions and assessment techniques. This does not preclude training in other

modalities.

- conduct intakes and interviews with adults, children and caregivers;
- employ evidence-based assessment and intervention;
- participate in case conferences;
- provide group treatment;
- learn about psychopharmacological approaches to treatment;
- work with outpatient and inpatient populations;
- participate in seminars;
- gain knowledge of DSM-V classifications and diagnoses;
- further develop skills related to specific disorders;
- have experiences dealing with current psychiatric problems that manifest in the mental health setting (i.e. crisis intervention, ER experience, issues of abuse and violence; addiction, chronic illness, bereavement)
- deal with issues related to the nexus between educational environments, the family and the medical center;
- broaden their assessment skills (if such experiences are available at the site)
- develop skills related to efficient administrative requirements
- be able to use community resources to help children and their families.

Fourth Year. Courses: During the fourth year students take a year-long practicum in child therapy – in either CBT or Psychodynamic treatment (carrying a minimum of two cases from our clinic and receiving both individual supervision by an outside licensed psychologist who has their own private practice and by program faculty), are expected to complete RPII. They also take advanced seminars and practica, with their advisor’s approval.

Externship Requirements: The externship experience in the fourth year requires the student is to spend no more than 20 hours per week (for **ten months**) in a mental health setting or school. **(The student who completes the third year of the program is eligible for New York State Provisional Certification as a School Psychologist.)** The student is expected to:

- fulfill all the functions listed for the Third year but at a more advanced level, and,
- integrate the knowledge and skills from the experiences of the prior three years and deliver direct and indirect services in assessment, intervention, and collaborative consultation;
- participate in seminars and case conferences.

Fifth Year. Courses: Students register for Doctoral Internship Seminar I-II. There are no other required courses in the fifth year of the program. Students are expected to complete any remaining research requirements during the year.

Internship Requirements: The student is expected to complete a full time internship (a minimum of 35 hours per week for 10-12 months – 1500 –1750 hours) in a school, or hospital/mental health facility. Working in consultation or in liaison with a school is highly recommended. If the internship occurs in a school the student is required to work full time for a

minimum of ten months.

The Internship is the culminating experience for all students and should reflect the student's advanced status. The specific opportunities at the internship will differ from site to site. However, it is incumbent that all sites provide opportunities for the student's continued development in the area of assessment, intervention, prevention and consultation. It is expected that the student will build upon the skills that were developed at school and on prior externships. Supervision requirements are detailed elsewhere. **The Internship Contract, below, must be used by all students who are at Non-APA accredited clinical internships and at school internships. It is not required if you intern at an APA-accredited site.**

INTERNSHIP CONTRACT

This contract is a statement of mutual agreement between Yeshiva University's School-Clinical Child Psychology Program and (supervisor's name) _____ who is employed by or consultant to _____ regarding (name of Intern) _____'s pre-doctoral internship experiences.

It is understood that the intern is enrolled in the School-Clinical Child Psychology Program at Yeshiva University and must complete a full-time internship as part of her/his degree requirements. The total internship experience must include a minimum of 1500 hours and must be completed within 24 months.

Whether or not the Intern receives payment for the internship it is understood that she/he is considered to be an "Intern," and his/her responsibilities as an Intern are described in this document and need to be respected within the framework of the employment setting. This designation ("Intern") must also appear in all correspondence between the Program and the supervisor.

It is important to be mindful that the student and supervisor may be in a dual-role relationship due to the nature of the intern's employment situation. All parties will make every effort to minimize the potential for conflicts within this relationship.

1. The internship is designed to provide the Intern with a sequence of experiences designed to enhance professional attitudes, responsibility, communication skills, critical judgment and technical skill.
2. The internship provides training in a range of assessment, intervention and consultation activities conducted with and for children and youth needing school-clinical child psychological services.
3. The internship agency employs a designated licensed psychologist who is responsible for the integrity and quality of the internship program.
4. A licensed psychologist should provide supervision. The supervisor should be a staff member of the agency or an affiliate of that agency or a designated person from the faculty who is responsible for internship experiences.
5. The Supervisor, together with the intern, will develop an experience that both broadens and expands on the activities that the student was involved with in the past. This includes an expansion of the supervisory experience. **The Intern must provide the training program with a description of the intern's expected responsibilities and functions, no later than September 15, 20__**
6. The student will have the title of "Intern" on all correspondence between the training program and the employment site

7. The internship includes an average of at least two hours per week of regularly scheduled formal, face-to-face individual supervision with the specific intent of dealing with school psychological services rendered directly by the intern. The mentor must provide an average of one hour a week of supervision but may delegate other supervision to appropriate members of the psychological service unit.
8. In addition to individual supervision, there is an additional average of at least two hours per week in scheduled learning activities such as: case conferences, seminars, in service training, etc. These activities may be in conjunction with professionals other than school psychologists.
9. Supervision and education will account for at least 10% of the intern's time. Some of the activities may occur at times other than the regular workday.
10. The intern may spend up to 25% of the time in research activity.
11. The intern will have scheduled and unscheduled opportunities to interact with interns, school psychologists and /or other psychologists and professionals.

(Condensed and modified from the Council of Directors of School Psychology Programs
Guidelines for Doctoral Internships in School Psychology)

Please indicate the activities that the intern will be engaged in during the 2015-16 academic years.

| | 2015-16 |
|---|----------------|
| Alcohol and drug treatment | |
| Assessment w. preschoolers | |
| Assessment with children | |
| Assessment with adolescents | |
| Attend workshops/ rounds, case conferences | |
| Classroom management | |
| Conduct In-Service training | |
| Conduct workshops, present at case conferences | |
| Consultation | |
| Crisis intervention | |
| CSE/CBST meetings | |
| Dyadic intervention | |
| Educational Planning | |
| Family treatment | |
| File reviews | |
| Group treatment | |
| Individual Treatment With children With adolescents With adults | |
| Interviewing | |
| Neuropsychological assessment | |
| Observation | |
| Peer mediation | |
| Pre-K screening | |
| Psychopharmacological Issues | |
| Remediation | |
| Report writing | |
| Research | |
| Social skills training | |
| Supervision received | |
| Supervision to others | |
| Workshops | |

| | |
|------------------|--|
| Other activities | |
| | |
| | |

Describe the population with whom the Intern will be working: (Age range, ethnicity, SES):
By signing this document I am agreeing to the conditions being proposed.
Intern's Name and SIGNATURE _____
Name of Placement and address _____
Starting Date and ending date of the Internship _____
Supervisor's Name and SIGNATURE _____
Supervisor's Telephone # _____
Supervisor's Email Address _____

The Student and supervisor must provide a narrative description of an educational plan that adheres to the internship principles delineated above. This narrative must be approved by the Program.

APPLICATION PROCESSES

Application for externships begins in the year prior to the externship itself.

First Year Students. Students will have initial discussions concerning their first externship (**for the second year of the program**) in October of the first semester. A list of approved school-"externships" will be distributed to all students. Students are asked to rank order three sites and to discuss their choices with appointed faculty. The list contains the names, addresses and email addresses of each site's contact person. Information about each site is available from past evaluations (to be found in the Program director's office) and from discussion with more advanced students. Contacts should not be initiated with the site until the student has received the program director's consent. If there is a potential externship site that is not listed, the student can discuss its possible inclusion with the Program Director.

Things to keep in mind.

- There is no uniform application for the second year externship in the schools and in many cases there is no application at all.
- Students will need an up-dated cv (see Appendix H for a cv template), a transcript, and perhaps one or two letters of recommendation.
- Please ask the instructors for their recommendations well in advance of the mailing date.
- Students may also need a writing sample. This usually takes the form of an assessment report from your first year in the program.
- You can request a letter of eligibility acknowledging your status in the program from the Program Director. This letter is required for most sites.

The Program Director will review your rankings and inform you of which two sites to apply to for externship. Once he/she does so, you can contact the sites to arrange an interview.

Second Year Students: Students will review third year options by accessing the FDU WIKI site (<http://psychpracticum.fdu.edu/>). This site contains information about approximately 200 externship options in NY and NJ. The WIKI Site was developed in partnership with PSIDNYS and NYNJDOT. It is the default site for information about externships and is to be used throughout the process. After reviewing the FDU material students should rank order a specified number of possible placements. Second year student can apply to 10 sites and third year student can apply to six to eight sites. Students should not initiate contacts with any site until they have discussed their choices with appointed faculty. Students can contact sites to gather information; BUT, students are not permitted to apply to any site until the stipulated date that can be found in the Externship Guidelines. PLEASE REVIEW THE EXTERNSHIP GUIDELINES ABOVE.

In the meantime,

- You will need a resume (see Appendix H for a cv template , a transcript, 2-3 letters of recommendation and a writing sample, such as a completed evaluation or a case summary.
- Please ask the instructors for their recommendations well in advance of the mailing date.
- Most applications will be submitted online. However, some sites may require ‘Hard’ copies of all material.
- **You can request a letter of eligibility acknowledging your status in the program from the Program Director. This letter is required for most sites.**

Third Year Students. Students should follow the guidelines described in the prior section for their fourth year placement. As noted above the fourth year externship should be no more than 20 hours per week.

Fourth year students. Students will be applying for a fifth-year full time internship (1500-1750 hours). APA-accredited clinical internships have significant stipends, while those in school placements do not.

Full time APA, Clinical Internship Application Process

1. www.appic.org - register in June
2. check MATCH –register : www.natmatch.com/psychint (in July)
3. check on line directory
4. check other links to get acquainted
5. The APPIC application for 2015-16 can be viewed at the APPIC site.
 - Our program’s code # is 251
 - The program is called: Combined School-Clinical Child Psychology
 - It is accredited as Combined School-Clinical

Things to do over the summer of your third year:

- 1- update your current cv to include the fourth year externship
- 2- gather all your monthly summaries from last two years and update this year’s

- 3- download the application and specifically look at the lists of tests, and clinical experiences that you will need to be document. Begin to orient your quantitative information to fit the APPIC application
- 4- think about whom you will get recommendations from- You will need three – ask current externship supervisor, at least one faculty person and perhaps next year’s supervisor – obviously you will wait on that one
- 5- Be sure to remove ALL INCOMPLETES
- 6- Select two assessment reports that you are confident about. Be sure to delete all identifying information on the reports.
- 7- You will need to write four, 500 word essays – personal essay, cultural diversity, research and theoretical orientation. There is a prescribed timetable for submitting first drafts of each essay to your research advisor.
- 8- Prepare two complete evaluations- not necessarily the neuropsychology evaluation. Be absolutely certain to remove all identifiers from your evaluations. Any identifier will immediately disqualify your application due to ethical violations.
- 9- YOUR RESEARCH ADVISOR WILL REVIEW ALL YOUR APPLICATION DOCUMENTS. THE ADVISOR NEEDS TO APPROVE THE FOUR ESSAYS, A COVER LETTER AND CV. THE PROGRAM DIRECTOR WILL AGAIN REVIEW THE DOCUMENTS AFTER FACULTY APPROVAL.

You need to be organized and methodical. A lot of this is boring

You will have access to completed applications from prior years to use as a guide

Please be aware that you will be in competition with students from other school psychology and clinical psychology training programs across the country. Students who have successfully gone through the internship process are available for advisement. (Over the years our students have had excellent success in gaining the internship placements they desired).

The internship application process is arduous and very stressful. So get as much together and completed as soon as you are able. In addition to the materials mentioned above, each internship site may have different requirements.

DEADLINES FOR SUBMITTING ALL MATERIALS DIFFER FROM SITE TO SITE though it tends to occur between October 15 and December 1 for APA sites. Interviews are scheduled any time after that; so be prepared for interviews even during the inter-session school break.

Modification of Program Requirements Concerning Application for Doctoral Internships

The information below re-states current Program policies concerning application and acceptance of a doctoral internship for the fifth year of training or beyond.

Current Policy:

1. The culminating educational experience is the pre-doctoral *internship*, which occurs in the final year of study.

2. While the majority of students complete their internships at APA-approved clinical settings, it is by no means a requirement to do so.
3. Assuming all other program requirements have been successfully completed, the full time internship can commence in the fifth year of the program. The full time internship can occur in a school, hospital, early childhood center, medical center, rehabilitation center, community or mental health agency. The internship can focus on assessment, intervention and consultation with children/adolescents (0-18), adults or families.
4. Most clinical internships will have a stipend attached to it; as do a small number of school internships.
5. While on Internship, students must register for Doctoral Internship Seminars I-II (PSS 8941-42).
6. A full time internship, in facilities other than schools, consists of a minimum of 35 hours per week, for a full year, or 1750 hours. In the case of a school placement, a full time internship usually lasts 10 months – approximately 1500-1600 hours.
7. In accordance with New York State regulations, internships can be completed over a two-year period with the stipulation that the student must be on internship for a minimum of 6-month blocks of time.
8. **Applications for Internship: APA-accredited internships**
 - a. **If applying for an APA-accredited internship through the APPIC and Match services, students are required to have completed Research Project I and have an approved (by your supervisor, not CCI) Proposal for Research Project II, no later than October 1 of the year they are applying for internship.**
 - b. **Completion of Research Project I requires your Research Advisor's signature on the completed copy by Oct 1. You will not be permitted to apply for an APA-accredited internship without your advisor's signature on the completed copy by Oct 1. Any violation of this regulation will be considered a serious ethical breach and grounds for dismissal from the program.**
 - c. **The APPIC application requires students to stipulate a timetable for completing the research proposal, data collection and defense of the study. The Program Director is required to attest to the validity of this timetable and does so in PART 2 of the application.**
9. **Applications for Internship: School and non-APA MH settings**
 - a. **Students who are applying for school or non-APA accredited internships are NOT permitted to APPLY for an internship offer until Research Project I and a Proposal for Research Project II have been completed and approved by your Research Advisor. Any violation of this regulation will be considered a serious ethical breach and grounds for dismissal from the program.**
 - b. **RPI and the proposal must be completed by OCTOBER 15 in order to apply for a school psychology or non-APA accredited internship.**

SUBMISSION OF PROPOSAL

10. Once a student has completed Research Project I, they are expected to prepare a research proposal for Research Project II, with the guidance of their advisor.

- a. *Some students may develop the proposal for RPII prior to completing RPI. This occurs because of immediate exigencies related to data collection or other relevant issues. In such cases, your research advisor must sign or give verbal approval of the proposal for RPII no later than Oct 1(Oct 15 for non-apa sites) and you must submit an acceptable outline of RPI to your advisor by Oct 1(Oct 15 for Non-APA sites).*
- b. *Information about the IRB, IRIS and other research issues can be found in the Research Handbook*

INTERNSHIPS IN SCHOOLS

Since there aren't any APA-approved school internships in the tri-state New York area, a student who decides to apply for an internship in a school rather than a clinic/hospital facility is also opting out of the entire APPIC application process. A student cannot APPLY for an internship unless they have completed Research Project I and have a signed proposal for RPII by October 15 of the fourth year. (See above statements.)

The process for obtaining a school-based internship differs from the APPIC process. A list of possible school-based internships can be found in the Program Director's office. The list is based on local information gathered over the past years.

- Several school systems have full-time internships that include a stipend (New York City, Pleasantville, Lawrence, Bedford, Ossining, Elmont, Newark). Most of the other internships do not have stipends (Great Neck, New Rochelle, Dobbs Ferry, Ardsley, Yonkers).
- Students can review the list of possible placements during the beginning part of the fall semester. (The recent list appears in Appendix I)
- Contact should be made early in the year with possible placements from December through April.
- Students should prepare a c.v., letters of recommendation and a writing sample. (The writing sample should be an evaluation.)
- Given the nature of school budgets, it is not uncommon for students to receive acceptance notices about their internships in April and May.
- A meeting with the Program Director to review these issues will occur in the beginning part of the fall semester.

To meet the internship requirement for graduation a student must complete approximately 1500-1750 hours of supervised experience. Students must also have completed three externship (distributed internship) experiences accounting for a maximum of 1800 hours of experience.

Certification and Licensure

Students are eligible to apply for New York State Certification as a Provisional School Psychologist after they have completed a prescribed 60-credit course of study and externship experiences approved by the School-Clinical Child Psychology faculty. In this program, you can apply for provisional certification after your third year of study has been successfully completed. However, it is recommended that any decision about applying for certification be based upon a thorough review of your careers goals with the faculty advisor and Program Director. Application is made to the State Education Department, Division of Teacher Certification – via an online application process at: <http://www.highered.nysed.gov/tcert/certificate/>

There is no longer a hard copy application process. Because our program is also NASP accredited, students who graduate from our program are eligible for National Certification as a School Psychologist. National certification is a very beneficial credential to possess. Currently more than 25 states accept this credential. Possessing the credential makes re-location an employment easier process. The national certification process involves an application and taking the PRAXIS exam. More information about the exam can be obtained from the program director.

Any student in the program may select to take the 15-credit Bilingual School Psychology Extension. It includes: “Contemporary Issues in School Psychology,” “Integrating Race/Gender and Multiculturalism,” “Assessment of Linguistically and Culturally Diverse Populations,” “Integrating Multiculturalism into Practice,” and “Bilingual and Multicultural Internship Seminar.” To qualify for the extension this externship experience must take place in a schooling environment with multicultural and/or bilingual populations. Students must also pass a language competency examination.

Licensure requirements in New York State are processed through the New York State Department of Education. Once all Psy.D. degree requirements have been fulfilled, students are eligible for graduation. After graduation you can be called, “Doctor,” but not “Psychologist.” The latter title can only be used after meeting all state requirements for licensure. Once licensed you can use the title, “Psychologist.” Each state has somewhat different requirements for licensure as a psychologist

Appendix A is the same as Externship/Internship Contract on pages 8 and 16

Appendix B:

YESHIVA UNIVERSITY
FERKAUF GRADUATE SCHOOL OF PSYCHOLOGY
1300 Morris Park Avenue
Rouso Building - 1st Floor
Bronx, NY 10461
ATTESTATION OF EXPERIENCE BY SUPERVISOR
2015-16

TO BE COMPLETED BY STUDENT *(Please Print Clearly or Type)*

| | | |
|------------------------|------------|----------------|
| Last name of applicant | First Name | Middle Initial |
| Street address | | |
| City | State | Zip Code |

STUDENTS MUST NOT WRITE BELOW THIS LINE

TO BE COMPLETED BY SUPERVISOR *(please print clearly or type)*

| | | |
|-------------------------|------------|----------------|
| Last name of supervisor | First Name | Middle Initial |
| Street address | | |
| City | State | Zip Code |

SUPERVISOR'S QUALIFICATIONS AT ONSET OF SUPERVISION

| | | | | | | |
|--|----------------|----------|-------------|------------|--------------------|--------------|
| Title (s) | | | | | | |
| Institution | | | | | Phone Number | |
| Psychology Certification/ License (s) | State/Province | | Year Issued | | License Number | |
| | State/Province | | Year Issued | | Certificate Number | |
| ABPP Diplomate | Number | Clinical | Counseling | Industrial | School | Year Awarded |

| | | | | |
|------------|-----|----|--------------|---|
| APA Fellow | Yes | No | Year Awarded | In which Division (s)? Numbers or Names |
|------------|-----|----|--------------|---|

| STUDENT'S WORK EXPERIENCE ATTESTED TO | | | | | |
|--|-------------------------|-----------|-----------|------------|-----------------|
| Institution Name | | | | | |
| Institution Location | | | | | |
| Start Date Mo./Day/Yr. | End Date Mo./Day/Yr. | Job Title | | Hours/Week | |
| Responsibilities: | | | | | |
| Total number of Hours of Internship/Externship (Full-Year): | | | | | |
| Frequency of Supervision: (Check all which apply) | | | | | |
| Kind of Supervision | One Hour | | Two Hours | | Other (Specify) |
| | Weekly | Biweekly | Weekly | Biweekly | |
| Individual Face to Face on Site | | | | | |
| Seminars | | | | | |
| Group Supervision | | | | | |
| Apprenticeship Activities | | | | | |
| Others (Specify) _____ | | | | | |
| Do you have any reservations about the applicant's professional competence, professional conduct, or moral characters? | | | | Yes | No |
| If "yes" to above, please explain (attach additional sheets, if necessary): | | | | | |
| _____ | | | | | |
| _____ | | | | | |
| Signature | | | | Date | |
| Supervisor, return this form directly to: Ferkauf Graduate School of Psychology 1300 Morris Park Avenue; Rouso Building - 1st Floor Bronx, NY 10461; Attention: Dr. Abraham Givner | | | | | |

Appendix C: Faculty Site Visit Report Externship/Internship Site Visitation

Student:

Field Supervisors/and/or Director of Training:

Location:

Date of visit:

Visitation Summary

Supervisor's evaluation of student's:

Clinical abilities (strengths and weaknesses):

Professionalism:

Respect for individual diversity:

Ethical Responsibilities:

Effectiveness in communicating:

Initiative and dependability:

Effective interpersonal relations:

Adaptability:

Future capacity:

Student's roles and responsibilities:

Viability of using this site for next year:

Evaluation of Supervisor:

Supervisor's comments/ suggestions about our program (including their view of curriculum needs, preparation compared to those from other programs/schools):

Appendix D:

Introductory letter to Field Supervisors
May 2, 2011

«Supervisor»
«Placement»
«Address», «city»

Dear Dr. «last_name»

I am very pleased that «Student_Name» has been accepted as an extern/intern for the ____ academic year at «Placement»

I am the Director of Training for the APA-accredited Combined School-Clinical Child Psychology Program and am the faculty member with whom you should communicate regarding «Student_Name».

It is our program's policy to communicate with externship and internship directors and supervisors during the course of the year and to work together on current issues related to the student's training. As such, you can contact me at the address above or via telephone and email. Personally, I find email to be the most efficient way to commence the dialog.

Our program requires that students complete a minimum of 600 hours on externship and a minimum of 1500 hours while on full-time internship in schools or 1600-1750 hours in clinical settings. While the details of the training experience are developed by the student and externship/internship supervisors, our program expects that the experiences will provide the student with a full array of experiences commensurate with their level of training.

Our program requests that supervisors complete two evaluations of the student's performance during the year (in January and again in June). I will send you our Externship/Internship Evaluation form at the appropriate times. However, we will also accept the evaluation form that your facility uses.

Some time during the fall semester you will receive an appointment letter (via email), indicating your appointment as an Adjunct Field Supervisor.

Please visit our program's website at: <http://yu.edu/ferkauf/school-clinical-child-psychology/> and click on Resources then Externship/Internship Manual and Student Handbook for more detailed program information.

Sincerely,

Abraham Givner, Ph.D.
Professor and Program Director

Appendix E: Monthly Externship Logs Clinical and School Placements

MONTHLY LOG Clinical

| | Sept '15 | oct | nov | dec | jan | feb | mar | apr | may | jun | Total |
|---|----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-------|
| ASSESSMENT | | | | | | | | | | | |
| Number of Cases per Month: | | | | | | | | | | | |
| Preschoolers | | | | | | | | | | | 0 |
| Children | | | | | | | | | | | 0 |
| Adolescents | | | | | | | | | | | 0 |
| Adults | | | | | | | | | | | 0 |
| Total number of assessment cases per month | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Insert # of administrations- child adol asse | | | | | | | | | | | 0 |
| Achenbach/ Conners/BASC | | | | | | | | | | | 0 |
| Bayley | | | | | | | | | | | 0 |
| BDI/CDI | | | | | | | | | | | 0 |
| Bender | | | | | | | | | | | 0 |
| Beery | | | | | | | | | | | 0 |
| Benton | | | | | | | | | | | 0 |
| Bilingual administration: specify test | | | | | | | | | | | 0 |
| Boston Naming | | | | | | | | | | | 0 |
| CELF | | | | | | | | | | | 0 |
| DAS | | | | | | | | | | | 0 |
| DISC/DICA | | | | | | | | | | | 0 |
| Drawings | | | | | | | | | | | 0 |
| FBA | | | | | | | | | | | 0 |
| K-BIT/ABC | | | | | | | | | | | 0 |
| Key Math | | | | | | | | | | | 0 |
| Millon | | | | | | | | | | | 0 |
| MMPI-A | | | | | | | | | | | 0 |
| NEPSY | | | | | | | | | | | 0 |
| Purdue | | | | | | | | | | | 0 |
| Rorschach | | | | | | | | | | | 0 |
| RTI cases | | | | | | | | | | | 0 |
| S-B | | | | | | | | | | | 0 |
| Sentence Comp | | | | | | | | | | | 0 |
| TAT/CAT | | | | | | | | | | | 0 |
| TEMAS | | | | | | | | | | | 0 |
| Trail marking | | | | | | | | | | | 0 |
| VMI | | | | | | | | | | | 0 |
| WASI | | | | | | | | | | | 0 |
| WIAT | | | | | | | | | | | 0 |
| WISC IV | | | | | | | | | | | 0 |
| WISC -Span | | | | | | | | | | | 0 |
| W-J ACH | | | | | | | | | | | 0 |
| Woodcock-Munoz | | | | | | | | | | | 0 |
| W-J COG | | | | | | | | | | | 0 |
| WPPSI | | | | | | | | | | | 0 |
| WRAML | | | | | | | | | | | 0 |

| | | | | | | | | | | | | |
|---|----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-------|---|
| Vineland | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | 0 |
| Total # child/adol assessmnt | | | | | | | | | | | | 0 |
| ESTIMATE # of hrs conducting assessments | | | | | | | | | | | | 0 |
| Total hrs spent writing reports -ch/adol | | | | | | | | | | | | 0 |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | Sept '15 | oct | nov | dec | jan | feb | mar | apr | may | jun | Total | |
| # of ADULT TESTS administered | | | | | | | | | | | | |
| Bender Gestalt | | | | | | | | | | | | 0 |
| Mental Status exam | | | | | | | | | | | | 0 |
| Myers-Briggs Type Indicator | | | | | | | | | | | | 0 |
| Personality Assessment Inventory | | | | | | | | | | | | 0 |
| Projective Sentences (includes Rotter and others) | | | | | | | | | | | | 0 |
| Projective Drawings | | | | | | | | | | | | 0 |
| Rorschach (scoring system: | | | | | | | | | | | | 0 |
| Self-report measures | | | | | | | | | | | | 0 |
| Strong Interest Inventory | | | | | | | | | | | | 0 |
| Structured Diag. Interviews | | | | | | | | | | | | 0 |
| TAT | | | | | | | | | | | | 0 |
| Trail Making Test A & B | | | | | | | | | | | | 0 |
| WAIS | | | | | | | | | | | | 0 |
| Wechsler Memory Scale | | | | | | | | | | | | 0 |
| WIAT | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | 0 |
| Total # of adult assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total # of hours conducting assessment | | | | | | | | | | | | 0 |
| Total # of reports written | | | | | | | | | | | | 0 |
| Total hrs spent writing reports -adults | | | | | | | | | | | | 0 |
| Total # Hours for File and/or Report Reviews per Month | | | | | | | | | | | | 0 |
| INDIVIDUAL INPATIENT THERAPY HOURS PER MONTH | | | | | | | | | | | | |
| Adults | | | | | | | | | | | | 0 |
| Adolescent | | | | | | | | | | | | 0 |
| Child | | | | | | | | | | | | 0 |
| Family | | | | | | | | | | | | 0 |
| Parents | | | | | | | | | | | | 0 |
| Total # Inpt. Tx Hours/Month | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| INDIVIDUAL OUTPATIENT THERAPY HOURS PER MONTH | | | | | | | | | | | | |
| Adults | | | | | | | | | | | | 0 |
| Adolescent | | | | | | | | | | | | 0 |
| Child | | | | | | | | | | | | 0 |
| Preschool | | | | | | | | | | | | 0 |
| Family | | | | | | | | | | | | 0 |
| Parents | | | | | | | | | | | | 0 |
| Total# Inpt. Tx Hours/Month | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| INDIVIDUAL INPATIENT THERAPY PATIENTS PER MONTH | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|--------------|
| Adults | | | | | | | | | | | 0 |
| Adolescent | | | | | | | | | | | 0 |
| Child | | | | | | | | | | | 0 |
| Family | | | | | | | | | | | 0 |
| Parents | | | | | | | | | | | 0 |
| Total # Inpt. Tx PATIENTS/Month | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| INDIVIDUAL OUTPATIENT THERAPY PATIENTS PER MONTH | | | | | | | | | | | |
| Adults | | | | | | | | | | | 0 |
| Adolescent | | | | | | | | | | | 0 |
| Child | | | | | | | | | | | 0 |
| Preschool | | | | | | | | | | | 0 |
| Family | | | | | | | | | | | 0 |
| Parents | | | | | | | | | | | 0 |
| Total# Inpt. Tx PATIENTS/Month | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Sept '15 | oct | nov | dec | jan | feb | mar | apr | may | jun | Total |
| Consultation- Hours | | | | | | | | | | | |
| In person | | | | | | | | | | | 0 |
| On phone | | | | | | | | | | | 0 |
| Teachers | | | | | | | | | | | 0 |
| Other Professional | | | | | | | | | | | 0 |
| Families | | | | | | | | | | | 0 |
| Total # Consultation Hrs/Month | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SUPERVISION YOU RECEIVED | | | | | | | | | | | |
| Individual | | | | | | | | | | | 0 |
| Group | | | | | | | | | | | 0 |
| Peer/Other | | | | | | | | | | | 0 |
| Total # Supervision Hrs/Month | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Supervising Others | | | | | | | | | | | |
| Observations: # observed | | | | | | | | | | | |
| Teachers | | | | | | | | | | | 0 |
| Children | | | | | | | | | | | 0 |
| Classroom | | | | | | | | | | | 0 |
| Total # observed | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| INTERVIEWS/INTAKES | | | | | | | | | | | |
| Children | | | | | | | | | | | 0 |
| Adolescents | | | | | | | | | | | 0 |
| Families | | | | | | | | | | | 0 |
| Parents | | | | | | | | | | | 0 |
| Adults | | | | | | | | | | | 0 |
| Total# interviews/Intakes for month | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total # of hrs for interviews/intakes/month | | | | | | | | | | | |
| OTHER HOURS | | | | | | | | | | | |
| Total # cse conferences/parent metings/CSE/Impartials | | | | | | | | | | | 0 |

| | | | | | | | | | | | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|---|
| Total # Grand RoundsHrs/Month | | | | | | | | | | | | | | | | | | | | 0 |
| Total # Seminars Hrs/Month | | | | | | | | | | | | | | | | | | | | 0 |
| Total # Unit Rounds/Team mtgs Hrs/Month | | | | | | | | | | | | | | | | | | | | 0 |
| Total # Externship Experiential Group Hrs/Month | | | | | | | | | | | | | | | | | | | | 0 |
| Total # Community Meeting Hours/Month | | | | | | | | | | | | | | | | | | | | 0 |
| Other Hours/Month | | | | | | | | | | | | | | | | | | | | 0 |
| TOTAL NUMBER OF HOURS FOR MONTH | | | | | | | | | | | | | | | | | | | | 0 |
| Have you been involved with any ethical issue?(Y/N) | | | | | | | | | | | | | | | | | | | | |
| African American/Black/African origin | | | | | | | | | | | | | | | | | | | | |
| Asian American/Asian Origin | | | | | | | | | | | | | | | | | | | | 0 |
| Latino-a/Hispanic | | | | | | | | | | | | | | | | | | | | 0 |
| South Asian | | | | | | | | | | | | | | | | | | | | 0 |
| American Indian/ Native American | | | | | | | | | | | | | | | | | | | | 0 |
| Experience with diverse populations: child/adult | | | | | | | | | | | | | | | | | | | | 0 |
| European Origin/White | | | | | | | | | | | | | | | | | | | | |
| Bi-/multi-racial | | | | | | | | | | | | | | | | | | | | 0 |
| Heterosexual | | | | | | | | | | | | | | | | | | | | 0 |
| Gay | | | | | | | | | | | | | | | | | | | | 0 |
| Lesbian | | | | | | | | | | | | | | | | | | | | 0 |
| Bisexual | | | | | | | | | | | | | | | | | | | | 0 |
| Transsexual/Transgender | | | | | | | | | | | | | | | | | | | | 0 |
| Physical/orthopedic disability | | | | | | | | | | | | | | | | | | | | 0 |
| Blind/visually impaired | | | | | | | | | | | | | | | | | | | | 0 |
| Deaf/hard of hearing | | | | | | | | | | | | | | | | | | | | 0 |
| Developmental disability | | | | | | | | | | | | | | | | | | | | 0 |
| Severe Mental illness | | | | | | | | | | | | | | | | | | | | 0 |
| Male | | | | | | | | | | | | | | | | | | | | 0 |
| Female | | | | | | | | | | | | | | | | | | | | 0 |

| | Sept '14 | oct | no v | dec | jan | fe b | mar | apr | ma y | jun | jul | au g | Tota l |
|--|----------|-----|------|-----|-----|------|-----|-----|------|-----|-----|------|--------|
| ASSESSMENT | | | | | | | | | | | | | |
| Number of Cases per Month: | | | | | | | | | | | | | |
| Preschoolers | | | | | | | | | | | | | 0 |
| Children | | | | | | | | | | | | | 0 |
| Adolescents | | | | | | | | | | | | | 0 |
| Adults | | | | | | | | | | | | | 0 |
| Total number of assessment cases per month | | | 0 | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Insert # of administrations if each test below: | | | | | | | | | | | | | |
| Achenbach/ Conners/BASC | | | | | | | | | | | | | 0 |
| Bayley | | | | | | | | | | | | | 0 |
| BDI/CDI | | | | | | | | | | | | | 0 |
| Bender | | | | | | | | | | | | | 0 |
| Beery | | | | | | | | | | | | | 0 |
| Benton | | | | | | | | | | | | | 0 |
| Bilingual administration: specify test | | | | | | | | | | | | | 0 |
| Boston Naming | | | | | | | | | | | | | 0 |
| CELF | | | | | | | | | | | | | 0 |
| DAS | | | | | | | | | | | | | 0 |
| DISC/DICA | | | | | | | | | | | | | 0 |
| Drawings | | | | | | | | | | | | | 0 |
| FBA | | | | | | | | | | | | | 0 |
| K-BIT/ABC | | | | | | | | | | | | | 0 |
| Key Math | | | | | | | | | | | | | 0 |
| Millon | | | | | | | | | | | | | 0 |
| MMPI-A | | | | | | | | | | | | | 0 |
| NEPSY | | | | | | | | | | | | | 0 |
| Purdue | | | | | | | | | | | | | 0 |
| Rorschach | | | | | | | | | | | | | 0 |
| RTI cases | | | | | | | | | | | | | 0 |
| S-B | | | | | | | | | | | | | 0 |
| Sentence Comp | | | | | | | | | | | | | 0 |
| TAT/CAT | | | | | | | | | | | | | 0 |
| TEMAS | | | | | | | | | | | | | 0 |
| Trail marking | | | | | | | | | | | | | 0 |
| VMI | | | | | | | | | | | | | 0 |
| WASI | | | | | | | | | | | | | 0 |
| WIAT | | | | | | | | | | | | | 0 |
| WISC IV | | | | | | | | | | | | | 0 |
| WISC -Span | | | | | | | | | | | | | 0 |
| W-J ACH | | | | | | | | | | | | | 0 |
| Woodcock-Munoz | | | | | | | | | | | | | 0 |
| W-J COG | | | | | | | | | | | | | 0 |
| WPPSI | | | | | | | | | | | | | 0 |
| WRAML | | | | | | | | | | | | | 0 |
| Vineland | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | 0 |
| Total # child/adol assessmnt | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| | | | | | | | | | | | | | | | |
|---|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Tot. # of hours conducting child/adol assessment | | | | | | | | | | | | | | | 0 |
| Total hrs spent writing reports -ch/adol | | | | | | | | | | | | | | | 0 |
| Total # Hours for File and/or Report Reviews per Month | | | | | | | | | | | | | | | 0 |
| | Sept '14 | oct | nov | dec | jan | feb | mar | apr | may | jun | jul | aug | | | |
| Treatment in Schools: # of cases | | | | | | | | | | | | | | | |
| Adolescent | | | | | | | | | | | | | | | 0 |
| Child | | | | | | | | | | | | | | | 0 |
| Rti | | | | | | | | | | | | | | | |
| Classroom management - # kids in classes | | | | | | | | | | | | | | | 0 |
| Crisis Intervent. # of cases | | | | | | | | | | | | | | | 0 |
| CSE/IEP mtngs | | | | | | | | | | | | | | | 0 |
| Groups (# of kids in groups- total) | | | | | | | | | | | | | | | |
| Remediation - # cases | | | | | | | | | | | | | | | |
| Total # of cases | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Consultation- Hours | | | | | | | | | | | | | | | |
| In person | | | | | | | | | | | | | | | 0 |
| On phone | | | | | | | | | | | | | | | 0 |
| Teachers | | | | | | | | | | | | | | | 0 |
| Families | | | | | | | | | | | | | | | 0 |
| Other Professional | | | | | | | | | | | | | | | 0 |
| Supervising Others | | | | | | | | | | | | | | | 0 |
| Total # Consultation Hrs/Month | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SUPERVISION YOU RECEIVED- hrs | | | | | | | | | | | | | | | |
| Individual | | | | | | | | | | | | | | | 0 |
| Group | | | | | | | | | | | | | | | 0 |
| Peer/Other | | | | | | | | | | | | | | | 0 |
| Total # Supervision Hrs/Month | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Observations: # observed | | | | | | | | | | | | | | | |
| Teachers | | | | | | | | | | | | | | | 0 |
| Children | | | | | | | | | | | | | | | 0 |
| Classroom | | | | | | | | | | | | | | | 0 |
| Total # observed | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| INTERVIEWS/INTAKES | | | | | | | | | | | | | | | |
| Children | | | | | | | | | | | | | | | 0 |
| Adolescents | | | | | | | | | | | | | | | 0 |
| Families | | | | | | | | | | | | | | | 0 |
| Parents | | | | | | | | | | | | | | | 0 |
| Adults | | | | | | | | | | | | | | | 0 |
| Total# interviews/Intakes for month | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| OTHER HOURS | | | | | | | | | | | | | | | |
| Total # cse conferences/parent metings/CSE/Impartials | | | | | | | | | | | | | | | 0 |

| | | | | | | | | | | | | | | |
|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Total # Grand RoundsHrs/Month | | | | | | | | | | | | | | 0 |
| Total # Seminars Hrs/Month | | | | | | | | | | | | | | 0 |
| Total # Unit Rounds Hrs/Month | | | | | | | | | | | | | | 0 |
| Total # Team Meetings Hrs/Month | | | | | | | | | | | | | | 0 |
| Total # Externship Experiential Group Hrs/Month | | | | | | | | | | | | | | 0 |
| Total # Community Meeting Hours/Month | | | | | | | | | | | | | | 0 |
| Other Hours/Month | | | | | | | | | | | | | | 0 |
| | | | | | | | | | | | | | | |
| TOTAL NUMBER OF HOURS FOR MONTH | | | | | | | | | | | | | | |
| | Sept '14 | oct | nov | dec | jan | feb | mar | apr | may | jun | jul | aug | Total | |
| Have you been involved with any ethical issue?(Y/N) | | | | | | | | | | | | | | |
| Experience with diverse populations: child | #s | #s | #s | #s | #s | #s | #s | #s | #s | #s | #s | #s | #s | #s |
| African American/Black/African origin | | | | | | | | | | | | | | 0 |
| Asian American/Asian Origin | | | | | | | | | | | | | | 0 |
| Latino-a/Hispanic | | | | | | | | | | | | | | 0 |
| South Asian | | | | | | | | | | | | | | 0 |
| American Indian/ Native American | | | | | | | | | | | | | | 0 |
| European Origin/White | | | | | | | | | | | | | | 0 |
| Bi-/multi-racial | | | | | | | | | | | | | | 0 |
| Heterosexual | | | | | | | | | | | | | | 0 |
| Gay | | | | | | | | | | | | | | 0 |
| Lesbian | | | | | | | | | | | | | | 0 |
| Bisexual | | | | | | | | | | | | | | 0 |
| Transsexual/Transgender | | | | | | | | | | | | | | 0 |
| Physical/orthopedic disability | | | | | | | | | | | | | | 0 |
| Blind/visually impaired | | | | | | | | | | | | | | 0 |
| Deaf/hard of hearing | | | | | | | | | | | | | | 0 |
| Developmental disability | | | | | | | | | | | | | | 0 |
| Mental illness | | | | | | | | | | | | | | 0 |
| Male | | | | | | | | | | | | | | 0 |
| Female | | | | | | | | | | | | | | 0 |

Appendix F:

FERKAUF GRADUATE SCHOOL OF PSYCHOLOGY
YESHIVA UNIVERSITY
1300 Morris Park Avenue – Rousso 1st Floor
Bronx, NY 10461

SUPERVISOR'S EVALUATION OF STUDENT COMPETENCIES ON EXTERNSHIP/INTERNSHIP

STUDENT NAME: _____ **Date:** _____

Since evaluation is an important aspect of our program, we would appreciate your assessment of these trainee's skills associated with field experience. Because our students engage in different field experiences at each level of their training, all of the skills and behaviors delineated below may not be applicable for this particular trainee at this time. Please complete the following and return as soon as possible. Your contribution to our training program is invaluable. Thank you once more for your continuing cooperation.

Location of Field Experience: _____

Duration of Field Experience: Began _____ Still ongoing _____
Ended _____

Number of hours per week of individual supervision _____

Number of hours per week of other types of supervision _____

**TOTAL NUMBER OF HOURS COMPLETED, FROM BEGINNING DATE OF
EXTERNSHIP/internship:** _____

Externship evaluation

Q1: Your name:

Q2: Identify Your Site

Q3: Name of Supervisee

Q4: Please rate the student's current level of knowledge, skills, and attitudes using this scale. na= No opportunity to evaluate or insufficient information 1= Not competent - has not shown consistent improvement 2= Problems, but approaching competence - has shown improvement 3= Competent for current level of training 4= More than competent 5= Highly competent

- Administration, Scoring and interpretation of psychological and psychoeducational instruments
- Data Collection (Interviews, intakes, record review)
- Communication skills (active listening, communicate effectively)

- Writing skills
- Intervention skills
- Research performance
- Adherence to ethical and professional standards
- Competence in regard to cultural, ethnic and individual differences
- Response to supervision
- Completion of assignments in a timely manner
- Interpersonal and collaborative skills
- Please add any additional evaluative information
- Evidence-based assessment
- Evidence-based Intervention
- Competence in supervising others
- Reliability and dependability
- Realistic sense of strengths and limitations
- Overall rating

Q5: Did the student perform at a satisfactory level of competence?

Q6: Are there specific skill sets or competencies that you feel this student needs to address?

Q7: Does the student have specific strengths that you wish to highlight?

Q9: Please provide any further evaluative information that you feel would be helpful.

Please return this form to:
Abraham Givner, Ph.D.
Yeshiva University
1300 Morris Park Avenue
Bronx, NY 10461

Appendix G:

School-Clinical Child Psychology Student Evaluation of Externship/Internship 2015-16

Name of Externship/Internship Site
Primary Supervisor:

1. Please list and /or describe the major strengths of this site:
2. Please list and/or describe the major weaknesses of this site:
3. Please use the following five point rating scale to evaluate the training that you received at your externship/internship site.

| | 1- not acceptable | 2- minimally acceptable | 3-acceptable | 4-very acceptable | |
|---|-----------------------|-------------------------|--------------|-------------------|------|
| | 5- excellent training | | | | |
| Cognitive assessment | 1 | 2 | 3 | 4 | 5 na |
| Personality assessment | 1 | 2 | 3 | 4 | 5 na |
| Neuropsychological assessment | 1 | 2 | 3 | 4 | 5 na |
| Report writing | 1 | 2 | 3 | 4 | 5 na |
| Interpretation and integration of data | 1 | 2 | 3 | 4 | 5 na |
| Conduct observations | 1 | 2 | 3 | 4 | 5 na |
| Conduct interviews/ intakes | 1 | 2 | 3 | 4 | 5 na |
| Psychopharmacology | 1 | 2 | 3 | 4 | 5 na |
| Work with multicultural populations | 1 | 2 | 3 | 4 | 5 na |
| Classroom management | 1 | 2 | 3 | 4 | 5 na |
| Individual therapy with children/adolescents (psychodynamic) | 1 | 2 | 3 | 4 | 5 na |
| Individual therapy with children/adolescents (cognitive-behavioral) | 1 | 2 | 3 | 4 | 5 na |
| Use of evidence-based interventions | 1 | 2 | 3 | 4 | 5 na |
| Individual therapy with adults | 1 | 2 | 3 | 4 | 5 na |
| Family interventions | 1 | 2 | 3 | 4 | 5 na |
| Consultation | 1 | 2 | 3 | 4 | 5 na |
| Group work | 1 | 2 | 3 | 4 | 5 na |
| Working with severely emotionally disturbed | 1 | 2 | 3 | 4 | 5 na |
| Supervision received | 1 | 2 | 3 | 4 | 5 na |
| Professional interaction (teachers, psychologists, psychiatrists, social workers) | 1 | 2 | 3 | 4 | 5 na |
| Crisis intervention and trauma | 1 | 2 | 3 | 4 | 5 na |
| Substance abuse | 1 | 2 | 3 | 4 | 5 na |
| Child abuse | 1 | 2 | 3 | 4 | 5 na |
| Seminars, rounds, workshops | 1 | 2 | 3 | 4 | 5 na |
| Overall rating of placement | 1 | 2 | 3 | 4 | 5 na |
4. How prepared were you to begin the internship?(1= not prepared; 5= extremely well prepared)
5. What suggestions do you have for students who are applying to this site?

Appendix H: CV Template

Your name (DO NOT USE OVERSIZED FONTS OR COLORS or all capitals- 12 pt or 14 pt for headings- no larger) include degree, if any

Your address
Phone number
Email address

Education

- 201X- **APA accredited and NASP-approved School-Clinical Child**
Present **Psychology Program**
Ferkauf Graduate School of Psychology of Yeshiva University, Bronx, New York
If in third year or above you can indicate that you are a Doctoral Candidate
- 201x- **MS, School Psychology OR Other advanced degrees**
200x Ferkauf Graduate School of Psychology of Yeshiva University, Bronx, New York
(or other graduate school)
- 200x- **BA, Psychology (or name of degree)**
200x Name and location of university
Concentration: If any
Awards, if any

Languages: Spanish (can conduct interviews or indicate communication levels)

Certification:

Honors:

Internship: (THIS REFERS TO DOCTORAL INTERNSHIPS- not college level) . so skip it if you are not in your fifth year

- Sept 2012- **Placement and Division ,if any**
Aug 2013 **XXX Hospital**
XXX, New York
Director of Training: or Primary Supervisor
Setting: Community outpatient clinic
Specialized populations: Children, adolescents, and families ; children with

PTSD, adults with HIV.

Responsibilities:

Additional Rotations:

Group therapy

Specialized Training: Cognitive behavioral therapy

Externship

Placement and Division ,if any

Aug 2013

Aug 2013

XXX Hospital

XXX, New York

Director of Training: or Primary Supervisor

Setting: Community outpatient clinic

Specialized populations: Children, adolescents, and families ; children with PTSD, adults with HIV.

Responsibilities:

Additional Rotations:

Group therapy

Specialized Training: Cognitive behavioral therapy

Sept. 1325-
Aug. 1326

**Clinical Psychology Externship, Cro Magon Hospital,
The Forest, New Jersey**

Director of Training: or Primary Supervisor

Setting: Community outpatient clinic

Specialized populations:

Responsibilities:

Additional Rotations:

Group therapy

Specialized Training: Cognitive behavioral therapy

Aug 2013

Placement and Division ,if any

XXX Hospital

XXX, New York

Director of Training: or Primary Supervisor

Setting: Community outpatient clinic

Specialized populations: Children, adolescents, and families ; children with PTSD, adults with HIV.

Responsibilities:

Additional Rotations:

Group therapy

Specialized Training: Cognitive behavioral therapy

Sept. 1210- **School Psychology Externship, Garden of Eden Schools, Bronx, NY**
June 1211 Director of Training: or Primary Supervisor
Setting: Idyllic imaginary school
Specialized populations: angelic children
Responsibilities:
Additional Rotations:
Group therapy
Attachment disorders
Specialized Training:

Related Experience

September 2004- Include information on activities related to your professional development in the field.
Use the same format as above.

Practica

This is the list of practica in the program. Include only those you have taken

Cognitive Assessment I, II – describe what you did; not what is in the catalog. Then include the name of the supervisor/s

Assessment of Personality – describe what you did; not what is in the catalog. Then include the name of the supervisor/s

Practicum in Child Assessment I, II describe what you did; not what is in the catalog. Then include the name of the supervisor/s
describe what you did; not what is in the catalog. Then include the name of the supervisor/s

Neuropsychological Assessment – describe what you did; not what is in the catalog. Then include the name of the supervisor/s

Practicum in Child Therapy: Psychodynamic I, II – describe what you did; not what is in the catalog. Then include the name of the individual and group supervisors

Practicum in Child Therapy: CBT I, II – describe what you did; not what is in the catalog. Then include the name of the individual and group supervisors

Teaching Assistantships

Sept. 2005- **Testing Library, Ferkauf Graduate School of Psychology**

June 2006 Responsible for

Sept. 2003- **Cognitive Assessment I, II, Ferkauf Graduate School of Psychology**
June 2004 Responsible for

Presentations and Publications

Follow APA format for this domain

You can move this section and the next one to section immediate below Honors, if applying to a site that has an emphasis on research

Research Experience

Oct 1776- **Research Assistant, AECOM Institute for the study of Graduate students**
June 1778 Describe your responsibilities and then include name of supervisor

Sept. 1775- **Research Assistant, Revolutionary College of Human Rights**
July 1774 Conducted focus groups on the British demands for taxation. Analyzed group data and prepare report for Dr. **Washington**

June 1773- **Summer Fellow, National Institute of Mental Health**
Aug. 1774 Responsible for child interviews, literature reviews,

Other Work Experience –include other experiences using same format

Professional Affiliations

Student Affiliate, American Psychological Association
Division 16: School Psychology
Division 53: Society for Child and Adolescent Psychology
Student Affiliate, National Association of School Psychologists
OR others

Conferences and Workshops that you attended or conducted (indicate if you attended or conducted)

July 1776 Massachusetts Institute of Medicine
Symposium on the after effects of revolutionary zeal
Conducted by Derek Jeter, Psy.D.

Appendix I- List of possible school internships

Abraham Heschel School
Ardsley Schools
Bayport/Blueport
Bayonne School District
Bedford Schools
Chappaqua Schools
Clarkstown H.S.
Dobbs Ferry
Elmont Schools
Fair Lawn HS
Glen Cove Schools
Glenwood Landing School
Great Neck Schools
Greenburgh-Graham School
Hewlett HS
Hewlett Woodmere Schools
Huntington School District
Katonah-Lewisboro School
Lawrence Schools
Levittown Schools
Long Beach Schools
Montclair NJ
Newark, NJ PS
NYC Dept of Ed
New Rochelle Schools
Oceanside Schools
Ossining UFSD
Paramus School Dist
Pesach Tikvah
Pleasantville School
Port Washington
Rebecca School
Rockland BOCES
Rye City School
SAR
Scarsdale
Syosset Schools

The School at Columbia
Stamford Public Schools
Teaneck Schools
Three Village Schools

Valley Stream School
Waldwick Schools
Westchester School for Special
Children
White Plains HS
Wyandanch PS
Yonkers Public Schools

Suffolk County, NY:

William Floyd High School; Mastic Beach, NY 11951
Sachem Central School District ,Holbrook, NY 11741
Walt Whitman High School ,Huntington, NY 11746
Bay Shore Union Free School District-Bay Shore, NY
Brentwood School District-Brentwood, NY
Connetquot School District—Bohemia, NY
Sayville School District—Sayville, NY

Kings Park School District ;Kings Park, NY 11754
Bayport-Bluepoint Union Free School District ,Bayport, NY
Three Village School District ,East Setauket, NY 11733
Cold Spring Harbor School District; Cold Spring Harbor, NY
Commack School District—Commack, NY
Deer Park School District- Deer Park, NY
Shoreham-Wading River School District—Shoreham, NY

Additional listings for internships in Massachusetts and New Jersey are available from the Program Director

Appendix J: New York State Regulations Concerning Licensure

Regulations of the Commissioner

Part 72 Psychology.

§ 72.1 Professional study of psychology.

- a. To meet the professional education requirement for admission to the licensing examination, the applicant shall present evidence of a doctoral degree in psychology awarded upon completion of a doctoral program in psychology registered by the department and designated as licensure qualifying, or determined by the department to be the substantial equivalent in design, scope, content and resources to a New York State-registered program that is licensure qualifying as defined in subdivision (b) of this section.
- b. To be determined the equivalent of a New York State-registered and licensure qualifying doctoral program in psychology, a program shall be:
 1. offered by an institution accredited by an accrediting organization acceptable to the department or recognized by the appropriate civil authorities of the jurisdiction in which the school is located as an acceptable doctoral program in psychology;
 2. designed and conducted by the degree-granting institution to prepare graduates to practice professional psychology independently; and
 3. demonstrated to be substantially equivalent to the requirements for the registration of a licensure qualifying doctoral program in psychology pursuant to Part 52 of this Title. Such program shall consist of at least three years of full-time study, or the part-time equivalent thereof, including at least 30 semester hours of coursework obtained at the doctoral degree-granting institution.

§ 72.2 Experience.

- a. For licensure, an applicant shall present evidence satisfactory to the State Board for Psychology of two years of full-time supervised experience, or the part-time equivalent thereof, such experience to consist of 3,500 clock hours, in accordance with the

requirements of this section. Of such two-years of experience, one year of full-time supervised experience or its equivalent, consisting of 1,750 clock hours, shall be required for admission to the licensure examination. Applicants completing the doctoral degree requirements on or after October 1, 1992, shall present evidence that at least one of such two years of required experience was gained after the date that the institution which granted the doctoral degree in psychology has determined is the date that the applicant completed all requirements for that degree.

b. Content.

1. The experience shall consist of a planned programmed sequence of supervised employment or engagement in appropriate psychology activities performed in accordance with the definition of the practice of psychology contained in section 7601-a of the Education Law and satisfactory in quality, breadth, scope and nature.
2. In addition to other forms of satisfactory experience, the department may accept up to one year of the following:
 - i. a university-approved doctoral-level practicum, internship, field experience, or applied research experience, any of which shall integrate psychological knowledge and application, provided that the research experience shall not be part of the applicant's dissertation or thesis requirement; and
 - ii. teaching the subject of psychology as a faculty member, provided that the teaching meets the requirements for acceptable experience imposed by this section.

c. Setting. For a setting to be acceptable, it shall meet the following requirements:

1. The setting shall provide services defined in the practice of psychology, as set forth in section 7601-a of the Education Law.
2. The setting shall provide supervision by a qualified psychologist who is responsible for the design, coordination, integrity, and quality of the applicant's experience. The supervisor shall be the owner of, be employed by, or be a consultant to the entity in which the experience occurs, provided that on or after January 1, 1988, a qualified consultant providing supervision shall be retained by such entity.
3. The setting shall provide titles to the unlicensed individuals gaining experience for licensure that conform to the requirements set forth in section 7605 of the Education Law. Employment titles which do not include the word psychology or a derivation thereof may be used if the experience is consistent with the definition of the practice of psychology in section 7601-a of the Education Law.

4. The setting in which the experience is gained shall be responsible for the services provided by individuals gaining experience for licensure.
- d. Duration.
1. Acceptable experience shall consist of a continuous experience within periods of at least six months, except that experience in academic settings shall consist of a continuous experience within a period of not less than one semester and, in the case of teaching experience, shall consist of not less than six credit hours per semester. The six-month periods of experience or the semesters of experience shall not be required to be immediately successive one after the other.
 2. Full-time experience shall consist of at least 35 hours per week, and for experience gained on or after January 1, 1998, not more than 45 hours per week.
 3. Part-time experience shall consist of at least 16 hours per week but not more than 34 hours per week, which shall be distributed over at least two days.
- e. Supervision.
1. Supervision shall be provided by a psychologist licensed in the jurisdiction where the supervised experience occurs. The supervisor shall be the owner of, be employed by, or be a consultant to the entity in which the experience occurs, provided that on or after January 1, 1988, a qualified consultant providing supervision shall be retained by such entity. In an exempt setting, as defined in section 7605(1) of the Education Law, the supervisor shall have qualifications satisfactory to the department, based on a review of factors which include but are not limited to: educational attainment of the supervisor and position held by the supervisor.
 2. For experience gained prior to January 1, 1998, the following requirements shall apply:
 - i. Supervision shall occur weekly in direct human service settings and shall include at least one hour per week of face-to-face individual supervision pertaining to services rendered and, for experience gained after January 1, 1988, one additional hour per week in other learning activities including face-to-face supervision, seminars, group supervision or apprenticeship activities. Supervision of part-time experience shall in no instance consist of less than one hour per week of face-to-face supervision.
 - ii. Supervision in other than direct human service settings, including academic, industrial and research settings, shall comprise at least two hours biweekly in such learning activities as face-to-face individual supervision, seminars, group supervision or apprenticeship activities.

Supervision of part-time experience shall in no instance consist of less than one hour biweekly.

3. For experience gained on or after January 1, 1998, the following requirements shall apply:
 - i. For every full-time experience, supervision shall occur weekly and shall include one hour per week of face-to-face individual supervision pertaining to services rendered and one additional hour of supervision which shall be either face-to-face supervision, group supervision, seminars or workshops, or apprenticeship activities.
 - ii. For every part-time experience, applicants shall have two hours of supervision within every two week period, one hour of which shall be face-to-face supervision; and one hour of which shall either be face-to-face supervision, group supervision, seminars or workshops, or apprenticeship activities.

§ 72.3 Licensing examination.

- a. Content. The licensing examination shall consist of an examination designed to test knowledge related to all areas of psychology.
- b. The department may accept scores satisfactory to the State Board for Psychology on the examination(s) of the Association of State and Provincial Psychology Boards, or an examination determined by the department to be comparable in content, as meeting the requirement for passing the licensing examination.
- c. Passing score. The applicant shall pass the examination with a converted score of at least 75.0 as determined by the State Board for Psychology.

§ 72.4 Limited permits.

- a. The department may issue a limited permit to practice psychology to an applicant who meets the requirements of subdivisions (b) or (c) of this section.
- b. Upon recommendation of the State Board for Psychology, the department may issue a limited permit to practice psychology to an applicant who meets the requirements of this subdivision.
 1. The applicant shall:

- i. file with the department an application on a form provided by the department together with the statutory fee for the limited permit;
 - ii. be of good moral character, as determined by the department;
 - iii. hold a certificate or license to practice psychology issued by another state or country, and be qualified for admission to the examination for licensure as a psychologist, as prescribed in section 72.3 of this Part; and
 - iv. have resided in New York State for a period of not more than six months prior to the filing of the application for the limited permit.
 2. The limited permit issued pursuant to this subdivision shall be valid for a period of not more than 12 months, or until 10 days after notification to the applicant of failure of the professional licensing examination or until the results of a licensing examination for which the applicant is eligible are officially released, whichever comes first. Such limited permit shall not be renewable.
- c. Upon recommendation of the State Board for Psychology, the department may issue a limited permit to practice psychology to an applicant who meets the requirements of this subdivision.
 1. The applicant shall:
 - i. file with the department an application on a form provided by the department together with the statutory fee for the limited permit;
 - ii. be of good moral character, as determined by the department;
 - iii. have completed all doctoral degree requirements, including the doctoral dissertation, for a program that meets the professional study requirements for licensure in psychology in accordance with section 72.1 of this Part, except that the applicant shall not be required to have actually received the degree;
 - iv. submit adequate documentation that the applicant has arranged for a supervised experience, approved pursuant to section 72.2 of this Part, and needs the limited permit to participate in the experience. Such documentation shall identify the individual who has responsibility for supervising the applicant's experience while under the limited permit, and include a signed statement by the supervisor certifying that he or she will provide supervision of the applicant's experience.
 2. The limited permit issued pursuant to this subdivision shall be valid for an aggregate of not more than three years. Such limited permit may be renewed by the department for one additional one-year period, provided that the applicant documents that he or she has arranged for a supervised experience, approved pursuant to section 72.2 of this Part, needs the limited permit to participate in the

experience, and has good cause that prevented the applicant from meeting the experience requirement for licensure while under the original limited permit, including but not limited to, any of the following reasons: a specific physical or mental disability certified by an appropriate health care professional; or extended active duty with the Armed Forces of the United States; or other good cause which in the judgment of the department made it impossible for the applicant to complete the experience requirement for licensure while under the original limited permit.

§ 72.5 Exempt practice.

A psychologist eligible for exempt practice in accordance with section 7605(4) of the Education Law, shall notify the department of the time and place of such exempt practice. Practice under this one-time exemption shall not exceed 10 consecutive business days or a total of 15 business days in a 90-day period.