



Training Handbook

Doctoral Internship Program in School Psychology

August 2023 - June 2024

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Overview & Aims of the Program

School Psychology has been continually designated as an area of “critical shortage” by the State of New Hampshire. White Birch Educational Services, LLC (WBES) was created in 2017 to assist school districts with the need for school psychology services. Owned and operated by a school psychologist, WBES has expanded to provide educational consultation and staffing solutions for various services, training, and clinical support throughout New Hampshire. It has a main office in Bedford, New Hampshire, where administrative tasks, training, and supervision occurs. Staff at WBES have diverse clinical backgrounds, including psychologists, school psychologists, clinical specialists, and special educators. We have trained Master’s and Doctoral level school psychology and counseling students, including interns and post-doctoral psychologists. The extensive knowledge and experience of the White Birch team are reflected in the company’s core focus of empowering children and supporting communities.

The White Birch Educational Services (WBES) Doctoral Internship Program in School Psychology has submitted its application for Association of Psychology Postdoctoral and Internship Centers (APPIC) Provisional Membership and awaiting decision. Please be advised that there is no assurance that the program will successfully achieve APPIC Provisional Membership.

The WBES program aims to provide supervised experiential learning opportunities relating to the delivery of comprehensive school psychological services. The internship program is designed to assist interns in becoming independent and professional psychologists who can provide various psychological services to improve children and adolescents' mental health and educational outcomes within and outside the school setting. WBES is dedicated to developing leaders and positive change agents in the profession using evidence-based practices in the school environment.

The program represents a collaborative effort between WBES and New Hampshire school districts to provide a range of clinical and didactic training experiences. The program is guided by the legal and ethical codes of the profession as outlined by the American Psychological Association (APA) and the National Association of School Psychologists (NASP). Interns are expected to abide by the APA Code of Ethics, their WBES employment contract, and the rules and regulations of the training site (school district) where direct services are provided.

With its mission to train and prepare interns for independent practice and to meet state requirements for licensure or certification as a psychologist and health service provider, the program’s training goals are intended to support and develop the next generation of leaders in the profession:

Goal #1: To recruit and train ethical, skilled, and culturally sensitive psychologists who will be prepared for entry-level practice and contribute to the profession through mentorship, supervision, didactic education, and experiential training.

Goal #2: To provide interns with experiences to collaborate and solve complex academic, cognitive, social-emotional, behavioral, and mental health problems across systemic levels (i.e., individual, education system, and community).

Goal #3: To provide training in implementing professional practices that are empirically supported, data-driven, and culturally competent through assessment, intervention, and consultative practices in a school-based setting.

Goal #4: To provide interns with learning opportunities to learn and demonstrate knowledge of special education laws and regulations and the ability to collaborate with educational staff providing special education services.

Structure of Program

The training program is a full-time experience beginning in August and ending in June of the following year. Orientation takes place the last week of August at the WBES office, a hub for didactic training and administrative processes. Placed in a New Hampshire school district, interns complete a minimum of 1,500 supervised hours and average 15-20 hours of direct face-to-face clinical hours per week. Interns in this program are referred to as “School Psychology Fellows” and are matched with a district WBES partners with. Interns spend 35 hours per week in the school setting and a minimum of 4 hours a week at the WBES office, where they receive direct supervision with a licensed psychologist, group supervision, didactic training, and protected time to meet with members of their cohort. Interns follow a successive training schedule as they assume increased responsibility and independence in specialized assessment and consultation activities. Supervision focuses on clinical skills development and addressing issues such as professionalism, ethics, and diversity. The program is organized in a way that provides interns with an opportunity not only to combine all their previously learned skills and knowledge in a professional service delivery system but also to apply these skills, under supervision, to benefit those they serve.

Training Sites

Our school district partnerships, in collaboration with WBES, provide planned, programmed sequences of training experiences, with the primary focus being on assuring the breadth and quality of training. Special Education in New Hampshire Schools aims to support students, staff, and families by using data to provide effective, evidence-based instruction and services to ensure student growth. Services provided through the Special Education Department include health and psychological services, speech and language therapy, occupational therapy, physical therapy, transition services, and assistance for students with hearing and vision impairments. Interns focus on enhancing professional skills and competencies by implementing evidence-based research practices in consultation, testing and assessment, and intervention.

Interns are placed in a New Hampshire school district where they will work closely with a multi-disciplinary special education team with a licensed school psychologist and special education-related service providers such as school-based mental health counselors, speech pathologists, and occupational therapists. School site placement is based on their previous experience and their specific goals for the internship year; secondary schools or a rotation can be assigned based on what would round out their on-site experience. Each placement provides supervised, introductory experiences in multiple roles that a psychologist can hold when practicing in a school setting. Interns are expected to provide services such as assessment, individual and group counseling, consultation with parents, teachers, and staff, crisis intervention, and behavioral interventions for general and special education students. The intern will be required to participate in Special Education meetings for students that they have evaluated and serve. Interns also participate on intervention teams (e.g., Response to Intervention, Multi-Tiered System of Supports) at their placement sites to expand their opportunities to meet their internship goals and competencies. WBES ensures that all districts meet the intern's needs to provide a well-rounded and positive experience (WBES's current district and school partnerships, [Appendix A](#)).

Program Learning Elements

The training curriculum has been designed in accordance with Profession-Wide Competencies, each met through both experiential and cumulative didactic training and integrated into the program's goals, training curriculum, and evaluations. The intended outcome is to provide interns with learning and opportunities to practice and gain mastery across competency areas through a planned program sequence of training experiences, with particular focus on skill developmental the areas of:

- 1) **Assessment:** Interns complete and receive training in psychological assessment for a diverse population of students presenting with academic, adaptive, and/or emotional difficulties. Interns administer, interpret, and provide written syntheses of test batteries that include achievement, intellectual, behavioral, social-emotional, neuropsychological batteries (i.e., executive functioning) and/or other competency-based measures. In addition to administering these measures, interns utilize assessment writing skills to produce accurate, high-quality reports that communicate findings and recommendations in a clear, coherent, useful manner appropriate for the intended audience. After completing the evaluations, interns regularly participate in team meetings to discuss findings and recommendations with parents and staff.
- 2) **Consultation:** Interns participate in activities related to interdisciplinary consultation and systems collaboration. They regularly consult with teachers, staff, administrators, parents/caregivers, and other professionals regarding an individual student or group of students with whom they are working to support the educational team. Consultations may involve collaborative problem-solving or providing training to teachers/staff to enhance

the skills of those who work directly with students. Interns have opportunities to provide education and guidance to other professionals regarding psychological issues, establish and engage in collaborative relationships with other agencies (e.g., schools, community agencies), and work with the multi-disciplinary special education team.

- 3) **Counseling/Intervention:** Interns work with a diverse population of students in the schools and receive training in Behavioral Health Intervention. They are provided with a strong background in Trauma-Informed Care and are expected to integrate this knowledge into practice. Interns will have opportunities to provide individual and group counseling services to students with various academic, adaptive, and/or emotional difficulties. The focus of counseling may be in the area of trauma, behavioral disorders, mood disorders, emotion dysregulation, adaptive concerns, academic difficulties, etc. Interns will be trained in suicidal risk and other forms of crisis management. Interns will assess crisis situations as they arise and provide short-term interventions as necessary, either individually or as a member of a school's response team. Interns assist in developing and implementing Functional Behavior Assessments (FBA's) and/or Behavior Intervention Plans (BIP's) where they practice critically evaluating research to inform clinical decision-making, treatment planning, progress monitoring, and intervention.

- 4) **Professionalism:** Interns are provided with various professional development opportunities and resources to support their training activities. Each intern is equipped with a laptop computer, printer, etc., located in a dedicated office space in their primary placement. Access to internet-based online scoring programs is provided when they are available. All Interns are provided with a broad selection of current assessment tools/test kits and have access to a comprehensive test library with a range of assessments for addressing clinical and academic needs. Interns will participate in weekly didactic training and individual and group clinical supervision, where professionalism is integrated into each intern's goals and evaluations. Training in the knowledge and practice of APA and NASP ethical guidelines is integrated within the program's structure; interns are expected to demonstrate this throughout the program and as they prepare for entry-level practice and licensure. As interns progress through the program, they are given increased opportunities to demonstrate professional attitudes, responsibility, and communication as they present case studies, lead seminar discussions, and engage in multi-disciplinary special education team consultation. Within the didactics curriculum, interns are encouraged to participate in various meeting and workshops through NH state organizations, including the NH Association of School Psychologists (NHASP) and NH Psychological Association (NHPA). The purpose is to allow interns time to engage in self-reflective practices regarding personal and professional functioning, and interpersonal communication. WBES also encourages professional development in the form of assisting interns in securing opportunities after internship, such as post-doctoral positions and employment.

Profession-Wide Competencies

By the conclusion of the training year, all interns are expected to achieve competency by demonstrating that they are prepared for entry-level independent practice and licensure in the following professional competency areas. The goals and objectives include:

- 1) Intervention: Interns will achieve competence appropriate to their professional developmental level in the area of Evidence Based Practice in Intervention.
 - a) Establishing and maintaining effective relationships with recipients of psychological services,
 - b) Developing evidence-based intervention plans,
 - c) Implementing interventions informed by the current scientific literature,
 - d) Demonstrating the ability to apply the relevant research literature to clinical decision-making,
 - e) Modifying and adapting evidence-based approaches, and
 - f) Evaluating intervention effectiveness.

- 2) Assessment: Interns will achieve competence appropriate to their professional developmental level in the area of Evidence Based Practice in Assessment.
 - a) Demonstrating current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology,
 - b) Demonstrating an understanding of human behavior within its context (e.g., family, social, societal, and cultural),
 - c) Demonstrating the ability to apply the knowledge of functional and dysfunctional behaviors, including context to the assessment and/or diagnostic process,
 - d) Selecting and applying assessment methods that draw from the best available empirical literature,
 - e) Collecting relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment, as well as relevant diversity characteristics of the client,
 - f) Interpreting assessment results to inform case conceptualization, classification, and recommendations, and
 - g) Communicating findings in an accurate and effective manner sensitive to a range of audiences.

- 3) Ethical and Legal Standards: Interns will achieve competence appropriate to their professional developmental level in the area of Ethical and Legal Standards.
 - a) Demonstrating knowledge of and acts in accordance with the APA Ethical Principles and Code of Conduct,

- b) Demonstrating knowledge of and acts in accordance with all organizational, local, state, and federal laws, regulations, rules, and policies relevant to health service psychologists,
 - c) Demonstrating knowledge of and acts in accordance with all professional standards and guidelines,
 - d) Recognizing ethical dilemmas as they arise and applies ethical decision-making processes in order to resolve them, and
 - e) Conducting self in an ethical manner in all professional activities.
- 4) Cultural and Individual Diversity: Interns will achieve competence appropriate to their professional developmental level in the area of Cultural and Individual Diversity.
- a) Demonstrating an understanding of how one's own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves,
 - b) Demonstrating knowledge of the current theoretical and empirical knowledge base as it relates to diversity,
 - c) Integrating knowledge of individual and cultural differences in the conduct of professional roles,
 - d) Demonstrating the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during the internship, and
 - e) Demonstrating the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews may differ from their own.
- 5) Research: Interns will achieve competence appropriate to their professional developmental level in the area of Research.
- a) Demonstrate the substantially independent ability to critically evaluate research in inform clinical decision-making, and
 - b) Demonstrate a substantially independent ability to disseminate research or other scholarly activates via professional publication or presentation at the local, regional, or national level.
- 6) Professional Values, Attitudes, and Behaviors: Interns will achieve competence appropriate to their professional developmental level in the area of Professional Values and Attitudes.
- a) Behaving in ways that reflect the values and attitudes of professional psychology,
 - b) Engaging in self-reflection regarding personal and professional functioning,
 - c) Demonstrating openness and responsiveness to feedback and supervision, and

- d) Responding professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.
- 7) Interprofessional and Interdisciplinary Consultation: Interns will achieve competence appropriate to their professional developmental level in the area of Interdisciplinary Consultation and Collaboration
- a) Demonstrating knowledge and respect for the roles and perspectives of other professions, and
 - b) Applying knowledge of the models of consultation in direct or simulated (role played) consultation.
- 8) Supervision: Interns will achieve competence appropriate to their professional developmental level in the area of Supervision
- a) Demonstrating knowledge of supervision models and practices, and
 - b) Applying knowledge of supervision in direct or simulated practice with psychology trainees or other health professionals.
- 9) Communication and Interpersonal Skills: Interns will achieve competence appropriate to their professional developmental level in the area of Communication and Interpersonal Skills
- a) Developing and maintaining effective relationships with a wide range of individuals,
 - b) Producing and comprehending oral, nonverbal, and written communications, and
 - c) Demonstrating effective interpersonal skills.

Internship Training Committee

WBES Training Committee consists of WBES licensed psychologist staff members who provide direct supervision or teaching to interns, including Katerina Aniskovich, Ph.D., Laureen Dorow, M.Ed., CAGS, Cindy Hess, Psy.D., Kate Murphy, Psy.D., Jesslynn Rocha Neves-McCain, Ph.D., Brittany St. Jean, Psy.D., and Robert Walrath, Psy.D. (detailed biographies for the members of the Training Committee is located in [Appendix B](#)). WBES follows an “open door” policy allowing for additional informal guidance as needed. Interns are given opportunities to meet staff and connect based on mutual interests to guide and help consolidate their training experiences while developing a professional identity. Professional attitudes, responsibility, communication, and various professional skills and interpersonal skills are promoted through opportunities for interns to socialize and form collegial relationships with one another and other professionals. It includes time for team building, communication, learning, and self-care. Interns have protected time to attend field-related workshops and are provided opportunities to connect with NH state organizations, including the NH Association of School Psychologists (NHASP) and NH Psychological Association (NHPA).

Didactic Training & Experiences

The didactic calendar for the 2023-2024 training year with scheduled topics is located in [Appendix C](#). All trainings place on a weekly basis for two-hours at the WBES office. Interns are exposed to a variety of psychologists, content experts, and guest speakers through comprehensive didactic seminar series that spans the length of the training year. Didactic activities include seminars, case conferences, in-service training, selected reading and facilitated discussion, and guided practice. Didactics focus on a wide range of topics, including issues related to direct service provision and more theoretical and/or professional development-focused topics, all designed to build upon prior knowledge and align with profession-wide competencies.

Scheduled didactics are organized around a broad theme (e.g., ethics, diversity, professional development, advanced skills, assessment) to provide depth and opportunities for discussion among interns, the training committee, and facilitators. Seminars incorporate professional standards with up-to-date, evidence-based citations and references, as appropriate, across presentations and hands-on learning experiences. Each topic within the didactic series includes a special emphasis on considering the scholarship and implications of racially, culturally, and linguistically diverse learners and those with minoritized and intersectional identities. Interns are free to propose areas for additional interest groups as well. For all didactic presentations, interns will be given the opportunity to provide direct feedback via an electronic survey (Intern Evaluation of Didactic Seminars, [Appendix D](#)). The information gleaned from this survey is then used to inform future presentations. Each year, the topics are modified to fit the interests and needs of the current cohort. If an intern misses one of these established didactic sessions, the intern, their supervisor, and the Director of Clinical Training will plan alternative activities related to the missed presentations (e.g., reading articles and finding resources on the topic).

As part of the standards based didactic curriculum, interns complete case presentations on various topics, including counseling, assessment, and complex consultation. For example, the assessment case presentation requires interns to gather detailed information (demographics, history, referring concerns) and discuss data collection methods, observational information, interview information, normative data, summary and conclusions, diagnostic impressions, and recommendations. When interns present on areas of their expertise, it is common that many of them include topics regarding children and youth who are racially, ethnically, and linguistically diverse (including multi-language learners), present with low incidence disabilities, or present with minoritized identities, among other issues. Verbal and written feedback is provided to interns when they provide case presentations and facilitate training to support them in meeting their internship goals and demonstrating mastery outlined within their formal evaluations. Additionally, interns develop and apply research knowledge and skills relevant to evaluating, understanding, and promoting youth's cognitive, educational, and social-emotional development by engaging in research opportunities determined based on the needs of the intern and the opportunities at the time of the internship. Interns may request time to complete dissertation work as needed with their school site placements.

In addition to scheduled orientation and onboarding training, interns attend professional development and training activities offered within their school site placement. Interns will complete several tasks before students start attending the school year, where they will get access to their office and caseload paperwork, review and organize student files (e.g., IEP documents, behavior plans, etc.), develop their schedules, and start intervention planning to begin providing direct services. Sequenced didactic training and direct on-site support throughout the first three months of the internship program focuses on preparing interns with the skills to describe and facilitate school psychology services compliant with the rules and regulations related to the Individuals with Disabilities Education Act (IDEA), the NH Department Education and Special Education, and the Health Insurance Portability and Accountability Act (HIPAA). As the year progresses, training objectives align with the experiences interns receive as they begin working more closely with their multi-disciplinary special education teams and integrate into their school site placements; this includes training on specific policies and procedures for evaluation, report writing, counseling, 504 plans, and consultation.

Supervision

We are excited to learn more about our interns, their backgrounds, their training goals, and their career aspirations during the process of orientation. There will also be opportunities to meet with WBES staff, as we encourage informal consultation with WBES staff who might not be your supervisor(s) but who have an area of expertise that may be relevant to a particular case. There are numerous supervisors on staff at WBES with advanced post-masters and specialist degrees. Interns will receive a minimum of two hours per week of regularly scheduled individual supervision, and two hours of group supervision. All supervisors are licensed psychologists. In addition to providing individual supervision to interns, the field supervisors also serve on the internship training committee. This committee meets quarterly and as needed with the program training director to discuss individual intern needs or concerns, gather materials, determine what additional training/opportunities may be necessary, as well as evaluate the efficacy of the current training program.

Supervision Evaluations

Throughout the training year, interns and supervisors are encouraged to discuss expectations, needs, and recommendations to ensure the successful completion of the training program. Formal evaluations are completed three times a year (November, March, June) and serve as a review of progress on training goals and profession-wide competencies. Interns are expected to be active participants in the shaping of their supervision and training experiences by identifying individualized training goals by self-observation, self-evaluation, and participation in continuing education. To progress in the program and to successfully complete the program, interns must demonstrate minimum levels of achievement across all required elements. Evaluations are conducted using a standard rating form, which includes comment spaces where supervisors include specific written feedback regarding the Interns' performance and progress (Supervisor Evaluation of Intern Competencies Form, [Appendix E](#)). Supervisors will review these evaluations with the

interns and provide an opportunity for discussion if the intern has questions or concerns about the feedback. Interns are expected to participate in the development and improvement of the training program by providing feedback of supervisors and training experiences.

Interns are expected to achieve the goals and objectives of the training program with a minimum level of achievement at the first and second evaluation time points are defined as a rating of “3” (Intermediate Competence) for each element. The rating scale for each evaluation is a 5-point Likert scale. Remedial activities are implemented when an intern receives a rating below “3” on any professional competency or if conditions occur that broadly create interference in an intern’s professional functioning (Professional Competency Development Plan, [Appendix F](#)). Additionally, if an intern consistently receives a rating less than “3” or if supervisors have significant reason to be concerned about the intern’s performance or progress, the program’s Due Process procedures may be initiated. The Due Process guidelines can be found in this Handbook. A minimum level of achievement at the third evaluation time point (end of the training year) is defined as a rating of “4” (Proficient Competence) for each element. Meeting the minimum level of achievement at the end of the year includes having; the ability to independently function in a broad range of clinical and professional activities; the ability to generalize skills and knowledge to new situations; the ability to self-assess when to seek additional training, supervision or consultation. The Director of Clinical Training reviews these completed evaluations and uses the data to monitor intern performance and guide ongoing program development.

Intern Self & Program Evaluation

WBES believes that the process of learning begins with reflective practice and self-assessment. At the beginning of the training year, all interns are required to complete a self-assessment using the program’s intern evaluation form (Intern Self Evaluation, [Appendix G](#)). This self-assessment should be reviewed with supervisors and utilized to generate learning and training goals. Interns also complete evaluation measures to provide feedback to their supervisors, so they understand the components of their right to competency-based supervision (Intern Evaluation of Supervisor/Supervision/Site, [Appendix H](#)). At the end of the internship year, interns are required to complete a narrative evaluation of the internship program that will be reviewed with the Director of Clinical Training during the exit interview. Data from supervisor and evaluations will be utilized for program development and quality improvement of the internship training experience. Additionally, post-internship information is collected to inform and enhance the quality of training for interns (Post- Internship Survey, [Appendix I](#)).

Intern Rights & Responsibilities

Intern Rights

- 1) The right to a clear statement of general rights and responsibilities upon entry into the internship,

- 2) The right to be trained by professionals who behave in accordance with APA ethical guidelines,
- 3) The right to be treated with professional respect, that recognizes the training and experience the intern brings with him/her/they,
- 4) The right to ongoing evaluation of performance that is specific, respectful, and pertinent,
- 5) The right to engage in an ongoing evaluation of the training program experience,
- 6) The right to initiate an informal resolution of problems that might arise during the training experience, and
- 7) The right to due process.

Intern Responsibilities

- 1) The responsibility to read, understand and clarify, if necessary, the statement of rights and responsibilities. It is assumed that these responsibilities will be exercised, and their implementation is viewed as a function of competence,
- 2) The responsibility to maintain behavior within the scope of the APA and NASP ethical guidelines. These principles are set forth in the APA's "Ethical Principles of Psychologists and Code of Conduct," and NASPs "Standards and Policies."
- 3) The responsibility to follow the policies and procedures of the internship program as well as the policies and procedures of your respective WBES Site(s). The responsibility to be open to professionally appropriate feedback from supervisors, professional staff, and agency personnel,
- 4) The responsibility to behave in a manner that promotes professional interactions,
- 5) The responsibility to give constructive feedback that evaluates the training experience or other experiences in WBES,
- 6) The responsibility to complete site and WBES paperwork on time, attending training seminars, entering time logs, and providing information to the WBES office as requested for completing all informational reports,
- 7) The responsibility to meet training expectations by developing competency in all areas delineated in the internship plan, and

- 8) The responsibility and legal duty to protect the safety of children by reporting suspected abuse or neglect by means of mandated reporting. Internship requires Interns to work with vulnerable populations that include minor children. Additional guidance about reporting suspected child abuse or neglect can be found in the policies of each placement site.

Communication with Intern Graduate Programs

The Director of Clinical Training (DCT) communicates with each intern's academic university/graduate program about the intern's activities and progress. Interns are provided with information and communication at the beginning of the internship related to the open communication (Authorization to Exchange Information, [Appendix J](#)). At the end of the internship year, the academic program receives copies of supervisor evaluations and a letter indicating the intern has successfully completed the internship. If problems arise that cause doubt on an intern's ability to successfully complete the internship program, the DCT will inform the sponsoring graduate program.

Intern Records

Copies of all intern competency evaluations, certificates of completion, copy of the intern's training experience (i.e., training handbook) and any Due Process documents are maintained by the internship program indefinitely. These records are securely stored in electronic files. The handbook for each training year is maintained in electronic format. A separate electronic file is maintained for grievances.

Due Process & Grievance Policy and Procedures

WBES follows due process guidelines to inform and provide a framework to respond, act, or dispute. Due process ensures that decisions about interns are not arbitrary or personally based and occur stepwise, involving more significant levels of intervention as a problem increases in persistence, complexity, or disruption to the training program. Due Process procedures also protect intern rights and are implemented to afford the intern a reasonable opportunity to remediate problems and receive support and assistance. Interns have the right to appeal remediation decisions and to file a complaint (grievance) at any time during the internship about any element of the training program. The guidelines include appeal procedures that permit any intern to challenge program decisions.

Due Process Guidelines

- 1) Present interns with the program expectations regarding professional functioning at the start of the training year. This includes a specific review of evaluative procedures that occur at meaningful intervals. All expectations, due process, and grievance procedures will be provided in writing and reviewed as a group during the orientation,
- 2) Areas of concern and "problematic behavior" are defined,

- 3) WBES will communicate early and often with the intern's graduate program about any difficulties and seek input from the program about how to address the difficulties,
- 4) Remediation plans (Appendix K) will be provided for skill deficiencies or problematic behavior, including a time frame for remediation and the consequences of not rectifying the issue(s),
- 5) Interns are provided with a written description of Due Process procedures, including remediation and the handling of a grievance,
- 6) Interns have sufficient time to respond to any action taken by the program that affects them,
- 7) WBES seeks input from multiple professional sources, including the primary and secondary supervisor, when making decisions or recommendations regarding the intern's performance, and
- 8) All procedures will be documented, in writing and to all relevant parties, the action(s) taken and its (their) rationale.

Defining Areas of Concern

In the WBES psychology training program, areas of concern typically fall into one of two areas:

- 1) Skill deficiency: Skill deficiencies may include lack of doctoral-level training in
 - a) Psychological assessments;
 - b) Diagnostics;
 - c) Test administration or interpretation;
 - d) Report writing;
 - e) Forming therapeutic alliances with students;
 - f) Therapy/counseling; or
 - g) Knowledge of pertinent research or additional weaknesses such as:
 - i. Conducting professional activities beyond the intern's abilities or scope;
 - ii. Disregard for a supervisor's guidance; or
 - iii. Resistance to appropriate opportunities for learning.
- 2) Problematic Trainee Behavior: Behaviors are identified as problematic behaviors if they include one or more of the following characteristics:
 - a) The intern does not acknowledge, understand, or address the problem when it is identified;
 - b) The area of concern potentially causes harm to a student or identified client;
 - c) The problem is not merely a reflection of a skill deficit that can be rectified by academic or didactic training;

- d) The quality of services delivered by the intern is sufficiently negatively affected.
- e) The problem is not restricted to one area of professional functioning;
- f) A difficulty in acquiring and integrating professional standards into one's repertoire of professional behavior;
- g) A disproportionate amount of attention by training personnel is required;
- h) The intern's behavior does not change as a function of feedback, remediation efforts, and/or time;
- i) A difficulty in managing personal stress, psychological challenges, and/or excessive emotional reactions which interfere with professional functioning; or
- j) The behavior has potential for ethical violation(s) or legal ramifications if not addressed.

Procedures for Responding to a Skill Deficiency or Problematic Behavior

Informal Review & Resolution Procedures

When a supervisor (the psychologist who provides direct supervision/teaching) believes that an intern's (trainee) behavior is becoming problematic, the first step in addressing the issue is to raise the issue with the intern directly and as soon as feasible to resolve the problem informally. This process is documented and may be discussed with the DCT, but it will not become part of the intern's professional file. Resolution may include increased supervision, didactic training, and/or structured readings. Trainees may exhibit behaviors, attitudes, or characteristics which, while of concern and requiring remediation, are not unexpected or excessive for professionals in training. Professional judgment is used in consultation by the DCT and supervisor as to when an issue becomes problematic rather than solely of concern. If an intern's problem behavior persists following an attempt to resolve the matter informally, a formal review process is initiated using guidelines that include an appeal procedure that permits any intern to challenge program decisions.

Formal Review Procedures

If the issues are not resolved, the intern continues reflecting a skill deficiency or problematic behavior, and the matter is not being adequately addressed through routine supervision and didactic training, the following procedure will be initiated unless it is determined that immediate disciplinary action is appropriate due to ethical responsibility and the severity of the concern. In some cases, speaking directly to the intern about these concerns may be appropriate. This decision is made at the discretion of the individual who has concerns. When an intern, supervisor, or other person informs the DCT that intern performance is insufficient and/or a problematic behavior has occurred, and informal review has not resolved the issue or is not appropriate or feasible, a formal review of the intern is activated:

- 1) **Written Notice:** The Intern will be notified in writing that an issue has been raised to a formal level of review, and that a hearing will be held. A Written Notice directs the intern to discontinue unsatisfactory action(s) or behavior(s). The intern will be given a letter specifying the following:

- a) Notifying the intern that there is unsatisfactory behavior.
 - b) Description of the unsatisfactory behavior.
 - c) Actions required to correct the unsatisfactory behavior.
 - d) Timeline for correction with a minimum of 30 days.
 - e) Consequences if the problem is not corrected.
 - f) The DCT will review progress with the intern and relevant individuals at the end of the timeline. If the progress is insufficient, then the DCT will consult with the Training Committee to determine the next appropriate step. The DCT will provide the intern with a written statement detailing the intern's progress in relation to the remediation plan.
- 2) Hearing: The supervisor will hold a hearing with the DCT and intern within ten working days of issuing a Written Notice of Formal Review. If the DCT is the intern's direct supervisor, and additional supervisor and member of the WBES Training Committee will be included in the meeting. The intern will have the opportunity to provide a written statement related to their response to the problem.
- 3) Outcome: The outcome of the hearing will be communicated to the intern within five working days of the hearing decision, and will include one of the following:
- a) Acknowledgement and No Further Action Notice: Acknowledgment and No Further Action occur when the DCT and the Training Committee decide by a simple majority vote the program is aware of the problem; it has been brought to the attention of the intern; the problem is not significant enough to warrant an informal action plan, formal remediation plan, probation, or administrative leave, no further action is required to address the concern or problem. Or, if the problem needs to be rectified, the supervisor or other staff member will work with the intern to rectify the situation.
 - b) Informal Action Plan: An informal action plan is implemented when the DCT and the Training Committee decide by a simple majority vote that an intern's performance deficits or other problem behaviors present a low risk to others, the situation is amenable to adequately timely change, and that no further action could result in the problem worsening without an informal action plan. If a vote results in a tie, the DCT will break the tie. An informal action plan may include increased supervision, didactic training, and/or structured readings. This process will be documented in writing and discussed with the DCT but will not become part of the intern's professional file. The informal action plan will not be shared with the intern's academic graduate program unless requested by the intern or agreed upon by the intern and the DCT. One or more progress reviews will be conducted as part of the intern's action plan within a specified timeframe.

- c) **Formal Remediation:** The difference between an informal and a formal remediation plan includes the formal remediation plan becoming part of the intern's professional file, the intern's academic graduate program being informed, and successful remediation is necessary for the intern to complete the internship program successfully. Implementing a remediation plan occurs after careful deliberation and thoughtful consideration of the relevant members involved. The DCT, supervisor(s), and Training Committee will determine the remediation plan's length. Various and perhaps concurrent courses of action may be included in modifying the intern's schedule to accommodate the remedial period of training, including increased supervision with the same or additional supervisors, adjusting the format, emphasis, and focus of supervision, adjusting the intern's clinical or other workloads, and requiring specific academic coursework or training. The process for implementing a formal remediation plan is as follows:
- I. The intern is verbally informed that formal remediation procedures will be documented and implemented within five working days of the remediation decision.
 - II. The formal remediation plan is placed in the intern's file. The DCT will share and discuss the formal remediation plan with the parties involved. This decision will be documented in writing, and the Director of Training will forward a copy of the document to the intern's academic graduate program within ten working days of sharing the document with the intern.
 - III. The formal remediation plan will state the specific conditions for the continuation of the internship.
 - IV. Progress reviews will be conducted as part of the intern's remediation plan within a specified timeframe. One or more progress reviews may be conducted.
 - V. A formal evaluation of progress under the remediation plan will be conducted by the DCT, Training Committee, and the intern's supervisor to decide whether the plan has been successful in resolving the issue, needs to be extended, should be reduced to an informal plan, or if probation, administrative leave, or dismissal from the program are relevant to the issue.
 - VI. The formal remediation plan evaluation decision will be documented in writing and will be shared with the intern within ten working days of the meeting. This documentation will become a part of the intern's professional file. The decision will be shared with the intern's academic graduate program.
- d) **Probation:** If the area of problematic behavior is deemed serious enough, the intern may be placed on probation. They will be given a letter specifying the following:

- I. Description of the unsatisfactory behavior.
 - II. Actions required to correct the unsatisfactory behavior.
 - III. Timeline for correction with a minimum of 30 days.
 - IV. Explanation of the procedure that will be used to determine whether satisfactory progress has been made.
 - V. Consequences if the problem is not corrected.
 - VI. The DCT will review progress with the intern and relevant individuals at the end of the timeline. If the progress is insufficient, then the DCT will consult with the Training Committee to determine the next appropriate step. The DCT will provide the intern with a written statement detailing the intern's progress in relation to the remediation plan.
- e) Administrative Leave: The intern may be placed on leave, which involves the temporary withdrawal of all duties and responsibilities in the agency. The intern will be informed in writing about potential consequences resulting from the suspension, which might include the inability to complete training hours or other requirements. If the administrative leave interferes with the successful completion of the training hours needed for completion of the internship, this will be noted in the intern's file and the intern's academic program will be informed. The DCT will inform the intern of the effects the administrative leave will have on the intern's stipend and accrual of benefits.
- I. The Training Committee will be convened to review the behavior in question within five working days of the intern being placed on Administrative Leave.
 - II. The Training Committee will determine what actions the intern may take to correct the behavior, or if more significant steps should be undertaken.
 - III. If it is determined there are corrective actions, then the intern will be provided with a written plan within ten days to make the corrective action.
 - IV. The plan will include consequences if the problem is not corrected.
 - V. The DCT will review progress with the intern and relevant individuals at the end of the timeline. If the progress is insufficient, then the DCT will consult with the Training Committee to determine the next appropriate step. The DCT will provide the intern with a written statement detailing the intern's progress in relation to the remediation plan.
- f) Dismissal: When appropriate, an intern may be dismissed from the WBES Doctoral Internship Program. The decision for dismissal will always be made in consultation with the intern's graduate program and APPIC. The intern receives written notice of dismissal, and may occur under the following circumstances:
- I. It is determined that remediation cannot be successfully accomplished;

- II. Serious violation of ethical standards;
- III. Serious violation of WBES policy and procedures;
- IV. Serious violation of a school district policy and procedures;
- V. Serious legal violation(s); or
- VI. Any other condition that jeopardizes student, staff, or intern welfare and safety.

Appeals Process

Within five working days of the delivery of the written document outlining the actions to be taken to correct problematic behaviors or skill deficiencies, the DCT and the intern's supervisors will meet with the intern to discuss the action. If the intern wishes to challenge the decisions made, they may request an Appeals Hearing before the DCT (or other Training Committee member appointed by the Training Committee, if there is a conflict of interest with the DCT). This request must be documented in writing (e.g., email) to the DCT within five working days of notification regarding the decision made at any step of the process. If requested, the Appeals Hearing will be conducted by a review panel convened by the DCT to include the intern's primary supervisor, and at least two other members of the WBES Training Committee. The Appeals Hearing will be held within ten working days of the intern's request. The review panel will review all written materials and have an opportunity to interview the parties involved or any other individuals with relevant information. The review panel may uphold the decisions made previously or may modify them. The review panel has final discretion regarding outcome.

Grievance Procedures

A grievance procedure is a process that is invoked when an intern has a complaint against the training program or individual involved in the training program (e.g., supervisor, DCT, Training Committee member, etc.) or the internship program (e.g., complaints about evaluations, supervision, stipends/salary, harassment, etc.). Interns and others are expected to raise grievances consistent with the APA Ethical Principles. The Grievance Procedure guidelines are intended to provide the intern with a means to resolve perceived conflicts. Interns who pursue grievances in good faith will not experience any adverse professional consequences. For situations in which an intern raises a grievance the following steps will occur:

- 1) The intern raises the issue address as soon as feasible with the involved supervisor, staff member, other intern, or DCT in an effort to resolve the problem informally. In some cases, the DCT or another Training Committee member may wish to meet with the intern and the individual being grieved to provide consultation related to the issue. They will assist by serving as a consultant to assist in deciding how best to communicate with the individual, and facilitating a mediation session between the intern and the individual. The goal of the meeting will be to develop a plan of action to resolve the matter informally, and the plan of action will include:

- a) The behavior or problem associated with the grievance;
 - b) The specific steps to rectify the problem; and
 - c) A designated time at which the parties will meet again to ascertain whether the problem has been appropriately rectified. If, after ten days, the matter cannot be satisfactorily resolved using informal means, the intern may submit a formal grievance in writing to the DCT. If the DCT is the object of the grievance, the grievance should be submitted to another member of the Training Committee. The individual being grieved will be asked to submit a response documenting the nature of the grievance, what attempts may already have been made to resolve the issue, and what are the desired outcome(s).
- 2) The DCT (or other Training Committee member appointed by the Training Committee, if the DCT is the object of the grievance) will meet with the intern and the individual being grieved within ten working days to determine a new or revised plan of action. The DCT (or other Training Committee member) will document the process and outcome of the meeting. The intern and the individual being grieved will be asked to report back to the DCT or other Training Committee member in writing within ten working days regarding whether the issue has been adequately resolved.
 - 3) If the plan of action fails during the formal review process, the DCT or other Training Committee member will convene a review panel consisting of him/her/themself and at least two other members of the Training Committee or supportive faculty within ten working days. The intern may request a specific member of the Training Committee to serve on the review panel.
 - 4) The review panel will conduct a review hearing at which the intern's grievance is heard, and the evidence presented. The intern may attend the hearing and respond to any concerns raised. Within ten working days of the completion of the review hearing, the Training Committee will issue a report documenting its findings and recommended response to the grievance. The review panel has final discretion regarding outcome.
 - 5) If the review panel determines that a grievance against a staff member cannot be resolved internally or is not appropriate to be resolved internally, then the issue will be turned over to Human Resources in order to initiate the due process procedures outlined in the employment contract. If the review panel determines that the grievance against the staff member potentially can be resolved internally, the review panel will develop a second action plan that includes the same components as above.
 - 6) The process and outcome of the panel meeting will be documented by the DCT (or other Training Committee member). The intern and the individual being grieved will again be

asked to report back in writing regarding whether the issue has been adequately resolved within ten working days. The panel will reconvene within ten working days to again review written documentation and determine whether the issue has been adequately resolved. If the issue is not resolved by the second meeting of the panel, the issue will be turned over to Human Resources to initiate the due process procedures outlined in the employment contract.

Application Process and Selection Criteria

Internship applicants must have all required course work and comprehensive exams completed prior to the beginning of internship year. As a condition of employment, interns must pass a background check, which includes fingerprints, prior to the start of the internship year. WBES bases its selection process on a systematic review of the entire application package noted above; however, applicants who have met the following qualifications prior to the beginning internship are preferred:

- 1) A preferred minimum of 600 hours of practicum experience, including: Intervention and counseling, and assessment hours (experience administering cognitive, academic and/or various measures, report writing);
- 2) Must have successfully defended his/her/they dissertation proposal prior to the internship program start date;
- 3) Interest in working or gaining experience in the school/educational setting.

WBES has submitted its application for Association of Psychology Postdoctoral and Internship Centers (APPIC) Provisional Membership and awaiting decision. WBES cannot anticipate the timeline or outcome of Provisional Membership status. Please be advised that there is no assurance that the program will successfully achieve APPIC Provisional Membership. Only under the condition of successfully achieving this membership, applicants must use the APPI.

The WBES internship program agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant. All applicants must be registered for the APPIC Matching Program to be considered eligible to be matched to our program. WBES follows the APPIC calendar regarding application deadlines and the match process. Students interested in applying for the 2023-2024 internship program should submit an online application through the [APPIC website](#). All application materials must be received by December 15, 2023, to be considered for an internship or the opportunity to attend an interview in January 2024. Interviews are held in January and scheduled on a first-come, first-serve basis. The interview typically consists of a one-hour formal interview and additional opportunities to meet WBES staff and Training Committee members. Applicants have the option to participate in an informal visit and tour. However, equal consideration is given to applicants

who participate in person or via video conference. The means of interview participation will not be a factor in intern selection. After all prospective interns have been interviewed, the Training Committee members meet and rank candidates according to their application materials and interview responses.

A complete application consists of the following materials, which is completed as part of the Online APPIC Application for Psychology Internships (APPI):

- 1) A completed online AAPI (APPIC's standard application);
- 2) Cover letter stating your interest in the program and your professional goals, and why you are interested in completing your internship in a school-based setting;
- 3) A copy of your current Curriculum Vitae;
- 4) Three letters of recommendation, two of which must be from persons who have directly supervised your clinical work;
- 5) Official transcripts of all graduate coursework;
- 6) All applicants are required to include a work sample* as part of the application process. Applicants should upload two de-identified integrated psychological evaluations. Please submit no more than the requested documents

*All samples must be de-identified, removing all identifying client information. Breaches of confidentiality within submitted samples will disqualify your application for further consideration and your program's Director of Clinical Training will be notified.

Stipend & Benefits

The WBES training program is a full-time, 40 hours per week, 10-month placement. Interns complete a minimum of 1,500 hours of supervised training. Liability insurance is provided for each intern. Interns receive compensation in the form of a \$31,000 stipend and paid bi-weekly. Interns are eligible to receive benefits (medical and dental). Dependents/family members of stipend interns are not eligible for benefits. Details are discussed with interns during their orientation week in the program, and available by contacting WBES.

Interns are expected to follow the holiday/vacation for their individual school district site. School is not in session during December, February, and April breaks, as identified by each school district site. During this time interns may work on research and other projects as deemed necessary to meet experience and minimum hour requirements. This will be determined by the needs and professional goals set by the intern. Interns do not work on federal or state holidays as outlined by the districts where they are placed. Interns are provided five sick days; two can be used as personal

days. Dissertation release time is provided as necessary. It is their responsibility to ensure that supervisors are informed when illness or injury results in absence from internship. Interns are expected to be in contact with their direct supervisor and training site (school) as soon as possible.

Absences & Covid-19 procedures

Interns are expected to communicate directly with their site supervisors should they test positive and/or come in close contact with a confirmed case within the timeframe determined by state and county health officials based on vaccination status. Interns should follow guidelines and procedures established by individual sites related to testing and returning to in-person work. Interns are also expected to coordinate with their site supervisors regarding the need to make up for any missed time. Interns are not expected to be at their individual school district sites if they have been:

- 1) Diagnosed with or tested positive for COVID-19 and have not fulfilled the mandatory isolation period required by public health officials, or
- 2) Advised to stay home by a medical professional due to COVID-19 concerns pursuant to CDC or local health department COVID guidance.
- 3) Remote attendance at meetings is allowed if the school district provides this option.

Diversity & Non-Discrimination Policy

WBES seeks, welcomes, and values diversity and makes efforts to create an equitable, hospitable, appreciative, safe, and inclusive learning environment for its interns. Diversity among Interns and supervisors enriches the educational experience, promotes personal growth, and strengthens communities and the workplace. WBES makes every effort to create a climate where all staff and Interns feel respected and comfortable and where success is possible and attainable.

WBES's goal in diversity training is to ensure that Interns develop the knowledge, skills, and awareness necessary to provide competent psychological services to all members of the public. Diversity experiences and training are interwoven throughout the training program to ensure that Interns are personally supported and well-trained in this area. WBES efforts are consistent with the APA's statement on Preparing Professional Psychologists to Serve a Diverse Public: "...professional psychology training programs strive to ensure that psychology trainees demonstrate acceptable levels of knowledge, skills, and awareness to work effectively with diverse individuals."

Interns and supervisors speak directly about diversity-related case considerations during formal supervision meetings and during didactic sessions throughout the training year. Each topic within the Didactic series includes a special emphasis on considering the scholarship and implications pertaining to racially, culturally, and linguistically diverse learners and those with minoritized and

intersectional identities. Interns are free to propose areas for additional interest groups as well. When Interns present on areas of their expertise, it is common that many of them include topics regarding children and youth who are racially, ethnically, and linguistically diverse (including multi-language learners), are gifted, present with low incidence disabilities and transition services for youth with disabilities, or present with minoritized identities, among other issues. Interns are invited to request time off for religious holidays if they are not already represented in the calendar.

WBES welcomes applicants from diverse backgrounds. The training program believes that a diverse training environment contributes to the program's overall quality. WBES provides equal opportunity to all prospective Interns and does not discriminate because of a person's age, disability status, ethnicity, gender identity, gender expression, language, national origin, race, religion, culture, sexual orientation, socioeconomic status, or any other factor that is irrelevant to success as a psychology intern. Applicants are evaluated individually in terms of the quality of previous training, practicum experiences, and fit with the internship. WBES actively solicits feedback from all stakeholders (applicants, Interns, faculty, graduates, etc.) throughout the training program to evaluate its effectiveness regarding training in individual and cultural diversity.

Policy on Social Media & Electronic Communication

Interns who use social media (e.g., Facebook, Instagram, Twitter) and other forms of electronic communication should be mindful of how clients, colleagues, staff, and others may perceive their communication. As such, interns should make every effort to minimize material that may be deemed inappropriate for a psychologist in training. To this end, interns should set all security settings to private and should avoid posting information/photos or using any language that could jeopardize their professional image. Interns should consider restricting the amount of personal and professional information posted on these sites, are advised not to post their affiliation with WBES, and should never include clients as part of their social network or include any information that might lead to the identification of a client, or compromise client confidentiality in any way. Interns are reminded that if they identify as an intern in the program, the WBES Internship program has some interest in how they are portrayed. Suppose interns report doing or are depicted on a website or in an email as doing something unethical or illegal. In that case, that information may be used by the WBES training program to determine probation or even termination. Interns are also advised to restrict personal cell phone usage and texting during work hours. Interns should never include client information in texts. As a preventive measure, the WBES Internship program advises that interns (and staff) carefully approach social media and electronic communication. The American Psychological Association's [Social Media/Forum Policy](#) may be consulted for guidance.

Appendix Section

Evaluation of Intern Competencies, Evaluation of Supervisor and Supervision, and Intern Self-Evaluations are completed three times throughout the training experience (November, March, June). Copies of the evaluation forms are included here for information purposes only. All forms described in appendix sections are completed via evaluation survey links.

Appendix A: WBES Current District and School Partnerships

Hollis-Brookline School District: New Hampshire is located just north of the border of Massachusetts. Richard Maghakian Memorial School in Brookline, NH is a Pre-K through 3rd grade elementary school with about 335 students. Our interns have received a robust experience providing evaluations, consultation, individual and group counseling, IEP meetings, and team

collaboration. The Special Education Department at Richard Maghakian Memoria School serves approximately 15% students of the student population identified with a special education need.

Concord School District: Concord is the capital city of NH and located in south-central NH and is the third largest city in our state with a population of about 43,976. WBES provides interns in multiple schools in Concord. The city has seven schools with a total student population of approximately 4300 and about 17% of which are identified as part of the special education population. Concord has five neighborhood elementary schools, one middle school, and one high school.

Governor Wentworth Regional School District: This district is located in what is known as “America’s oldest summer resort” in Wolfeboro, NH! It is a picturesque town located in the lakes region and comprises six towns and ten schools with a total student population of approximately 2000 and a special education population of about 350 students.

Prospect Mountain School District: Located in Alton, NH, and part of the lakes region, there are about 430 students enrolled. This school serves the towns of Alton and Barnstead. The special education population has approximately 75 students.

Seven Regions of New Hampshire

[Click to visit the Official Visitors Guide to New Hampshire](#)

Merrimack Valley: The Merrimack Valley is in southern NH and includes our most populated cities which are Manchester, Concord, and Nashua. Filled with commerce and industry, the arts and education take center stage. Manchester, the state’s largest city, offers the Currier Museum of Art, See Science Center, and Palace Theater. Concord and its surrounding towns showcase the McAuliffe-Shepard Discovery Center (named after local teacher and astronaut Christa McAuliffe who died on the space shuttle Challenger and Admiral Alan Shepard, one of 12 astronauts to walk on the moon), Canterbury Shaker Village (established in 1792 and now a museum as of 1992), and many cultural events.

Seacoast: The Seacoast Region is in eastern NH. While the shoreline is only 18 miles long, it contains amazing sandy beaches and rocky sections where you’ll find people swimming, surfing, and fishing. Portsmouth, located on the water and the region’s largest city, is vibrant with a picturesque downtown filled with restaurants, taverns, and shops. You’ll also find Strawberry Banke Museum in the city, which contains historic homes and gardens, and describes everyday life from the 1600’s-1950’s.

Monadnock Region: Named for Mt. Monadnock, one of the most frequently climbed mountains in the world and featured in writings by Ralph Waldo Emerson and Henry David Thoreau, the Monadnock Region is located in southwestern NH. While outdoor recreation activities are in abundance, you will also find art galleries, theater events, and beautiful fall foliage. It is also home to The Old Farmer's Almanac.

Lakes Region: This region contains numerous lakes the largest of which are Lake Winnepesaukee, Lake Winnisquam, Squam Lake, and Newfound Lake. The most well-known movie filmed in the Lakes Region was On Golden Pond (Katherine Hepburn, Henry Fonda). A popular summer destination, tourist activities include boating, kayaking, swimming, hiking, motorcycle riding, concerts, and learning about nature.

White Mountains: Most of the state's 4,000-foot peaks reside in the White Mountains of NH. A 4,000-footer is a mountain that has an elevation of at least 4,000 feet and a minimum of 200 feet prominence, determined by the Appalachian Mountain Club (AMC). You can earn a patch for hiking all 48 of the 4,000 footers, also known as NH48. With large mountains also comes great skiing, where most of the largest NH ski resorts are located.

Upper Valley: Located just east of Vermont, also known as the Dartmouth-Sunapee Region, the Upper Valley is known for its old New England villages, farmer's markets, craft fairs, and cultural events. Filled with mountains and lakes, hiking, Nordic skiing, and mountain biking are common activities. It is also home to an Ivy League school and world class medical center.

Great North Woods: Much less populated than other NH regions, the Great North Woods, which borders Canada, is a haven for backcountry hiking, snowmobiling, ATV riding, fishing and hunting. The number of large animals (moose, deer, bear) far surpasses the region's human population!

Other Local City and State Destinations: Other places of interest close to New Hampshire are Boston, Massachusetts and Portland, Maine (both within a one-hour drive from Southern NH), the Green Mountains of Vermont, and Newport, RI. We are also four hours from New York City. Some of the highest world-ranked hospitals and medical providers are in New England. NH is a wonderful place to work, play, and take advantage of a high quality of life.

Appendix B: WBES Training Committee Biographies

Laureen Dorow, M.Ed., CAGS

Laureen is a school psychologist and owner of White Birch Educational Services. She has worked with children of all ages. She was an adjunct professor in the school psychology department at Rivier University and an internship supervisor for many years. Laureen has extensive training in

assessments, trauma, and suicide intervention and has extensive knowledge in Special Education. Laureen helped obtain a four-year grant for a district that provided trauma training and how to implement this knowledge and supports in schools. Laureen was part of and presented with a team of professionals at several conferences on Mental Health Wellness in Schools and developing A System of Care. The team has received awards for outstanding service for children and mental health. Laureen is a member of the National Association of School Psychologists, and the New Hampshire Association of School Psychologists.

Brittany St. Jean, Psy.D.

Dr. St. Jean is a licensed psychologist and school psychologist in New Hampshire with a background in clinical, counseling, and school psychology. She has worked at WBES since 2019 and serves as the Director of Clinical Training at for the doctoral internship program and clinical manager for WBES school psychology services. She completed her APA-approved pre-doctoral internship at Rochester Institute of Technology (RIT) in the Priority Behavioral Health Internship Consortium and her post-doctoral training year at Hillside Children's Center in upstate New York. Dr. St. Jean has experience as a consultant to school districts in New Hampshire, providing threat assessment, neuropsychological evaluations, and counseling intervention services. She has also taught as an adjunct professor in the graduate and doctoral programs at RIT and Rivier University. Dr. St. Jean is a member of the New Hampshire Psychological Association, the American Psychological Association, the National Association of School Psychologists, and the New Hampshire Association of School Psychologists. She currently serves as the President-Elect of the New Hampshire Psychological Association, as well as on the Behavioral Health Advocacy Committee and state association liaison to the New Hampshire Board of Psychology. Dr. St. Jean's clinical interests include supervision, systems-level consultation, equity and inclusion, advocacy, and psychological evaluation.

Robert Walrath, Psy.D.

Dr. Walrath has worked as a clinical child psychologist and a school psychologist in New Hampshire since 1985. Working in private practice and school settings, as well as inpatient psychiatric units, Dr. Walrath has evaluated and treated thousands of children and adults in his career. He is the past Director of Behavioral Health Services at Elliot Health Systems in Manchester, New Hampshire, and was Clinical Director and a Managing Partner of Manchester Counseling Services in Manchester, New Hampshire for a number of years. He has served as an expert witness in cases involving child custody, child development, and child psychological treatment in courts throughout New Hampshire and in Florida. Dr. Walrath has also taught as an Adjunct Professor at Antioch University New England, Notre Dame College in Manchester, New Hampshire, Granite State College, and New Hampshire Technical Institute in Concord, New Hampshire. He served as an Adjunct Professor at Rivier University before serving as a full-time faculty member from 2009 through 2020. Dr. Walrath was the initial Director of Training for Rivier University's Combined PsyD Program in Counseling and School Psychology. He also serves as a consultant to several school districts in New Hampshire. He is a member of the New Hampshire Psychological Association, the American Psychological Association, the National Association of School Psychologists, and the New Hampshire Association of School Psychologists. He currently serves on the New Hampshire Board of Psychology, which licenses psychologists and school psychologists. Dr. Walrath has presented nationwide on topics related to Special Education Law, Child and Adolescent Psychopathology, and Behavior Management.

Jesslynn Rocha Neves-McCain, Ph.D.

Dr. Jesslynn R. Neves-McCain earned her doctoral degree in School Psychology from the University of Connecticut. She completed her predoctoral APPIC internship at Let Us Know, Inc. (LUK). Dr. Neves-McCain is a licensed school psychologist practicing in Massachusetts and New Hampshire. She serves as the Clinical Educator in the School Psychology Program at the University of Massachusetts, Amherst. Dr. Neves-McCain possesses clinical skills in psychological assessment and therapeutic intervention (i.e., cognitive behavioral therapy, acceptance and commitment therapy, and exposure and response prevention therapy). She has experience in psycho-educational assessment, bilingual assessment, and culturally responsive practice in K-12 school, hospital-based, and community mental health settings. Dr. Neves-McCain maintains an active line of research focused on school climate, educational equity, and international school psychology. She has worked at WBES providing psychological services since 2020. Dr. Neves-McCain is a member of the National Association of School Psychologists, the New Hampshire Psychological Association, and the New Hampshire Association of School Psychologists.

Katerina Aniskovick, Ph.D.

Before completing her doctoral degree in School Psychology at the University of Massachusetts, Amherst, Dr. Aniskovich received graduate school training in career guidance psychology at Belarusian National University and mental health counseling at Cambridge College. Dr. Aniskovich has facilitated research on the social-emotional curriculum and positive-behavioral support practices available to diverse students; her dissertation research assessed students' and teachers' perspectives about ways of building school connectedness among Hispanic/Latinx youth. Dr. Aniskovich completed her pre-doctoral internship in Clinical Psychology at the L.U.K. (Let Us Know) Crisis Center, Inc. in Fitchburg, Massachusetts, where she conducted comprehensive and integrated psychological evaluations and offered trauma-informed school-based services for students with specific and complex needs. During her post-doctoral training, Dr. Aniskovich worked at a high school in Nashua, NH, where she specialized in providing individual and group counseling, consultation, and psychological evaluations for children and young adults with psychological, developmental, social-emotional, and behavioral concerns. She has experience working as a school psychologist and educational consultant in charter schools throughout the Boston, MA, area, where she completed psychoeducational, social/emotional, and attentional testing. Currently, Dr. Aniskovich works for WBES in the Brookline NH School District, where she counsels and conducts psychological assessments as a part of the special education process. She also works in the Needham, MA, School District providing bilingual and out-of-district psychological evaluations.

Cindy Hess, Psy.D.

Dr. Cynthia (Cindy) Hess is a licensed psychologist, earning her Psy.D. in 2018. She completed her pre-doctoral internship with Rochester Institute of Technology in Rochester, N.Y., where she trained at Hillside Family of Agencies in a therapeutic residential school. At Hillside, she worked with youth ages 5-17 who had experienced complex developmental trauma. Cindy's first post-doctoral fellowship was with The Counseling Center of New England, where she provided

psychotherapy and family therapy to children ages 5-18 and young adults. She completed a second, two-year post-doctoral fellowship at NESCA, conducting pediatric neuropsychologist evaluations. Cindy has been part of the WBES team since 2021, providing school psychology services to the Nashua school district. She also conducts neuropsychological evaluations as a pediatric neuropsychologist at Neuropsychology and Educational Services for Children and Adolescents (NESCA). Cindy especially enjoys working with children and young adults with complex emotional and behavioral challenges and their parents. Her experience allows her to guide families in navigating the complicated options for school and other support services.

Kate Murphy, Psy.D.

Dr. Kate Murphy is a licensed psychologist and earned her doctoral degree in Counseling and School Psychology at Rivier University and completed her pre-doctoral internship at the Counseling Center at Keene State College working with transitional aged youth. Dr. Murphy’s dissertation research focused on the relationship between mindfulness, cravings, and severity of mental health symptoms due to her interest and experience working with individuals with substance abuse and severe and persistent mental illness. She also has additional research interests in disabilities, social justice, and school-based interventions for students with emotional difficulties. Dr. Murphy is a school psychologist at WBES and serves as an adjunct faculty member in the Counseling and School Psychology Master’s program at Rivier University. Dr. Murphy is passionate about teaching and the connections that are made in the classroom. She often utilizes her previous professional experiences to highlight concepts being discussed and deepen discussions. Dr. Murphy teaches a variety of graduate and doctoral level courses at Rivier, with a focus on collaboration, techniques, and assessment.

Training Committee Adjunct Faculty:

Katie Clark, Psy.D., Post-Doctoral Psychologist, School Psychologist at WBES, Guest Lecturer

Christina Marino, M.A., CMHC, Ed.S., School Psychologist at WBES, Guest Lecturer

Jeannine Pablo, Psy.D., Licensed Psychologist, Independent Practitioner, Guest Lecturer

Appendix C: Didactic Training Schedule

Didactic Training Schedule		
Competency Areas		

	1	2	3	4	5	6	7	8	9		
Date	Intervention	Assessment	Ethical/Legal Standards	Cultural & Individual Diversity	Research	Prof. Values, Attitudes Behaviors	Interprof/Interdiscip Consultation	Supervision	Comm./Interpersonal Skills	Trainings take place at the WBES Main Office on Thursday's from 2:00-4:00pm. Seminar topics are graded in complexity across the year. <i>*Specific dates subject to change</i>	Presenter / Credentials
8/24/23			x	x		x			x	Professionalism, Introduction to Career Development: Professional Values, Attitudes, and Behaviors	Brittany St. Jean, Psy.D.
8/31/23			x	x					x	Ethics and Special Education Law: Ethical and Legal Guidance, Standards, and Procedures	Brittany St. Jean, Psy.D. & Laureen Dorow, M.Ed., CAGS
9/7/23		x		x		x			x	Clinical Formulation & Assessment Report Writing: Consumer Drive Reports and Oral Communication	Brittany St. Jean, Psy.D.
9/14/23	x	x	x	x			x		x	IEP & 504 Development & Implementation	Robert Walrath, PsyD
9/21/23		x					x		x	Specific Learning Disabilities: Response to Intervention & Diagnosis, including Deliberation Forms and Special Education Identification	Laureen Dorow, M.Ed., CAGS
9/28/23				x		x			x	Trauma & Self Care: Working with Vulnerable Populations	Brittany St. Jean, Psy.D.
10/5/23	x								x	Establishing the Therapeutic Relationship	Robert Walrath, Psy.D.
10/12/23		x		x	x		x			Cognitive and Achievement Assessments	Jesslynn Neves McCain, Ph.D.
10/19/23					x	x			x	Supervision as a Core Professional Competency: Applying Supervision Models & Practices	Brittany St. Jean, Psy.D.

10/26/23	x	x		x						Understanding Self Harming Behaviors in Children & Adolescent: (NSSI) Assessment & Intervention Practices	Robert Walrath, Psy.D.
11/2/23			x			x			x	Fellow Case Presentation - Consultation	Collaborative
11/9/23	x	x	x	x	x	x	x	x	x	Introduction to the EPPP Part I	Dr. Cindy Hess, Psy.D.
11/16/23				x						Research in the School Setting: Equity, Inclusion & School Climate	Dr. Jesslynn Neves McCain, Ph.D.
11/23/23	Holiday Break										
11/30/23	x	x		x				x	x	Suicidal Ideation & Behavior: Assessing, Monitoring & Intervention	Robert Walrath, Psy.D.
12/7/23	x	x							x	Case Presentations - Assessment	Collaborative
12/14/23	x	x		x					x	Substance Abuse, Addiction, and Health Equity	Jeannie Pablo, MLADAC, Psy.D.
12/21/23			x		x				x	Critically Evaluating Research to Inform Clinical Decision Making	Dr. Jesslynn Neves McCain, Ph.D.
12/28/23	Winter Break										
1/4/24	x							x		Behavioral Interventions: Functional Behavior Analysis & the BCBA Role	WBES BCBA Adjunct Faculty
1/11/24	x							x	x	Speech Assessment, Identification and Therapy	WBES Adjunct Faculty
1/18/24		x	x	x					x	Risk & Threat Assessments	Brittany St. Jean, Psy.D.
1/25/24	x		x	x						Evidence Based Practice & Group Counseling Techniques	Robert Walrath, Psy.D.
2/1/24	x	x		x						Child & Adolescent Mood Disorders: Diagnosis & Intervention	Katie Clark, Psy.D.
2/8/24	x	x								Executive Functioning and Memory	Dr. Cindy Hess, Psy.D.
2/15/24	x					x			x	PREPaRE Training Curriculum & Crisis Response	Laureen Dorow, M.Ed., CAGS
2/22/24	x	x	x	x	x	x	x	x	x	Introduction to the EPPP Part II & Professional Practice	Dr. Cindy Hess, Psy.D.

2/29/24			x	x	x						Research in the School Setting	Dr. Jesslynn Neves McCain, Ph.D.
3/7/24	x									x	Case Presentations - Counseling/Intervention	Collaborative
3/14/24	x	x									Neurobiological Bases of Behavior and Neurodevelopmental Disorders	Katie Clark, Psy.D.
3/21/24		x		x						x	Bilingual Evaluations in the School Setting	Katerina Aniskovich, Ph.D.
3/28/24	x			x							Evidence Based Practice: Externalizing Disorders in Children	Robert Walrath, Psy.D.
4/4/24	x		x	x					x	x	Using Advances in Science and Technology: Telehealth to Treat Diverse and Hard to Reach Populations (e.g., Rural Health)	Jeannie Pablo, MLADAC, Psy.D.
4/11/24	x			x							Diversity, Equity, and Inclusion in Clinical Practice	Dr. Jesslynn Neves McCain, Ph.D.
4/18/24	x									x	Case Presentations - Challenging Case Consultation	Collaborative
4/25/24	x	x								x	Autism Spectrum Disorder: Adaptive Behavior assessment and Diagnostic Presentations	Brittany St. Jean, Psy.D.
5/2/24	x		x				x	x			Mental Health Crisis Response & Educational Collaboration	Laureen Dorow, M.Ed., CAGS
5/9/24	x	x									Co-Occurring Disorders: Assessment & Treatment	Robert Walrath, Psy.D.
5/16/24	x			x							ACE Studies & Trauma: Using Research to Inform Practice	Katerina Aniskovich, Ph.D.
5/23/24	x			x						x	Motivational Interviewing & Clinical Assessment Techniques	Brittany St. Jean, Psy.D.
5/30/24	x	x		x			x				Differential Diagnosing and DSM-5	Katie Clark, Psy.D.
6/6/24				x	x				x	x	Consultation & Supervision: Research & Reflective Practices	Brittany St. Jean, Psy.D.
6/13/24					x					x	Fellow Research Presentations - School Psychology Dilemma & Consultation	Collaborative
6/20/24							x			x	Intern Wrap-Up /Intern Graduation Ceremony	Intern Wrap-Up /Intern

Date of Didactic Training: _____

Topic: _____

Presenter: _____

1. What was most useful?

2. What was least useful?

3. Should this topic be presented again?

4. Suggestions and Recommendations?

Appendix E: Supervisor Evaluation of Intern Competencies

Intern: _____

Supervisor: _____

Dates of Evaluation: _____ Training Site _____

Methods used in evaluating competency	
	Direct Observation
	Review of Audio/Video
	Case Presentation
	Documentation Review (including signed reports)
	Supervision
	Comments from other staff/faculty

Scoring Criteria		
1	Remedial	Significant skill development required; remediation necessary
2	Beginning / Developing Competence	Expected level of competence pre-internship; close supervision required on most cases
3	Intermediate Competence	Expected level of competence for intern by mid-point of training program; routine or minimal supervision required on most cases
4	Proficient Competence	Expected level of competence for an intern at completion of training program; ready for entry-level practice
5	Advanced Competence	Rare rating for internship; able to function autonomously with a level of skill representing that expected beyond the conclusion of internship training
N/A	N/A	Not Applicable/Not Observed/Cannot Say

Competency 1: Intervention

Establishes and maintains effective relationships with recipients of psychological services	
Develops evidence-based intervention plans Implements interventions informed by the current scientific literature	
Demonstrates the ability to apply the relevant research literature to clinical decision making	
Modifies and adapts evidence-based approaches Evaluates intervention effectiveness	
Average Score for Broad Area of Competence	
Comments:	

Competency 2: Assessment	
Selects and applies assessment methods that draw from the best available empirical literature	
Demonstrates current knowledge of diagnostic classification systems and functional and dysfunctional behaviors, including consideration of client strengths and psychopathology	
Demonstrates understanding of human behavior within its context	
Applies knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process	
Collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the client	
Interprets assessment results to inform case conceptualization, classification, and recommendations	
Communicates findings in an accurate and effective manner	
Average Score for Broad Area of Competence	
Comments:	

Competency 3: Ethical and Legal Standards

Demonstrates knowledge of and acts in accordance with the APA Ethical Principles and Code of Conduct	
Demonstrates knowledge of and acts in accordance with all organizational, local, state, and federal laws, regulation, rules and policies relevant to health service psychologists	
Demonstrates knowledge of and acts in accordance with all professional standards and guidelines	
Recognizes ethical dilemmas as they arise and applies ethical decision-making processes in order to resolve them.	
Conducts self in an ethical manner in all professional activities.	
Average Score for Broad Area of Competence	
Comments:	

Competency 4: Cultural and Individual Diversity	
Demonstrates an understanding of how one's own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves	
Demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to diversity	
Integrates knowledge of individual and cultural differences in the conduct of professional roles	
Applies a framework for working effectively with areas of individual and cultural diversity	
Demonstrate the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship	
Demonstrates the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews may differ from their own	
Average Score for Broad Area of Competence	
Comments:	

Competency 5: Research

Demonstrates the substantially independent ability to critically evaluate research or other scholarly activities	
Demonstrates the substantially independent ability to disseminate research or other scholarly activities via professional publication or presentation at the local, regional or national level.	
Effectively presents scholarly work progress and completed scholarly work to clinical supervisors and leaders at intern's clinical sites	
Average Score for Broad Area of Competence	
Comments:	

Competency 6: Professional Values, Attitudes, and Behaviors	
Behaves in ways that reflect the values and attitudes of psychology	
Engages in self-reflection regarding personal and professional functioning	
Demonstrates openness and responsiveness to feedback and supervision	
Responds professionally in increasingly complex situations with a greater degree of independence as he/she progresses across levels of training	
Average Score for Broad Area of Competence	
Comments:	

Competency 7: Interprofessional and Interdisciplinary Consultation	
Demonstrates knowledge and respect for the roles and perspectives of other professions	
Applies knowledge about consultation in direct or simulated (e.g. role played) consultation	
Average Score for Broad Area of Competence	
Comments:	

Competency 8: Supervision	
Demonstrates knowledge of supervision models and practices	

Applies the supervisory skill of observing in direct or simulated practice	
Applies the supervisory skill of evaluating in direct or simulated practice	
Applies the supervisory skills of giving guidance and feedback in direct or simulated practice	
Applies knowledge of supervision in direct or simulated practice with psychology trainees or other health professionals.	
Average Score for Broad Area of Competence	
Comments:	

Competency 9: Communication and Interpersonal Skills	
Develops and maintains effective relationships with a wide range of individuals	
Produces and comprehends oral, nonverbal, and written communications	
Demonstrates effective interpersonal skills	
Average Score for Broad Area of Competence	
Comments:	

Appendix F: Professional Competency Development Plan

Date: _____

Supervisor(s) Name: _____

As part of the internship process, interns complete self-evaluations of their overall professional disposition as a doctoral intern as well as readiness to enter the field of professional psychology. Your self-assessment is essential to this process and will be discussed during the annual review meeting. Please take a few minutes and rate yourself in each area, according to the scale below. An improvement plan will be developed for any areas of concern as indicated by a rating of less than 3 in any one area or ratings of 3 or less in multiple areas. N/A indicates no basis for judgment in that area.

1	2	3	4	5
N/A, No Basis for judgment	Rarely	Occasionally	Usually	Always

Professional Commitment & Responsibility	Rating	Intra & Interpersonal Skills	Rating
1. Engages enthusiastically in the learning process.		1. Responds constructively to evaluative feedback from peers and/or professionals.	
2. Completes high quality work.		2. Collaborates effectively.	
3. Demonstrates initiative suitable to the context.		3. Contributes relevant information during group activities.	
4. Conveys confidence when interacting with students, peers and/or professionals.		4. Considers all points of view and demonstrates a respect for diversity.	
5. Prepares, organizes, and meets assignment due dates.		5. Handles conflict professionally.	
6. Demonstrates reliability.		6. Communicates effectively and respectfully.	
7. Arrives on time and attends work consistently.		7. Maintains professional boundaries with all individuals.	
8. Dresses appropriately for the situation and is well groomed.		8. Demonstrates good judgment and discretion when interacting with others.	
9. Reflects on own practices and behavior.			

Please reflect and rate yourself in the following areas:

1. Assessment/evaluation, case conceptualization, treatment formulation skills

Poor-1	Fair-2	Average-3	Above Average-4	Excellent-5
Strengths:				
Concerns:				

2. Report Writing Skills				
Poor-1	Fair-2	Average-3	Above Average-4	Excellent-5
Strengths:				
Concerns:				

3. Therapy/Intervention skills				
Poor-1	Fair-2	Average-3	Above Average-4	Excellent-5
Strengths:				
Concerns:				

4. Case management skills				
Poor-1	Fair-2	Average-3	Above Average-4	Excellent-5
Strengths:				
Concerns:				

5. Interpersonal Skills				
Poor-1	Fair-2	Average-3	Above Average-4	Excellent-5
Strengths:				

Concerns:

Intern Signature/Date: _____

Director of Clinical Training Signature/Date: _____

Appendix H: Intern Evaluation of Supervisor, Supervision & Site

Intern: _____

Supervisor: _____ Date of Report: _____

Period of Supervision: _____

On average, how many hours of supervision were provided each week: _____

Was the amount of time spent in supervision?

- Too little
- Just right
- Too much

1. For what purposes other than the supervision of therapy or assessment cases, have you used your supervision time (be specific)?

2. How would you rate your supervisor's knowledge of the field (i.e., pertinent literature, clinical skills, techniques, etc.)?				
Excellent	Very Good	Satisfactory	Marginal	Deficient
Comments:				

3. To what extent have you developed as a clinician through supervision?				
Outstanding Amount	Great Deal	Satisfactory Amount	Very Little	Not at All
Comments:				

4. How available and reliable has your supervisor been (i.e., on time, regular meetings, showing interest in your supervision)?
--

Availability				
Always Available	A Great Deal of the Time	Satisfactory Amount	Very Little	Unavailable
Reliability				
Always Reliable	A Great Deal of the Time	Satisfactory Amount	Very Little	Unreliable
Comments:				

5. Below are characteristics used to describe clinical supervisors and their style of supervision. Please rate your supervisor by checking the appropriate column.					
Activity	Excellent	Very Good	Satisfactory	Marginal	Deficient
	Meets all criteria to a high degree	Above average performance	Expected performance	Below average performance	Unacceptable performance
A. Ability to give constructive feedback (able and willing to give feedback in a helpful manner, understands my level as a therapist, helps me identify future goals, etc.)					
B. Investment in student development as a clinician					

(encourages creative and theoretical thinking, willing to process relationship issues that may interfere with therapy)					
C. Supportive (conveys respect and caring, not overly critical, puts me at ease in supervision)					
D. Flexible (able to adopt different approaches or perspectives if needed)					
E. Gives useful suggestions (able to delineate useful suggestions for therapy, facilitates a learning process in supervision)					
F. Handles disagreements well (able to accept different points of view, works through disagreements regarding cases)					

G. Enjoys supervision (appears to enjoys supervision, puts time and energy into it)					
H. Good role model (conveys respect and professionalism in supervision)					

6. List the strength and weaknesses of your supervision experience:
Strengths:
Weaknesses:

7. Do you consider your supervisor a good match with you? _____ yes _____ no
Comments:

8. Please rate your internship site regarding the following:					
	Excellent	Above Average	Satisfactory	Below Average	Deficient
Personal Office Space					

Technical Support					
Policy & Procedure Orientation					
Administrative Support					
Accessibility					
Cleanliness					
Professional Atmosphere					
Comments:					

9. Any other Comments?

Appendix I: Post-Internship Survey

Name: _____

Cohort Year of WBES Doctoral Internship: _____

Program Aims

WBES has identified several aims and related expected profession wide competencies which guide the internship program's curriculum and evaluations. Following the completion of your internship, how well did the internship program prepare you in each of the following areas? (Please consider all exposure to each area in your response. Your exposure may have been through didactic/other seminars, supervision, or through direct clinical or other experiences.)

Aim #1: To recruit and train ethical, skilled, and culturally sensitive psychologists who will be prepared for entry-level practice and contribute to the field through mentorship, supervision, didactic education, and experiential training.

Not at All	Somewhat Prepared	Well Prepared	Very Well Prepared

Aim #2: To provide interns with experiences to collaborate and solve complex academic, cognitive, social-emotional, behavioral, and mental health problems across systemic levels (i.e., individual, education system, and community)

Not at All	Somewhat Prepared	Well Prepared	Very Well Prepared

Aim #3: To provide training in implementing professional practices that are empirically supported, data-driven, and culturally competent through assessment, intervention, and consultative practices in a school-based setting.

Not at All	Somewhat Prepared	Well Prepared	Very Well Prepared

Aim #4: To provide interns with learning opportunities to learn and demonstrate knowledge of special education laws and regulations and the ability to collaborate with educational staff providing special education services.

Not at All	Somewhat Prepared	Well Prepared	Very Well Prepared

Program Competencies

WBES has outlined nine expected professional psychology competencies which guide the program's curriculum and evaluations. Following the completion of your internship, how well did the program prepare you in each of the following areas? (Please consider all exposure to each area in your response. Your exposure may have been through didactic/ other seminars, supervision, or through direct school, clinical or other experiences.)

Competency Area	Not Well Prepared	Adequately Prepared	Well Prepared
Intervention			
Assessment			
Consultation & Interprofessional/Interdisciplinary Skills			
Supervision			
Individual & Cultural Diversity			
Research			
Ethical & Legal Standards			
Professional Values, Attitudes & Behaviors			
Communication & Interpersonal Skills			

Overall, how well did your internship with WBES prepare you for your current professional role?				
Not at All	Somewhat Prepared	Well Prepared	Very Well Prepared	Not Applicable

<p>Please think about your first employment following internship. In what type of setting was the employment?</p>
<p>What was your job title for your first employment after your doctoral internship?</p>
<p>Did you complete any formal postdoctoral training? <i>If yes, what dates and program?</i></p>

Please select the activities that apply to your first employment after internship, whether a postdoctoral fellowship or otherwise.

Select all that apply

	Administration
	Assessment
	Consultation
	Intervention / Therapy
	Research
	Supervision
	Teaching
	Other (Specify):
Have you obtained licensure as a psychologist?	
	Yes – full independent licensure
	Yes – Temporary Licensure
	No

Are you a member of a professional Society (e.g., APA, NASP, State Associations)

	Yes
	No
If yes, what one?	

Please tell us about other professional achievements you've obtained since internship that you would like to share:

Appendix J: Authorization to Exchange Information

Doctoral and internship programs share a responsibility to communicate about trainees. More specifically, communication is required regarding preparation for training experiences, progress, and status in programs. This form is intended to facilitate communication between the internship and doctoral program of the intern named below. Please provide the information in the spaces below. By signing this form, you are providing permission for your doctoral program and the White Birch Educational Services Doctoral Internship Program to communicate about your functioning in both programs.

Intern Name: _____

Intern's Doctoral Program: _____

Director of Clinical Training: _____

Address of Doctoral Program:

Program Director's Phone # _____

Program Director's Email _____

I grant permission to WBES and the doctoral program listed above to exchange information pertinent to my internship, training, and professional development.

Intern Signature _____

Date _____

Appendix K: Professional Competency Remedial Plan

Name of Intern:

Supervisor:

Date of Meeting:

Additional Pertinent Supervisors:

Competency Domain	Expectation for Acceptable Performance (Rating of 4 or higher)	Trainee's Responsibilities / Actions	Supervisors Responsibilities / Actions	Time Frame for Acceptable Performance	Dates of Evaluation	Consequences for Unsuccessful Remediation

Circle all competency domains in which the trainee's performance receives a rating of less than "3" on the Internship Evaluation	
Foundational Competencies	Functional Competencies:
- Professional Values and Attitudes	- Communication and Interpersonal Skills
- Individual and Cultural Diversity	- Assessment, Interventions
- Ethical and Legal Standards	- Consultation and Inter-Professional/Interdisciplinary Skills
	- Research
	- Supervision

Description of the problem(s) in each competency domain circled above:

Date(s) the problem(s) was brought to the trainee's attention and by whom:

Steps already taken by the trainee to rectify the issue(s) that was identified:

Steps already taken by the supervisor(s)/faculty to address the issue(s):

Date for Follow-up Meeting(s):

I, _____, have reviewed the above professional competency development plan with my primary supervisor/advisor, any additional supervisors/faculty, and the director of training. My signature below indicates that I fully understand the above. My comments, if any, are below (*PLEASE NOTE: If trainee disagrees, comments, including a detailed description of the trainee's rationale for disagreement, are REQUIRED*). All supervisors with responsibilities or actions described in the above competency remediation plan agree to participate in the plan as outlined above. Please sign and date below to indicate your agreement with the plan.

Trainee

Date

Training Director

Date

Appendix L: Certificate of Completion Sample



Appendix M: Handbook Acknowledgement Form

By my signature, I acknowledge I have received a copy of the WBES Doctoral Internship Program in School Psychology, which includes the descriptions and explanation of rights and responsibilities, the Evaluation Process, Grievance, and Due Process Policies and Procedures. I have been given the opportunity to ask questions and/or request clarification related to the Handbook and its contents. I understand that I am expected to abide by the policies and procedures contained within the Handbook, and I am expected to consult with a WBES supervisor should I be unclear as to whether my actions conform to the Handbook's procedures. I understand that WBES expects all interns to complete all Program documentation, including logs and evaluations, accurately and promptly. I agree to adhere to WBES Policies and Procedures, the rules and regulations of the training sites, and follow the legal and ethical codes of the profession as outlined by APA and NASP.

In signing below, I also acknowledge that I have been provided with a hard copy of the below listed documents:

- Handbook
- WBES Policies
 - o Due Process and Grievance Policy
 - o Diversity and Non-Discrimination Policy
 - o Intern Evaluation, Retention, and Termination Policy
 - o Communication with Doctoral Program
 - o Stipend, Resources, and Benefits Policy
 - o Intern Selection and Academic Preparation Requirements
- Relevant Ethical and Specialty Guidelines
 - o APA Ethical Principles of Psychologists and Code of Conduct
 - o NASP Principles for Professional Ethics

Intern Name (print): _____ Date: _____

Intern Signature (sign): _____ Date: _____

Witnessed By: _____ Date: _____