**Appendix 7B**

**SCHOOL PSYCHOLOGY INTERNSHIP IN ILLINOIS**

***SCHOOL PSYCHOLOGY INTERNSHIP SUPERVISION CONTRACT***

*(Specifics related to use of Telesupervision included in italics)*

Your clinical supervisor is an experienced professional with advanced training who is an over-seer of your school psychology internship activities and who is responsible, with you, for the quality of all of your clinical work and internship activities. Clinical supervision focuses on the services you provide to all clients including students, parents, and educators. Supervision responsibilities cover all aspects of client welfare as impacted by assessment, intervention, training, diagnostic, consultation, problem-solving, program development, and community referral activities. Supervision involves a broad array of training activities that include monitoring, consultation, training, direct instruction, and performance evaluation.

1. ***Purpose, Goals, and Objectives of Clinical Supervision***
	1. To monitor and ensure welfare of clients seen by supervisee
	2. To structure the activities of the supervisee to insure she or he provides competent services
	3. To insure that the unlicensed provider functions within her or his level of competence
	4. To facilitate the intern’s personal and professional development.
	5. To promote accountability
	6. To fulfill academic requirement for supervisee’s internship
2. ***Context of Services***
	1. Supervision will revolve around clients seen at the primary school site, associated elementary or secondary school experience rotation sites, and all community venues linking with student services.
	2. Individual supervision will be provided for a minimum of two hours weekly on a mutually determined day/time. Telesupervision will be conducted by *(include platform for telesupervision such as Zoom)*. *Include specific plan for increased supervisor availability setting aside and protecting additional supervision time. Specify how this additional supervision would be provided such as through videoconferencing, phone and/or e-mail.*
	3. *Indicate how you will be using other technology and protecting confidentiality (e.g. e-mail just for setting up appointments, not using any client names in e-mail, exchanging confidential information by e-mail will be password protected or ecrypted). Phone will be used in emergency situations.*
	4. *Include a plan to address technological problems (e.g., text or phone each other if technology problems develop, identify a technical support person); address the use of silence during telesupervision sessions and define a period that it will be allowed and accepted (e.g. we will provide approximately 20-30 second time interval for reflection in response to a question); both supervisor and supervisee will avoid multi-tasking during the session unless it involves an agreed upon task (e.g., accessing some research literature); both supervisor and supervisee will use turn-taking, using the mute button if a group supervision format or background noise is present, paraphrasing and use of questions.*
	5. *Indicate is supervision sessions will be recorded so they can be reviewed at a later time. All recorded sessions will be downloaded to a personal computer as opposed to the cloud.*
	6. The supervisor works within the framework of the **Developmental, Ecological, Problem-solving (DEP) Model** of supervision (Simon & Swerdlik, 2017). The ***Developmental*** focus tailors supervision activity to the intern’s experience and skill level at each stage of training. This approach is committed to supporting the trainee’s growth from intensely monitored and supported practice to relatively independent functioning characteristic of an entry level professional. Multiple methods of supervision will be employed including live and recorded observations. Frequent formative feedback will guide activity with clients and foster supervisee professional development. The ***Ecological*** focus accounts for contextual and systemic factors impacting clients and the professional development of the intern. It recognizes that multiple systemic contexts must be considered when supporting students and faculty. Training will develop competency in understanding and supporting the full range of student diversity including multicultural factors. A variety of supervisor and supervisee tasks (e.g., skills in assessment and intervention planning, professional role and function, self-evaluation) and functions (e.g., monitoring, advising, consulting, and evaluation) are addressed within a developmental framework, which is impacted by client, supervisee, supervisor and systemic/organizational contextual factors. The ***Problem-solving*** focus applies systematic analysis and data-based decision making skills to all aspects of psychological assessment and intervention. It sets the foundation for choosing and implementing evidence-based practices for promotion of healthy psychological development and problem prevention, assessment, early intervention, crisis intervention, and therapeutic strategies. The DEP framework requires the supervisee to be proactive in asserting training needs and requires specific preparation for supervisory sessions and activities. If the supervisee wishes, the supervisor is pleased to discuss any aspect of this supervision model with her/him.
3. ***Duties and Responsibilities of Supervisor and Supervisee***

Your clinical supervisor is legally and ethically responsible, with you, for the services you provide and the manner in which you conduct yourself. It is therefore ***your* responsibility** to keep your supervisor well informed as to your activities. Openness with and trust in your supervisor will enhance your experience of supervision and your professional growth. A supervisor has ***full responsibility*** for the supervised work of the supervisee, including assessment, diagnosis, intervention, consultation, problem-solving, professional development, and community referral activities. It is particularly important that any intern activity that uncovers potential risk for harm to a client be immediately reported to the supervisor for consultation.

It is the **supervisor’s role** to do the following:

1. Provide a location and atmosphere for supervision that is safe enough for supervisees to lay out practice issues in their own way.
2. Conduct formative and summative evaluation/assessment of intern progress. To enhance intern growth and legitimize accuracy of intern progress evaluation, the supervisor will engage in direct observation of intern activities, review recordings of work, provide consultation and training in response to trainee questions and activity reviews, model and demonstrate appropriate school psychology skills, and review all reports, IEPs, and recordkeeping. The supervisor will also provide written and/or oral feedback on all aspects of your school psychology work highlighting strengths and making specific recommendations for professional growth. Formal written summative reviews will minimally occur on a quarterly basis. Throughout this process, the intern will be guided in developing self-monitoring skills. If the supervisee desires additional feedback at any time, it is his or her responsibility to request it from the supervisor. The supervisee is referred to the Internship Program Handbook regarding due process rights and procedures for objecting to the content and recommendations of a summative evaluation.
3. Help the supervisee explore and clarify thoughts and feelings, which underlie psychological practice.
4. Assist supervisee in anchoring assessment planning, diagnosis, interventions, consultation, and problem-solving in a theoretical approach.
5. Identify supervisee’s personal and/or professional blind spots.
6. Bring to the supervisee’s attention those personal difficulties of the supervisee that directly affect the supervisee’s clinical work and recommend a course of action to address these difficulties.
7. Protect the confidentiality of the supervisory relationship. The nature of clinical competencies will be shared with other program faculty; but the specific content of supervisory sessions will remain confidential unless there is evidence of ethical breeches or personal problems that interfere with the supervisee’s ability to work effectively with clients.
8. Present and model appropriate directives.
9. Intervene if client welfare is at risk.
10. Ensure that ethical guidelines of both the American Psychological Association (APA, 2010) and the National Association of School Psychologists (NASP, 2020) are upheld.
11. Conduct activities in accordance with the School District and University policies.
12. Sign off on all client documentation including psychological reports.
13. Maintain weekly “*Supervision Notes”.* These notes will be kept for 7 years and then destroyed.

The supervisor will discuss any concerns regarding the supervisee’s performance in a timely fashion and will develop, in collaboration with the intern, a remediation plan if deficits/problems are identified.

It is the **intern’s role** as supervisee to do the following:

1. Be punctual, both at sessions with clients as well as at supervision. In the event that you are delayed for or unable to attend a supervision session, it is your responsibility to notify your supervisor and make alternate arrangements. If the individual appointment cannot be kept due to scheduling conflicts, an effort will be made to reschedule an alternate date/time; and a supervision session will only be cancelled upon the mutual agreement of the both the supervisee and supervisor.
2. Be prepared, both for sessions with clients as well as for supervision. You are expected to have client notes, protocols, and recordings ready to review, to have “scored” all formal psychological instruments administered, and to have prepared an agenda of issues that you need to have addressed, together with the files of the clients involved. As part of this advanced preparation, the supervisee will have completed an *“Intern’s Supervision Session Planner”* and shared this document with your supervisor prior to each supervisory session.
3. *For telesupervision-No multi-tasking will occur during telesupervision unless agreed upon by both the supervisor and supervisee (e.g., looking up a particular website or research article)*
4. Provide summaries of all student, parent, educator, and other client contacts, interviews, and intervention activities for the supervisor. If a recording is required, it will be reviewed/critiqued by the intern and brought to the next supervisory session (keyed to a section that supervisee would like to review with the supervisor). The Supervisee is responsible for planning and documenting work with clients as required by the school district. The Intern’s Client/Activity Session Planner and the Intern’s Client/Summary Progress Notes can be helpful tools to share with supervisors.
5. If the supervisee believes that client issues/concerns have not been adequately addressed during the regularly scheduled supervisory session, the supervisee will bring this to the attention of the supervisor and another session will be scheduled. *For telesupervision-additional dedicated supervision will be scheduled and if needed held.*
6. Share with the supervisor your learning goals for the training experience. This will require self-reflection and self-evaluation regarding your current level of clinical skill.
7. Be receptive to guidance and instruction from your supervisor, that is, be attentive to feedback and suggestions from your supervisor and follow through on such instruction promptly. It may be necessary to take notes during supervision in order to execute all instructions identified by your supervisor.
8. Inform your supervisor of any difficulties you are having in the areas of delivering services to clients, completing paperwork, or coordinating with other agencies or providers such as schools or independent practitioners.
9. As you establish a working relationship with your supervisor, it is hoped that you will become increasingly able to share issues and concerns you may have that impact your clinical work. Be open to feedback from others and monitor any tendency you may have toward defensiveness.
10. In consultation with your supervisor and after review of evidence-based literature, select a framework for integrating theory, research, and practice; formulate client case conceptualizations from this approach; and be ready to discuss the theoretical reasons and empirical supports for your assessment approaches, interventions, consultation, and problem-solving techniques.
11. The supervisee cannot engage in dual relationships with clients; that is, interns will not socialize with clients or their families, nor will they provide services to individuals they know from other contexts, such as friends or acquaintances. It is the intern’s responsibility to alert the supervisor of any instances where the intern has prior knowledge of a client or his/her family from beyond the school setting. Appropriate measures to protect confidentiality will be employed in these circumstances.
12. The intern is responsible for insuring that the parents/guardians of all clients are informed of the supervised nature of your work as a supervisee, and of the ultimate professional responsibility of the supervisor. *If using telesupervision, clients will be informed, the platform identified, and steps to protect the confidentiality of all content discussed.*
13. You are responsible for insuring that all evaluative letters and reports concerning clients are co-signed by your clinical supervisor **before** they are sent out to parents, educators, or other approved third parties, i.e., private practitioners, governmental agencies, etc. When required, it is also your responsibility to determine that an active *Authorization for Release of Confidential Information* form is present in the client’s file before presenting the letter/report to the supervisor for signature.
14. Assessment and intervention plans must be reviewed prior to implementation with the supervisor to determine appropriateness and monitored for effectiveness and potential revision on an ongoing basis. Supervisees must advise their clinical supervisor of all important changes related to a case, i.e., significant family events, disciplinary actions, legal issues, medical concerns, etc.
15. The intern must keep the supervisor informed about clients who are suicidal, homicidal, threatening to harm others, or engaged in any self-harm activities such as “cutting”, substance abuse, eating disorders, or other dangerous risk taking behaviors. Any disclosure by a student or collateral informant of potential child abuse must be reported to the supervisor immediately. Notify your supervisor about clients who are involved in child custody disputes, Disability Determination assessments, or any other matter that affects the client’s legal status. Notify your supervisor immediately if you receive any summons to testify or you are told that you will be subpoenaed to testify. Do **not** under any circumstances release client information to an attorney or court or anyone else without a proper Authorization for Release of Confidential Information form signed by the client, legal guardian, and the supervisor as prescribed by regulation. In all circumstances, legal and ethical guidelines for the protection of client confidentiality must be followed. Do not communicate confidential information or identify clients in email communications other than in drafts of reports and intervention plans that are specifically noted to be drafts.
16. Seek supervision whenever you are uncertain about a situation. Make every attempt to reach your clinical supervisor before taking action with that client. If your supervisor cannot be reached, contact another staff school psychologist on site or through phone. I will always designate a back-up supervisor in case you can’t reach me. You may also consult informally with more experienced clinicians on staff, but your clinical supervisor **must** be kept abreast of any and all emergencies.

*In the event of emergency, the supervisee is to contact \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at his/her office at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, at home at \_\_\_\_\_\_\_\_\_\_\_\_, or by cell at \_\_\_\_\_\_\_\_\_\_\_\_\_. If unable to reach your supervisor, contact your designated backup supervisor of if cannot be reached another psychology staff member or supervisor. Follow the guidelines and procedures in the District and School Manuals for emergency situations.*

1. Implement supervisory directives in subsequent psychological activities.

1. Uphold ethical APA and NASP principles in all client-related activities.
2. Be familiar with and follow the policies and procedures delineated in the District, School, and University manuals and documents. The supervisee agrees to complete all required reports and recordkeeping in a timely fashion for all cases and within guidelines specified in school and special education regulations. Drafts of psychological assessment reports and IEP paperwork should be submitted to the supervisor for review with enough time for review and editing prior to meetings.
3. Complete all professional tasks within time frames that address legitimate client needs and meet the requirements of all team participations.

***V. Terms of the Contract***

This contract serves as verification and a description of the clinical supervision provided

by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(“Supervisee”), engaged in a formal school psychology internship at

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ under the auspices of ­­­­­­­­­­­­­­­­­­­­­ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Internship Site) (University)

for the 20\_\_\_\_\_\_\_\_\_\_\_ school year.

Supervisee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

This contract is effective from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (start date)

to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (finish date).

----------------------------------------------------------------------------------------------------

From: Simon, D.J., & Swerdlik, M.E. (2017). *Supervision in school psychology: The Developmental, Ecological Problem-solving model.* New York, NY: Routledge Press.