

University of Northern Colorado

### Midterm and Final Internship Accomplishment Form (Ph.D.)

Intern: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Evaluation Date: Mid \_\_\_\_\_\_\_ Final \_\_\_\_\_\_\_

Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Site: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please check all that apply: □ State Dep. of Ed. License/Certification (school psychologist)

□ NCSP □ State DORA License (licensed psychologist)

Please use the following ratings to evaluate the intern at midterm and at the end of the intern’s placement. If the intern has not yet had the opportunity to attempt a particular skill, please note NA and note in the comment section a plan for how the intern will address that competency. **It is expected that by the end of the internship experience, the intern will reach level 4 in all areas.** In rare cases, an intern may not have an opportunity to demonstrate a competency (e.g., respond to a crisis, # 31). In those instances, the intern and his/her supervisor should note the types of activities that have been substituted to approximate this skill (e.g., knowledge of crisis plan, attendance at workshop).

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| **1** | **2** | **3** | **4** |
| Requires supervision for all aspects of task; heavy emphasis on skill acquisition;  ‘**Novice**’ | Requires supervision for all aspects of task; from initiation to completion;  ‘**Advanced Beginner**’ | Requires supervision initiating task and evaluating task completion; completes task independently;  ‘**Competent**’ | Requires supervision on final aspect (evaluation) of task completion; completes task independently;  ‘**Proficient**’ |

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| **Profession-Wide Competency: Ethical and Legal Standards** | | | | | | | | |
| **Element 1: Intern is knowledgeable about and acts in accordance with APA Ethical Principles of Psychologists and Code of Conduct and NASP Principles for Professional Ethics, as well as laws, regulations, rules and policies governing health service psychology practice in school and community settings.** | | | | | | | | |
| Intern demonstrates knowledge of APA Ethical Principles of Psychologists and Code of Conduct and NASP Principles for Professional Ethics. | 1 | | 2 | | 3 | 4 | | NA |
| Intern demonstrates knowledge of legislation that regulates psychological practice. | 1 | | 2 | | 3 | 4 | | NA |
| Intern demonstrates an understanding of the specific rules regarding psychological practice in schools. | 1 | | 2 | | 3 | 4 | | NA |
| Intern behaves in accordance with laws, regulations, rules and policies governing health service psychology practice in school and community settings. | 1 | | 2 | | 3 | 4 | | NA |
| **Element 2: Intern recognizes and responds to ethical dilemmas as they arise.** | | | | | | | | |
| Intern is aware of situations that create potential or actual ethical problems. | 1 | 2 | | 3 | | 4 | NA | |
| Intern competently applies ethical decision-making processes in order to manage ethical dilemmas. | 1 | 2 | | 3 | | 4 | NA | |
| **Element 3: Intern behaves ethically in all aspects of professional behavior and health service psychology practice.** | | | | | | | | |
| Intern displays behaviors that are consistent with the ethical principles of the APA and the NASP. | 1 | 2 | | 3 | | 4 | NA | |
| Intern reflects upon own practice to identify ways to improve professional and ethical behavior. | 1 | 2 | | 3 | | 4 | NA | |

Comments:

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| **Profession-Wide Competency: Individual & Cultural Diversity** | | | | | |
| **Element 1: Intern can articulate an approach to addressing diversity in health service psychology practice that is based on knowledge of current literature and an analysis of how their own history, attitudes, and biases affect how they interact with others different from themselves.** | | | | | |
| Interns demonstrate knowledge about the current theoretical and empirical literature related to addressing diversity in health service psychology practice. | 1 | 2 | 3 | 4 | NA |
| Intern demonstrates awareness of own values and beliefs. | 1 | 2 | 3 | 4 | NA |
| Intern understands the impact of his or her own personal/cultural history, attitudes and biases on how he or she interacts with people different from himself or herself. | 1 | 2 | 3 | 4 | NA |
| **Element 2: Intern integrates awareness and knowledge of individual and cultural differences in health service psychology practice and uses an informed approach to working effectively with diverse groups.** | | | | | |
| Intern recognizes and understands the factors that contribute to individual differences. | 1 | 2 | 3 | 4 | NA |
| Intern respects all persons and is sensitive to the value systems of diverse groups. | 1 | 2 | 3 | 4 | NA |
| Intern demonstrates ability to recognize limits of own cultural competency. | 1 | 2 | 3 | 4 | NA |
| Intern demonstrates skill in using culturally responsive practice in his or her work with diverse groups and individuals. | 1 | 2 | 3 | 4 | NA |

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| **Profession-Wide Competency: Professional Values and Attitudes** | | | | | |
| **Element 1: Intern behaves in ways that reflect values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, concern for the welfare of others** | | | | | |
| Intern willingly accepts and carries out assignments as appropriate. | 1 | 2 | 3 | 4 | NA |
| Intern is punctual and dependable. | 1 | 2 | 3 | 4 | NA |
| Intern demonstrates effective time management. | 1 | 2 | 3 | 4 | NA |
| Intern completes work efficiently. | 1 | 2 | 3 | 4 | NA |
| Intern returns emails/phone calls promptly. | 1 | 2 | 3 | 4 | NA |
| Intern adheres to site policies and procedures. | 1 | 2 | 3 | 4 | NA |
| Intern demonstrates professional behaviors. | 1 | 2 | 3 | 4 | NA |
| Intern demonstrates ability to initiate and complete appropriate tasks. | 1 | 2 | 3 | 4 | NA |
| Intern advocates for the needs of children/clients. | 1 | 2 | 3 | 4 | NA |
| Intern demonstrates consistent enthusiasm for position/profession. | 1 | 2 | 3 | 4 | NA |
| Intern displays appropriate affect/emotions. | 1 | 2 | 3 | 4 | NA |
| Intern participates in professional development opportunities offered through the site or as relevant to practice. | 1 | 2 | 3 | 4 | NA |
| **Element 2: Intern engages in self-reflection regarding personal and professional functioning and in activities to maintain and improve performance, well being and professional effectiveness** | | | | | |
| Intern reflects upon and takes responsibility for own behavior. | 1 | 2 | 3 | 4 | NA |
| Intern recognizes own strengths and weaknesses. | 1 | 2 | 3 | 4 | NA |
| Intern manages own stress and takes appropriate self-care. | 1 | 2 | 3 | 4 | NA |
| **Element 3: Intern actively seeks and demonstrates openness and responsiveness to feedback and supervision** | | | | | |
| Intern recognizes own professional limitations and seeks advice. | 1 | 2 | 3 | 4 | NA |
| Intern accepts and responds appropriately to supervision. | 1 | 2 | 3 | 4 | NA |

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| **Profession-Wide Competency: Communication and Interpersonal Skills** | | | | | |
| **Element 1: Intern develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, and those receiving professional services** | | | | | |
| Intern skillfully develops rapport with others (e.g., clients, families, team members). | 1 | 2 | 3 | 4 | NA |
| Intern collaborates and cooperates effectively in group or team settings. | 1 | 2 | 3 | 4 | NA |
| Intern navigates complex systems in a way that respects diverse agendas, roles, and priorities. | 1 | 2 | 3 | 4 | NA |
| Intern relates appropriately and professionally with persons from diverse backgrounds. | 1 | 2 | 3 | 4 | NA |
| **Element 2: Intern produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated, and Intern demonstrates a thorough grasp of professional language and concepts.** | | | | | |
| Intern displays active listening skills. | 1 | 2 | 3 | 4 | NA |
| Intern demonstrates clear and fluent oral communication. | 1 | 2 | 3 | 4 | NA |
| Intern demonstrates appropriate nonverbal communication (e.g., eye contact, engaged posture, appropriate affect). | 1 | 2 | 3 | 4 | NA |
| Intern displays the ability to communicate effectively in writing and at a level that is appropriate to the audience (e.g., teachers, parents, interns) | 1 | 2 | 3 | 4 | NA |
| Intern understands and accurately uses professional language and concepts in written and oral communication. | 1 | 2 | 3 | 4 | NA |
| **Element 3: Intern demonstrates effective interpersonal skills and ability to manage difficult communication well.** | 1 | 2 | 3 | 4 | NA |
| Intern displays ability to handle conflicts in a constructive manner. | 1 | 2 | 3 | 4 | NA |
| Intern is aware of own communication style and its impact on others. | 1 | 2 | 3 | 4 | NA |
| Intern demonstrates respect for feelings, opinions, knowledge, and abilities of others. | 1 | 2 | 3 | 4 | NA |

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| **Profession-Wide Competency: Assessment** | | | | | |
| **Element 1: Intern selects and applies a wide range of empirically-based assessment methods, and intern collects data appropriate to identified goals and questions of the assessment and relevant diversity characteristics of the client.** | | | | | |
| Intern selects appropriate assessment procedures based on referral questions, identified goals, and client characteristics. | 1 | 2 | 3 | 4 | NA |
| Intern demonstrates knowledge and skill in administering and scoring assessments. | 1 | 2 | 3 | 4 | NA |
| Intern effectively conducts comprehensive interviews with multiple sources as appropriate. | 1 | 2 | 3 | 4 | NA |
| **Element 2: Intern interprets assessment results, following current research and professional standards, to inform case conceptualization, classification, and recommendations, while guarding against biases. Intern distinguishes the aspects of assessment that are subjective from those that are objective.** | | | | | |
| Intern exhibits skill in case conceptualization and diagnosis based on assessment results. | 1 | 2 | 3 | 4 | NA |
| Intern exhibits skill in integrating existing data (e.g., progress monitoring, achievement measures, attendance, discipline referrals) into the decision-making process. | 1 | 2 | 3 | 4 | NA |
| Intern uses assessment results to generate appropriate recommendations and/or intervention plans. | 1 | 2 | 3 | 4 | NA |
| Intern is aware of and guards against the impact of personal and psychometric biases in the interpretation of assessment results. | 1 | 2 | 3 | 4 | NA |
| Intern distinguishes the aspects of assessment that are subjective from those that are objective. | 1 | 2 | 3 | 4 | NA |
| **Element 3: Intern communicates orally and in written documentation the findings and implications accurately and in a manner sensitive to a range of audiences.** | | | | | |
| Intern provides appropriate oral feedback regarding assessment results to clients and/or their families. | 1 | 2 | 3 | 4 | NA |
| Intern prepares effective written reports that accurately and sensitively communicate assessment findings and recommendations. | 1 | 2 | 3 | 4 | NA |
| **Element 4: Intern uses assessment procedures to evaluate systems for the purposes of program planning and evaluation.** | | | | | |
| Intern displays ability to accurately assess classroom environments and other systems. | 1 | 2 | 3 | 4 | NA |
| Intern demonstrates knowledge and skill in using data to evaluate the impact of selected interventions with individuals and groups. | 1 | 2 | 3 | 4 | NA |
| Intern demonstrates knowledge and skill in measuring program outcomes. | 1 | 2 | 3 | 4 | NA |
| **Element 5: Students demonstrate current knowledge of diagnostic classification systems and functional/dysfunctional behaviors, including consideration of client strengths and psychopathology; demonstrate understanding of behavior within family, social, societal, cultural and educational contexts, and be able to apply knowledge of functional and dysfunctional behaviors, including context, to the assessment and diagnostic process.** | | | | | |
| Student demonstrates knowledge of diagnostic classification systems used in schools and clinical settings | 1 | 2 | 3 | 4 | NA |
| Student understands behavior in the context of family, social, societal, and cultural contexts | 1 | 2 | 3 | 4 | NA |
| Student applies knowledge of functional and dysfunctional behaviors, including context, to the assessment and diagnostic process. | 1 | 2 | 3 | 4 | NA |

Comments:

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| **Profession-Wide Competency: Intervention** | | | | | |
| **Element 1: Intern establishes and maintains effective relationships with the recipients of psychological services and others involved in service delivery (e.g., parents, site personnel)** | | | | | |
| Intern builds and maintains effective and productive working relationships with clients. | | | | | |
| Intern builds and maintains effective relationships with those in clients’ systems as appropriate to treatment goals. | | | | | |
| **Element 2: Intern develops interventions informed by the scientific literature, assessment findings, diversity characteristics and contextual variables** | | | | | |
| Intern develops and implements intervention plans that are specific to service delivery goals and are grounded in best available research evidence, applied experience/expertise, client/family values, beliefs, and culture. | 1 | 2 | 3 | 4 | NA |
| Intern routinely establishes clear and measurable treatment goals in collaboration with the client/family. | 1 | 2 | 3 | 4 | NA |
| Intern appropriately modifies and/or adapts intervention plans with defensible rationale when a clear evidence base is lacking. | 1 | 2 | 3 | 4 | NA |
| **Element 3: Intern skillfully uses a variety of intervention modalities appropriate to the situation** | | | | | |
| Intern skillfully implements appropriate intervention strategies. | 1 | 2 | 3 | 4 | NA |
| Intern displays skill in providing individual counseling to children and youth. | 1 | 2 | 3 | 4 | NA |
| Intern implements effective systemic prevention or intervention programming. | 1 | 2 | 3 | 4 | NA |
| Intern displays skill in providing group and classroom-wide interventions. | 1 | 2 | 3 | 4 | NA |
| Intern skillfully participates in crisis response efforts (e.g., suicide, threat) as appropriate to their training and status. | 1 | 2 | 3 | 4 | NA |
| Intern assists clients (and their families) in connecting to community resources as appropriate. | 1 | 2 | 3 | 4 | NA |
| **Element 4: Intern evaluates intervention effectiveness and adapts interventions consistent with ongoing evaluation.** | | | | | |
| Intern routinely evaluates progress towards treatment goals using ongoing objective measurement and subjective client/family/stakeholder feedback. | 1 | 2 | 3 | 4 | NA |
| Intern makes necessary changes, adaptations, and/or modifications to intervention plans based on routine evaluation. | 1 | 2 | 3 | 4 | NA |

Comments:

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| **Profession-Wide Competency: Consultation and Interprofessional/Interdisciplinary Skills** | | | | | | |
| **Element 1: Intern demonstrates knowledge and respect for the roles and perspectives of other profession.** | | | | | | |
| Intern demonstrates knowledge of other roles/professions relevant to service delivery (e.g. parents, teachers, physicians). | 1 | 2 | 3 | 4 | | NA |
| Intern demonstrates respect for the perspectives, attitudes, emotions, and behaviors of other roles/professions relevant to service delivery (e.g. parents, teachers, physicians). | 1 | 2 | 3 | 4 | | NA |
| Intern demonstrates knowledge of various systems relevant to service delivery (e.g. family, school, community). | 1 | 2 | 3 | 4 | | NA |
| **Element 2: Intern demonstrates knowledge of consultation models and practices.** | | | | | | |
| Intern demonstrates knowledge of various consultation models, practices, and collaborative approaches. | 1 | 2 | 3 | 4 | NA | |
| Intern demonstrates skill in conducting case and systems consultation. | 1 | 2 | 3 | 4 | NA | |
| Intern participates in systems consultation as appropriate to their training and status. | 1 | 2 | 3 | 4 | NA | |
| Intern’s use of consultation is sensitive to and integrates understanding of diversity as related to client, his or her family, and the consultee | 1 | 2 | 3 | 4 | NA | |

Comments:

Midterm Goals: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Ongoing Professional Development Goals: (to be completed at final evaluation)

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Intern Signature and Date

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Field Supervisor(s) Signature and Date

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University Supervisor Signature and Date