

APPENDIX D
UNIVERSITY OF DELAWARE
SCHOOL PSYCHOLOGY INTERNSHIP GUIDELINES
Revised Fall, 2016

Purpose of Internship

The internship follows completion of all required coursework, allowing the intern to demonstrate proficiency with skills acquired during the training program and to gain new knowledge and skills. The internship gives the intern the opportunity to integrate all previous training experiences and to apply, under supervision, a broad range of outcome-based school psychological services that have a positive impact on children, schools, families, and other consumers. As a reflection of the culmination of graduate training in school psychology, it is expected that interns will demonstrate competency in all areas corresponding with the program's goals and with the 10 domains of practice delineated by NASP.

Internship Plan

Specific outcome-based competencies for the internship are listed in the [Field Experience Checklist and Evaluation Form](#). Serving as both a written plan and an evaluation procedure for monitoring the intern's progress, this form details the specific outcome-based competencies that are developed over the course of training and that are further developed and demonstrated during the internship.

Note that although the [Field Experience Checklist and Evaluation Form](#) serves as a systematic plan for monitoring performance, the internship contract, the Internship Guidelines, and the syllabus for the internship course are also part of the internship plan. Together, they specify competencies to be demonstrated, requirements to be met, and the collaborative responsibilities of the school psychology program and the internship site in providing supervision and support and ensuring that the goals of the internship are achieved.

Length of the Internship

The specialist-level internship must involve a minimum of 1200 clock hours (6 to 12 credit hours). Interns in a school setting are expected to complete an internship that entails a full academic school year. Internships may be completed on a half-time basis over a period of two consecutive academic years. The doctoral-level internship is typically 12 months in duration and a minimum of 1500 clock hours.

Internship Setting

Finding an appropriate internship site is the joint responsibility of the university supervisor and the intern. While every effort is made to arrange for a paid internship, paid internships are not guaranteed. However, over the past 20 years all in-state interns have been offered paid internships.

The University supervisor must approve all placements, including placements in each school building. Although the University supervisor attempts to place interns in locations that they most desire, the program's obligations to local school districts, as well as their

preferences and needs, must be respected. Likewise, the quality of a site, especially the supervision provided and the range of services offered, is considered to be more important than a high salary. Thus, an intern may not be allowed to complete in a setting of unknown quality if an opening nearby would go unfilled or if the local site offers a more promising internship with respect to quality. The internship must be in a school setting. Although other settings may be incorporated into the internship experience, the public school setting must constitute at a minimum of one half of the time designated for the internship. Where other settings are employed, a rationale must specify its appropriateness. The public school setting must offer a full range of general and special education services provided to children at the preschool, elementary, and secondary levels for children with high and low incidence disabilities. It also must serve a diverse population of students, including diversity of race and culture.

Supervision

Supervision is the collaborative responsibility of local and university personnel. In addition to e-mail and/or telephone correspondence, a University supervisor will meet with the intern's site supervisor at least once annually and as needed (site visits outside of the region may not be necessary, however).

Whereas the authority for providing internship credit and the intern's grade rests with the University faculty, primary responsibility for intern supervision rests with the site supervisor.

Local supervision is to be provided by a person(s) holding valid certification as a school psychologist, who is employed full-time as a school psychologist in the local educational agency, and who has held such employment in that agency for a minimum of one school year prior to undertaking supervisory responsibilities. The local supervisor should have at least three years of experience as a school psychologist (exceptions to this requirement will be considered on a case-by-case basis by the University's internship supervisor). For an internship in a non-school setting, the supervising psychologist must be appropriately credentialed for the internship setting.

To ensure appropriate supervision, the local school psychologist should be provided sufficient assigned time for regular duties and must not be responsible for more than two interns at a given time. A minimum average of four hours of individual supervision per week is to be documented by the intern.

Both local and University supervisors should demonstrate active involvement in the profession as evidenced by professional association memberships, scholarly pursuits, experience and professional competence, and continuing professional development.

Participation at monthly meetings of interns with the University supervisor is required. Group supervision is provided in those meetings. Exceptions for attending may be granted by the University supervisor for interns completing an internship located out of state and not near the University.

Evaluation

A variety of performance-based procedures are used to ensure that interns demonstrate accountability with regard to the effectiveness of the University's school psychology training program. These procedures, as described below, are used to evaluate competencies corresponding to the program's goals into the NASP domains of practice.

Supervisor's Observations and Ratings of Specific Competencies and Professional Qualities

At the end of this semester, the on-site supervisor and the intern shall jointly evaluate specific competencies and professional qualities that are taught of the course of the school psychology program and which are to be further developed and demonstrated during internship. As described below, an evaluation form developed by the university is used for this purpose (i.e., the evaluative component of the Field Experience Checklist and Evaluation Form).

- For the purpose of initial planning, at the beginning of each semester the intern and on-site supervisor completes the [Field Experience Checklist and Evaluation Form](#) indicating when each skill will be addressed (marking the first column of the form with a specific date, where appropriate; otherwise, simply checking that the skill will be addressed).
- For purposes of evaluation, the above form is reviewed periodically by the intern and the on-site supervisor, as appropriate.
- A review at mid-semester (i.e., late October and late March) is **required** and should be noted in the intern's log. However, the checklist does not need to be completed at that time, unless either the field supervisor or University supervisor has areas of concern about the intern's lack of progress or professional skills. Note that the University supervisor does not need to be sent a copy of such a review; however, the University supervisor is to be contacted if the intern receives low ratings or if disagreements exist between the intern and the on-site supervisor with respect to the intern's progress.
- At the end of each semester, the on-site supervisor completes the evaluation column of the form. The supervisor reviews his/her final evaluation with the intern, giving the intern the opportunity to disagree with any points in the evaluation. The intern and site supervisor sign the form and the intern sends a copy to the University supervisor.
- Doctoral interns participating in APPIC-approved sites may substitute the site's evaluation forms with permission of the University supervisor for review. Note that the university supervisor is the final judge of the intern's skills and qualities delineated on the Field Experience Checklist and Evaluation Form.

Portfolio Requirements

Throughout the semester the intern is required to prepare a comprehensive portfolio that demonstrates his/her competencies in school psychology, as well as the knowledge, skills and dispositions required of all professional education programs at the University of Delaware. The portfolio is reviewed and graded by University supervisors who provide timely feedback on each item. The portfolio shall contain the following components (as detailed in the course syllabus):

Monthly Log. Using the EXCEL template provided, the intern must keep an accurate ongoing log, following specific instructions in the course syllabus, and send it to the University supervisor the first of each month. The University supervisor shall review the log monthly and provide the intern with feedback.

Professional Development Goals and Activities. The intern is to develop a set of goals for professional development during the internship and a sequence of activities designed to address these goals. All professional development activities are to be documented in the internship log. It is expected that approximately 25 hours of professional development time will be documented.

Comprehensive Assessment Report. This report should reflect an integration of multiple methods of assessment (observations, interviews, standardized and CBA measures, response to intervention, etc.) linked to interventions.

Comprehensive Intervention Case Studies: Consultation and Counseling. Two comprehensive case studies are required: a consultation case and a counseling case. In each case study the intern is to demonstrate that he/she possesses the knowledge and professional expertise to implement an effective intervention (including counseling), while collaborating with the student, teachers, families and other professionals, where appropriate, in the intervention's design, implementation, and evaluation.

One case study must demonstrate a positive impact on the student's behavior (e.g., reduced behavior problems, increased work completion, or improved social skills) and another must demonstrate a positive impact on academic performance (e.g., improved grades or specific skills). Requirements for these two projects are specified in the course syllabus, including providing an effect size that shows a positive impact. Among additional requirements are that interns include a video of their counseling and consultation skills, a self-critique of their skills, and report an effect size that shows a positive impact.

Program Development/Evaluation Project. This portfolio item must be presented at the program's annual spring supervisor appreciation luncheon and at the spring DASP conference. The project should address the educational or mental health needs of children and youth, their families, and/or educational and mental health agencies that serve them. The project could consist of a program evaluation, the design and/or implementation of a prevention program, a needs assessment, systematic in-service training, curriculum development, etc.

Passing Score on the PRAXIS Exam in School Psychology. Interns are required to achieve a passing score (as set by the NASP, which is currently 147) on the national school psychology

examination administered by the Educational Testing Service. Information about the test and available test dates are available on the NASP web page and on the ETS webpage. Complete credit for the internship will not be awarded until a passing grade on the exam is forwarded to the university supervisor.

Evaluation of the Site

At the end of the internship the intern completes the [Site Evaluation Form](#) and submits it to the University supervisor. (Additionally, the University supervisor will interview the intern with respect to overall quality of the site and internship experience, and may also contact the site supervisor.)

Ethical and Professional Development Standards. The internship is to be conducted in a manner consistent with NASP/APA ethical standards and the legal-ethical standards established by the local school district and the state. Additionally, the intern is expected to participate in scheduled monthly university meetings, as well as regional and state-wide meetings for school psychologists. If feasible, the intern also should participate in national level meetings. Reimbursement by the school district for such travel is strongly encouraged. Irrespective of the availability of reimbursement or other financial support, released time for attendance at professional meetings should be provided.

Contractual Agreement

A written contract specifying the following must be signed by the intern and the appropriate authorities representing the University and the agency appointing the intern:

- a. Period of appointment and terms of compensation;
- b. Schedule of appointment consistent with that of agency school psychologists (e.g., calendar, participation in in-service meetings, etc.);
- c. Provision for participation in continuing professional development activities,
- d. Expense reimbursement consistent with policies pertaining to school psychologists in the District;
- e. An appropriate work environment including adequate supplies, materials, secretarial services, office space, and support services consistent with that offered to school psychologists in the District;
- f. Appropriate supervision, including release time for internship supervisors; and
- g. A commitment to the internship as a diversified training experience.

Final Grade

The intern's final grade will be determined by the University supervisor based on evaluations by the on-site supervisor, the quality of the portfolio, submission of all materials when due and any other criteria the instructor includes in the course syllabus for the internship.

Certification in School Psychology

National certification school psychology is strongly recommended. National certification is fairly simple for graduates of our program since the program is NASP approved. However, you must apply (and pay a fee).

Note that different states have different requirements for state certification. Interns need to contact the Department of Education for the state(s) in which they plan to work to learn of their certification requirements. In Delaware, graduates will be certified upon completing the program, which includes completion of the internship and passing receiving a passing score in the PRAXIS exam in school psychology. Currently (2016), Delaware also requires passing scores on the PRAXIS I exams in reading, writing, and math (equivalent passing scores on the SAT or GRE may be substituted for the math and reading PRAXIS I exams, but not for the writing exam). Other states are likely to have different requirements and may not accept SAT and GRE scores as substitutes.

Please Note: Graduates must apply for certification. It is not automatic!