

**CENTRAL WASHINGTON UNIVERSITY
GUIDELINES FOR SCHOOL PSYCHOLOGY
INTERNSHIP PROGRAMS**

Rationale

Over the past two decades, the role and function of school psychologists has been changing and expanding. While a school psychologist was once viewed predominantly as a tester of children, the present role has evolved to include equal concern for the teacher, the classroom, the school system as a whole, the family, and the total context in which children learn.

In order for graduate students in training to practice their skills before entering an actual work situation, an experience within the school setting is necessary. This experience should allow students to practice their skills in a school system with adequate supervision. Such supervised experience is called an internship. The internship will occur during the last full year of the program and is generally designed to be:

- 1) a full-time (entire school day), full-year (180 day school year) experience within a public school system equipped to provide experiences for the practicing school psychologist to become professionally competent and sensitive to the unique needs of the child, family and school system. Twelve credit hours are awarded for the internship. Some students elect to sign up for an extra three hours to help them later on a school salary scale. However, only 12 hours count toward degree and certification;
- 2) an experience to enhance development of technical skills, critical judgment, professional attitudes, responsibility, independence, communication skills, and ability to relate to schools and families as systems;
- 3) a collaborative effort between the intern, the site supervisor, the employing district, and the university;
- 4) a learning and training experience that stresses the quality and kind of experience available, rather than a service function to the hiring district. While it is inevitable that the intern will provide services to the hiring school district, it is imperative that the major focus of the internship be one of *training*, rather than of service.

Objectives of the Internship in School Psychology

Since each intern brings to the internship setting a wide variety of experience, interests and educational backgrounds, internships should be designed to meet the needs of the

individual graduate student. Specific strengths and weaknesses of students should be considered in planning a program which will provide experiences that reflect back to the goals in the rationale statement.

Though variation of emphasis may exist, the internship should provide experiences relevant to each of the following areas as specified by the National Association of School Psychologists.

A. Knowledge of public school organization and operation:

The intern should develop a broad understanding of the organizational framework of the public school as a system. Because it is important for a school psychologist to be well-integrated into the entire educational process, the intern should have an understanding of the organization of the school system including policies, personnel practices, and roles and functions of staff personnel.

Interns should:

- 1) Attend both formal and informal faculty meetings with school personnel including building principals, teachers, special education staff, and the superintendent. (2.6)
- 2) Attend meetings held by various school staff. (2.6, 2.8)
- 3) Attend Board of Education meetings. (2.6)
- 4) Study the district's Policy and Procedures Manual and the Washington Administrative Code (WAC). (2.6, 2.10)
- 5) Become informed about various school committees that operate on a formal and informal basis. (2.6)
- 6) Study the district's essential learnings document. (2.6)
- 7) Attend meetings of parent and family groups within the district. (2.4, 2.6, 2.8)

B. Familiarization with the role and function of the school psychologist:

- 1) Become informed about the office and clerical procedures involved with psychological services. (2.6)
- 2) Discuss with district psychologists their role and function in specific school settings. (2.1, 2.2, 2.6, 2.7, 2.10, 2.11)

- 3) Discuss procedures to organize and administer psychological services with the Director of Special Education or Director of Psychological Services. (2.1, 2.2, 2.6, 2.7, 2.10, 2.11)
- 4) Observe school psychologists providing services in a wide variety of different situations. (2.1, 2.2, 2.8, 2.10, 2.11)
- 5) Visit a neighboring school district in order to determine differences in how services are provided from one district to another. (2.1, 2.6, 2.7, 2.8, 2.10, 2.11)
- 6) Attend state and local professional meetings which attract large numbers of school psychology staff. (2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11)

C. Effective utilization of community resources:

While the school psychologist intern is learning about services provided by school psychologists and other school personnel within the school system, it is also important that they identify the variety of services offered to school-age children by other professionals outside of the school. To meet these objectives, the intern might:

- 1) Visit various community organizations which provide services to handicapped students. These could include child guidance clinics, child welfare agencies, family service agencies, juvenile courts, residential treatment centers, city and county health departments, schools for the deaf and blind, and private schools. (2.2, 2.7, 2.8, 2.11)
- 2) Work cooperatively with community agencies and facilities. (2.2, 2.7, 2.8, 2.11)
- 3) Become informed about state and federal services and programs, including vocational rehabilitation services, employment services, and regional programs for mental health. (2.2, 2.7, 2.10, 2.11)
- 4) Attend conferences with representatives of community agencies and parents' groups. (2.2, 2.7, 2.10, 2.11)

D. Development of communication and consultative skills and the ability to engage in teamwork efforts:

The intern will be expected to communicate and participate as a member of a team of professional specialists representing a variety of skills, training philosophies, and modes of operation.

To meet this objective, interns might:

- 1) Participate with various school representatives in formal case conferences as a member of a Multi-disciplinary Team (MDT) (2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10, 2.11)
- 2) Meet both formally and informally with teachers, principals, and other staff. (2.6, 2.8)
- 3) Develop skills in dealing with customary channels of communication and consultation procedures. (2.2, 2.6, 2.8)
- 4) Participate in in-service training programs for teachers and other educational staff. (2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11)
- 5) Participates in building level staffing with teachers, administrators, support staff and parents. (2.2, 2.6, 2.8)

E. The development of skills in diagnosis and behavioral analysis:

The intern must have experience in the diagnostic evaluation of children presenting a wide variety of learning and/or behavior problems and necessitating the use of a number of specific instruments. Skills should be refined in identifying factors which influence learning, efficiency, and classroom behavior. The intern should learn to obtain and utilize information from a wide variety of sources in order to identify students' areas of difficulty. Once the information has been collected, the intern should learn to communicate in a clear and concise manner the information that has been obtained so that suggestions and a prescription for remediation or treatment can be made. The intern should realize that the time and effort involved in a diagnostic evaluation is justified only by achievable and meaningful recommendations which result from it.

To meet this objective, the intern might:

- 1) Evaluate a variety of types of children at various age levels and with various disabling conditions, including mental retardation, physical handicap, speech impairments, learning disabilities, and multiple handicaps. (2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.11)
- 2) Participate in formal case conferences. (2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8,

- 2.10, 2.11)
- 3) Meet informally with school staff to discuss individual cases. (2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10, 2.11)
 - 4) Attend in-service training programs. (2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11)
 - 5) Participate on an MDT which has responsibility for individual child study. (2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.11)
 - 6) Work with students from varied cultural and SES backgrounds. If students from diverse backgrounds are not available in the interns district, arrangements should be made with another district to obtain the necessary experiences. (2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.11)

F. The development of skills and strategies for remediation and intervention.

While it is important for the school psychologist to be able to thoroughly assess the abilities and behaviors of a child within the school system, it is also important that the psychologist develop the skills and strategies necessary to develop and implement an intervention program to meet the needs of these children. While accurate diagnosis is essential, proper remediation is equally important.

To meet this objective, the intern might:

- 1) Review psychological reports in which school psychologists have made specific recommendations for remediation. (2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.11)
- 2) Attend multi-disciplinary staff conferences where specific recommendations about various handicaps are made. (2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.11)
- 3) Identify sources to obtain remedial and intervention strategies that can be used in the future. (2.3, 2.4, 2.5, 2.9, 2.10)
- 4) Follow up several special education children to determine the effectiveness and impact of prescribed remedial procedures and progress toward individual and Washington state learning goals. (2.1, 2.3, 2.4, 2.5, 2.7)
- 5) Work with the district technology specialist to develop remedial and assistive programs for students. (2.11)

- 6) Develop goals and objectives for a specific student who has been referred and monitor the student's outcome during the remainder of the internship to assess positive impact on the client. (2.1, 2.3, 2.4, 2.5, 2.7)
- 7) Consult with regular education teachers regarding prereferral and non-qualifying students. Monitor outcomes during the remainder of the internship. (2.1, 2.3, 2.4, 2.5, 2.7)
- 8) Conduct a parent survey at the end of the internship requesting feedback pertaining to making a positive educational impact on their child and the results of suggested intervention. (2.6, 2.8, 2.9)

G. The development of skills in research and evaluation.

School psychologists are constantly engaged in research to determine the most effective procedures for diagnosis, assessment and remediation. To effectively conduct this single-subject research, they must refine the requisite research skills and understand how they can be applied in the school setting. Within a school district, many plans are adopted without adequate pre-planning or implementation to insure their effectiveness. Psychologists are frequently in the best position to initiate and implement an evaluation of such plans because of their role and academic background.

To meet this objective, the intern might:

- 1) Conduct a research study of personal interest. (2.9)
- 2) Participate in on-going research or evaluation studies within the school district. (2.9)
- 3) Conduct simple, informal types of evaluation studies. (2.9)
- 4) Read research articles and interpret the findings to teachers, other psychologists, and administrators. (2.9)
- 5) Systematically self-assess personal effectiveness. (2.6, 2.8, 2.9)

H. The development of professional growth through continued in-service training, observation and study.

The intern should become aware that in order for professionals to enhance their sense of professional commitment, they should remain open to new ideas and seek new knowledge to improve effectiveness.

To realize this objective, the intern might:

- 1) Attend and participate in formal gatherings of school psychologists on a regional basis. (2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11)
- 2) Attend state and national school psychological conferences. (2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11)
- 3) Attend district and county-side workshops. (2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11)
- 4) Enroll in continuing education courses. (2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11)

I. Development of an awareness of ethical considerations and legal aspects in school psychology.

The intern must be informed about accepted ethical and professional practices and with legal aspects of school psychology functions.

To meet this objective, the intern might:

- 1) Attend and participate in meetings concerned with ethics, legal concerns, and social issues. (2.1, 2.10)
- 2) Conduct in-service training programs for school personnel. (2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11)
- 3) Read current professional publications related to developments, trends, and issues in the field of school psychology. (2.9, 2.10)

J. Development of counseling skills.

The intern will be expected to participate in counseling activities with a diverse population of students.

To meet this objective, the intern might:

- 1) Lead or co-facilitate groups dealing with a variety of problems, such as divorce, anger management and grief. (2.1, 2.3, 2.4, 2.5, 2.7, 2.10)
- 2) Individual counseling dealing with a variety of problems, such as academic difficulties, emotional trauma, etc. (2.1, 2.3, 2.4, 2.5, 2.7, 2.10)

- 3) Career counseling to assist transition from school to the world of work.
(2.1, 2.3, 2.4, 2.5, 2.7, 2.10)

Requirements for an internship program and site.

The most important requisite for an internship program is a commitment on the part of the school administration and the psychology staff to the training of an intern. While the intern will undoubtedly render services to the district, the primary purpose of the placement is for training. The following is a list of requirements for an approved internship site and internship program:

- A. The internship site should serve children between the ages of 3 and 21 years. A diverse population should be available to insure that the intern receives exposure to a wide variety of educational and behavioral problems as well as regular programs.
- B. The internship site must provide a well-developed special education services program.
- C. The internship site should provide a wide variety of special education programs as well as a wide variety of exceptionalities in order to provide experiences involving all classifications of handicapped children in most kinds of special education programs.
- D. The internship site must have the services of a qualified school psychologists. The psychologist who is the internship supervisor must be a full-time member of the hiring district or of the hiring cooperative which employs the intern and hold a continuing level ESA certificate.
- E. The internship site must make it possible for the internship supervisor to provide intensive, direct, and personal supervision for the intern. A minimum of two hours per week of supervisory time for each intern should be provided by the local supervisor.
- F. The site supervisor will complete a written evaluation of the intern each quarter (total of three evaluations). These evaluations are to be shared with the intern and a copy forwarded to the university supervisor. The university supervisor will also visit the intern once each quarter for supervision and evaluation.
- G. Field-based internship supervisors shall be responsible for no more than two interns at any given time.

- H. University internship supervisors shall be responsible for no more than twelve interns at any given time.
- I. The internship supervisor should have held employment in the agency for a minimum of one year prior to undertaking supervisory responsibilities. The local supervisor should also have at least three years of experience as a school psychologist.
- J. The internship site should take substantial responsibility for the planning and evaluation of the internship experience since supervision of an intern is the collaborative effort of the local school district and university personnel. University supervisory personnel should participate in these activities through at least one visitation per quarter. Interns within the State of Washington will be visited at university expense. Students interning out-of-state will be required to pay the university supervisor's travel expenses.
- K. The internship site must provide access to a number of community agencies dealing with children and their families.
- L. The intern will be responsible for maintaining a daily log. (see attached)

Internship Plan:

- A. An internship plan must be developed which will specify the experiences which will insure the intern's participation in a number of activities as outlined earlier appropriate to that of a school psychologist.
- B. The school psychologist intern must be exposed to experiences at both an elementary and secondary level.
- C. The intern should work with students from all classifications of exceptional children, all types of special education programs, regular classroom children, and regular class programs. The intern should also be exposed to students from various cultural and SES backgrounds.
- D. The internship plan must specify the manner in which the intern will be involved with non-school community agencies dealing with children and their families.
- E. Provisions must be made for the intern to visit two other school districts that employ a psychologist.

CENTRAL WASHINGTON UNIVERSITY
FORMAT FOR DEVELOPING AN INDIVIDUAL INTERNSHIP PLAN
SCHOOL PSYCHOLOGY PROGRAM INTERNS

INTERN NAME: _____ SITE SUPERVISOR: _____

DISTRICT NAME: _____ DATES: Beginning _____ Ending _____

DISTRICT REPRESENTATIVE: _____ UNIV. SUPERVISOR _____

This document has been developed to specify the internship training needs of _____. The experiences listed below have been designed to insure that the intern will be exposed to activities specified in the nine core areas outlined in the internship guidelines.

A. Knowledge of public school organization and operation.

- 1.
- 2.
- 3.
- 4.
- 5.

B. Familiarization with the role and function of the school psychologist.

- 1.
- 2.
- 3.
- 4.
- 5.

C. Effective utilization of community resources.

- 1.
- 2.
- 3.
- 4.
- 5.

D. Development of communications and consultative skills and the ability to engage in teamwork efforts.

- 1.
- 2.
- 3.
- 4.
- 5.

E. The development of skills in diagnosis and behavior analysis.

- 1.
- 2.
- 3.
- 4.
- 5.

F. The development of skills and strategies for remediation and intervention.

- 1.
- 2.
- 3.
- 4.
- 5.

G. The development of skills in research and evaluation.

- 1.
- 2.
- 3.
- 4.
- 5.

H. The development of professional growth through continued in-service training, observation and study.

- 1.
- 2.
- 3.
- 4.
- 5.

I. Development of an awareness of ethical considerations and legal aspects in school psychology.

- 1.
- 2.
- 3.
- 4.
- 5.

In conjunction with the above activities, it is understood that the intern will be exposed to both regular classroom children and programs, as well as all classifications of handicapped children. Contact with non-school agencies and a visitation to another school district to meet with its school psychologist will be made. The intern will be responsible for maintaining a daily log to be submitted to the program director.

The district shall also provide appropriate support for the internship experience which shall include:

