

**C A S P**



School  
Psychology  
Internship  
Manual  
3<sup>rd</sup> edition

# CALIFORNIA ASSOCIATION OF SCHOOL PSYCHOLOGISTS SCHOOL PSYCHOLOGY INTERNSHIP MANUAL 3<sup>rd</sup> EDITION

Acknowledging the importance of Internship, CASP recently adopted a Position Statement on Internship (please see Appendix A). A quality internship is vital to the career of a school psychologist. In many ways, a successful internship leads to the development of a confident and competent individual ready to assume the high profile work of a school psychologist in the schools.

This 3<sup>rd</sup> edition of the Internship manual has been updated but the general format is retained from the previous edition. This edition is again organized based primarily on the four groups of people who impact the quality of an internship – District Administrators, Field Supervisors, University Trainers, and of course, the Interns. Each of these individuals has specific and interrelated responsibilities to insure a quality internship experience. The Manual presents guidelines for quality practices for each group to consider. Additionally, the task and process of supervision seldom garner attention, but it is in fact what defines a quality Internship. Thus, we present some issues in promoting the important work of supervision. To facilitate the use of the Manual, all the guidelines are presented in checklist format to facilitate joint planning. For out-of-State interns, guidelines for obtaining a CA credential may be found in Appendix B.

This Manual is again dedicated to all the field mentors/supervisors who have devoted, and continue to devote, their time selflessly to train future generations of school psychologists.

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*Summer 2004*  
PREPARED BY THE  
CALIFORNIA ASSOCIATION OF  
SCHOOL PSYCHOLOGISTS  
Updated 2013

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First Edition, October 1996  
Second Edition, July 2001

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## School Psychology Internship Defined

**In this manual,** Internship is defined as the culminating fieldwork experience in which the school psychology credential candidate seeks to integrate previous classroom and practical fieldwork experiences with the goal of becoming an independent school psychologist. The intern provides direct service to students, parents, and staff within diverse school environments and under the supervision of a credentialed and practicing school psychologist.

The California Commission on Teacher Credentialing (CCTC) establishes standards for the training of school psychologists. All school psychology training programs in California must meet these standards (<http://www.ctc.ca.gov/profserv/progstan.html>). CCTC Standards 25 and 26 address the activities related to fieldwork experience, including practica and internship, and defines an internship experience in this way:

**Internship:** *The culminating field experience is called an “internship” when the candidate is issued an internship credential from the California Commission on Teacher Credentialing and receives a salary for services provided in a district. The types and breadth of activities the candidate obtains in the culminating field experience is the same regardless of whether or not the candidate receives a salary. Internships may be offered collaboratively by universities and school districts for prospective school psychologists. Interns are enrolled in an approved school psychology credential program while they serve under the supervision of experienced credentialed school psychologists from the district AND university trainers. During this one-year to two-year training period, each intern holds an internship credential that is granted by the Commission.*

A quality school psychology internship:

- Demands adherence to ethical principles and professional behaviors;
- Is consistent with CCTC training standards;
- Ensures intern’s progress through developmental stages in skill acquisition and self-knowledge;
- Broadens the knowledge base of school psychologists who supervise interns;
- Provides interns with consistent and regular supervision by a credentialed school psychologist;
- Maximizes the intern’s learning by careful workload management;
- Allows the intern a broad range of experiences with diverse student populations in regular and special education;
- Promotes intern’s development of data-based decision making;
- Develops knowledge of intervention methodologies, and provides opportunities to use those methodologies.
- Promotes emerging knowledge and skills in research; and
- Does NOT supplant credentialed school psychologists.

## Chapter 2

# Ethical and Professional Behaviors

The practice of school psychology affects human lives, and therefore, school psychologists must follow ethical principles in delivering services. It is critical that all involved have a clear understanding of the ethical principles that govern school psychologists and are mindful of these principles for application in specific situations. An understanding of ethical principles may prevent the occurrence of problems, is helpful for making informed choices, provides a rationale for actions, and also serves to bring about greater consistency in the delivery of services.

### 2.1. Books and Sources

- The following professional documents and books offer ethical guidelines and direction on ethical and professional conduct for school psychologists:
- Ethics Manual, CASP (2000), <http://www.casponline.org/pdfs/2000ethics.pdf>
- Ethical Principles of Psychologists and Code of Conduct, APA (1992) <http://www.apa.org/ethics/code.html>
- *Ethics and Law for School Psychologist* (3rd Ed.). by S. Jacob-Timm & T. Hartshorne. Wiley & Sons. [www.wiley.com](http://www.wiley.com)
- Professional Conduct Manual, NASP (2000) <http://www.nasponline.org/pdf/PCM1100.pdf>
- Standards for Training and Field Placement Programs In School Psychology, NASP (2000) <http://www.nasponline.org/pdf/Final%20Standards.pdf>
- *School Psychology: A Blueprint for Training and Practice II* (1997) by Ysseldylke, Dawson, Lehr, Reschly, Reynolds, and Telzrow.
- Standards for Educational and Psychological Testing (1999) from American Educational Research Association, Washington DC.
- *Best Practices in School Psychology IV* (2002). By Thomas and Grimes. [www.nasponline.org](http://www.nasponline.org)

### 2.2. Ethical Principles

Ethical principles provide a mechanism for “quality control” in the profession. Internship experiences must be conducted in a manner consistent with the current legal and ethical standards of the profession. Responsibilities in this area include:

#### University Trainer

- a. Ensure adequate preparation of interns before they are granted sanction to enter the field.
- b. Teach ethics and problem solving skills through formal course work and modeling.
- c. Follow ethical guidelines when training school psychology interns.
- d. Provide a mechanism for interns to receive feedback and guidance for ethical issues they encounter during the internship.
- e. Facilitate interns’ continued professional development through professional organizations and other appropriate avenues.

#### Field Supervisor

- a. Meet state and/or national requirements for credentialing as a school psychologist.
- b. Have at least two years of experience as a credentialed school psychologist.
- c. Supervise no more than two school psychologist interns at any time (unless assigned only to supervise interns).
- d. Recognize that the intern’s diverse training needs are the responsibility of both the supervisor and district.
- e. Refrain from engaging in a dual relationship with the intern.
- f. Provide systematic and on-going guidance to assist the intern in moving toward independent professional decision making.
- g. Allow atmosphere of open exchange of information without being defensive.
- h. Coordinate feedback and training opportunities to be consistent with training program requirements (when an intern has more than one field supervisor).
- i. Model appropriate professional ethics at all times.

## Intern

- a. Provide service appropriate for his or her level of training and move toward increasingly independent service delivery.
- b. Seek assistance from supervisors in all areas, and develops plans and goals.
- c. Request supervisor's opinion, judgment, and constructive feedback.
- d. Accurately represent intern status to all client groups.
- e. Learn and internalize ethical principles governing school psychological services.
- f. Assume responsibility for meeting training program competencies
- g. Become aware and follows district policies and procedures.
- h. Develop an awareness of cultural and linguistic differences for the populations served.

## The Internship Supervision Process

Effective supervision is not an easy process. Effective supervision requires sensitive and timely communication. It means knowing when to provide corrective feedback and when to support, when to provide direct teaching and when to let the intern learn on his/her own. Building confidence while providing corrective feedback requires patience, insight about the intern's learning style, and a careful management of the supervisor-intern relationship. A genuine interest in the development of the intern should undergird all supervision activities.

### 3.1. Process of Supervision

- a. Reflect on the model of supervision that best fits the supervisor's training and philosophy.
- b. Clarify internship expectations and the supervision process early and repeat as needed.
- c. Determine experiential/knowledge/confidence level of intern to properly determine load.
- d. Jointly determine level and type of experiences needed by intern.
- e. Be aware of issues related to cross-cultural and cross-gender supervision dynamics.

The supervisor creates an optimal environment that includes:

- f. Support and reassurance.
- g. Discussion of fears and anxieties.
- h. On-going evaluation and monitoring.
- i. Development of collegiality.
- j. Development of professional identity.
- k. Movement from close supervision to increasing autonomy.
- l. Access to district and professional organization training opportunities.

### 3.2. Maintaining Ongoing Communication

Effective ongoing communication and problem solving are the foundations for a productive Internship experience. These activities require a clear awareness of the potential for differences in personality, cultural and/or communication styles, as well as issues related to power, trust, and differences of opinion.

- a. Schedule weekly meeting times for supervision between the field supervisor and intern.
- b. Create opportunities to discuss differences of opinion and approaches. Allow for open, two-way communication.
- c. Provide both affective and technical support through coaching, modeling, and mentoring.

Provide systematic feedback in a supportive and non-critical manner, using the following criteria:

- d. Provide objective and accurate information on specific performance standards.
- e. Assist intern in identifying strengths and needs.
- f. Provide feedback that is timely, consistent, and reliable.
- g. Retain ultimate responsibility for professional decisions.
- h. Allow reciprocal feedback with the intern to develop an atmosphere of mutual trust and respect.
- i. Review all intern products and co-sign as appropriate.
- j. Work to support and maintain open communication with the university training program about the intern's progress.
- k. Complete intern evaluations as required by the university training program.

### 3.3. Managing Conflict

- a. Create a safe environment to discuss differences of opinion and viewpoints. Each viewpoint may be based on differing roles and responsibilities.
- b. Discuss various styles and methods to resolve conflicts.
- c. Identify a mediator to facilitate communication when the intern and supervisor have sensitive issues that need resolution.
- d. Assist interns to understand systemic obstacles and brainstorm ways to overcome them.

### 3.4. Strategies and Logistics

- a. Actively engage the intern in establishing his/her own goals. This could take the form of the intern writing an internship-training plan early in the internship.
- b. Use appropriate instructional strategies (e.g., model, role-play).
- c. Observe intern in various professional contexts and provide feedback.

- d. Check for understanding.
- e. Provide the intern with opportunities for independent practice, increasing in frequency over the school year.
- f. Ensure that the intern is provided a breadth of training opportunities with different student populations, across regular and special education settings and various disabilities subtypes, and through direct and indirect service delivery.
- g. Encourage self-monitoring and self-evaluation.

### **3.5. Ongoing Evaluation and Feedback**

Evaluation of an intern's performance is critical for his or her overall development and refinement of skills. Formative evaluation data are useful for the field supervisor to guide day-to-day practice, and for the university trainer to focus instruction in the classroom. Summative evaluation data at mid-year and year-end allow for an overall assessment of the intern's readiness for credentialing. Clearly outlined internship expectations and evaluation process both orally and in writing will facilitate the evaluation.

- a. Provide positive feedback to interns on successfully completed tasks. Give immediate, specific, and authentic corrective feedback on performance in a supportive manner (i.e., whenever possible, reference specific problems and how they could be handled differently in the future).
- b. Arrange regular Progress Reviews (e.g., once a month), thus allowing the intern and supervisors (Field and University) to monitor and make adjustments regularly.
- c. Solicit feedback from school personnel who work directly with the intern and incorporate their comments into Progress Reviews.
- d. Propose areas and strategies to assist with further growth and development, based on the individual needs of the intern.
- e. If the supervisor does not have specialized expertise in an area where the intern needs extra guidance/support, enlist a second field supervisor with particular strength in this area.
- f. Provide guidance and feedback in technical areas as well as other aspects of the job (e.g., social judgment, problem-solving skills, communication, interpersonal relationships, and conflict resolution).
- g. Provide opportunities for intern to give feedback about the quality and extent of the internship.

## Checklist for Trainers

The following activities are recommended for consideration among university trainers when facilitating a productive internship experience. The selection of an appropriate internship placement should not be based solely on pay, rather on the scope of the experience and quality of supervision. Specific characteristics and background experiences of the interns may necessitate a modification of these activities.

### 4.1. Pre-placement Activities

- a. Prepare interns for interviewing and presentation of qualifications.
- b. Assist in identifying potential internship placements.
- c. Develop a written agreement with the district.
- d. Determine intern's readiness by evaluating both technical and interpersonal skills, as well as disposition for professional conduct.
- e. Facilitate application of Internship Credential as needed.

### 4.2. Facilitate Appropriate Placements

- a. Ensure that the school district is informed that interns must not supplant the services of credentialed school psychologists.
- b. Ascertain that the placement provides a broad range of experiences in terms of the range of ages, social class, ethnic cultures, and disabilities of students.
- c. Verify that experiences will allow the intern to meet university competencies.
- d. Provide final approval of internship site.

### 4.3. Identification of Field Supervisor

- a. Identify a psychologist who will be an appropriate role model and supervisor.
- b. Request that the psychologist be responsible for overall supervision, mentoring, and evaluation of interns.
- c. Confirm that the supervisor's workload is such that appropriate monitoring can take place.
- d. Initiate and maintain communication with the supervisor to inform him or her of the university requirements and to resolve conflicts as they arise.
- e. Evaluate the quality of the supervision provided to guide future internship placements.

### 4.4. Orientation Meeting to Clarify Expectations

An orientation meeting early in the internship is critical to set the stage. During this meeting, it is important to:

- a. Clarify expectations (goals and competencies, work schedule, method of evaluation, time lines for when evaluation of intern is due, size of caseload, duties and responsibilities, etc.).
- b. Schedule and designate meeting times for supervision and professional development opportunities.
- c. Discuss learning needs of the intern and opportunities to meet them within the district.
- d. Identify available resources and develop alternate support when the supervisor is unavailable.
- e. Establish a written contract that includes legal obligations (e.g., who co-signs the intern's psychoeducational evaluations).
- f. Develop lines of communication, exchange phone numbers, addresses and schedules.

### 4.5. Evaluation of Intern's Progress

- a. Visit intern at placement site on a regularly scheduled basis.
- b. Maintain regular contacts (formal and informal) with supervisor to determine the intern's progress.
- c. Request written evaluation of intern from supervisor and others on a scheduled basis.
- d. Determine intern's technical and interpersonal readiness for recommendation for credential.
- e. Develop remediation plan if intern is not progressing satisfactorily.
- f. Maintain formal documentation of intern's completed competencies for credential application.

### 4.6. Preparation for Employment

- a. Facilitate access to information about potential employment opportunities.
- b. Review resume preparation and interviewing.
- c. Discuss possible options/criteria for job selection.
- d. Prepare letters of recommendation.

#### **4.7. Transition Issues**

- a. Facilitate termination with internship site.
- b. Develop professional development plan with intern for future development.
- c. Encourage involvement with professional organizations.
- d. Facilitate transition from training program to the work environment.

## Checklist for Interns

It is important that interns assume responsibilities for their own development and refinement of practice. This requires an intense commitment to do competent work as well as to seek additional learning experiences beyond what was required of their training program. Maintaining open and honest communication with both the field supervisor and university trainer is necessary.

### 5.1. Pre-placement Activities

- a. Shadow possible supervisors for a day.
- b. Determine if supervisor has had other interns and talk with them about their experiences.
- c. Prepare for initial orientation with supervisor (e.g., discuss needs, expectations, district procedures and policies, size of caseload, and general questions regarding internship).
- d. Consult with field mentor in completing Internship Learning Plan

### 5.2. Providing Services during Internship

- a. Know legal issues, timelines, eligibility criteria, confidentiality issues, and ethical guidelines.
- b. Willingly take appropriate intellectual risks, exercise initiative and practice modeled skills in order to enrich experience (e.g., try new tests, attempt writing reports with minimal guidance, effectively handle situations independently).
- c. Participate in open, forthright communication during regularly scheduled supervision meetings.
- d. Accept supervisor's concrete, constructive, and timely cues about intern's performance.
- e. Apply feedback by fine-tuning skills.
- f. Meet required internship schedule for hours on-site.

### 5.3. Reflection during Internship

- a. Identify deficits in knowledge base throughout the internship experience for future professional development.
- b. Remediate deficit areas by being resourceful (e.g., know where to find additional information, tactfully pose questions regarding challenging assessment issues).
- c. Begin to establish a professional network for increased productivity and future support.
- d. Critically examine personal beliefs and biases, and acquire knowledge to dispel stereotypes.
- e. Develop organizational skills critical to effective practice.
- f. Actively seek out experiences in all areas of school psychology practices (refer to list of university competencies).

### 5.4 Documentation

- a. Complete all paperwork at the training program related to internship.
- b. Maintain a log identifying hours and activities.
- c. Complete all evaluation and feedback forms on a timely basis.
- d. Prepare material to demonstrate competencies, e.g. portfolio, comp exam.

## Checklist for Field Supervisor

The process of supervision and the intern-supervisor relationship are crucial factors that determine the success and outcome of the internship experience. This section highlights the role of a mentor and issues related to task responsibilities.

### Characteristics of a Mentor

A mentor is someone who provides supervision and guidance to an aspiring professional, AND is genuinely concerned about the development of the intern as a person and as a professional. Mentors will:

- Provide a safe learning environment for interns free of intrusion, harassment, humiliation, and other unprofessional behaviors that impede learning.
- Explain underlying reasons for diagnosis and decision making so interns can learn the process of arriving at a conclusion.
- Seek a broad range of experiences for the intern, even if it is not within the typical assignment of school psychologists in the district.
- Assist interns to learn strategies to overcome systemic obstacles to best practices.
- Work with the intern to develop a viable internship plan that addresses the CTC school psychology training standards.
- Advocate for the intern to ensure that the objectives of the internship plan are completed.
- Provide early corrective feedback to the intern and the training program so that adjustment to the internship can be made.

### 6.1. Qualifications

- a. Hold a valid school psychology credential.
- b. Have at least two years of experience at the school district prior to intern supervision.
- c. Be employed as a staff school psychologist in the district where intern is working.
- d. Be committed to continuing professional development.
- e. Be actively involved in professional association(s).
- f. Have had some training in supervision.

### 6.2. Goals of Supervision

The supervisor will develop goals for the intern to include the following:

- a. Refine foundational skills in assessment, consultation, counseling, and research.
- b. Gain exposure to a wide variety of cases (e.g., ED, SH, alternative assessments for EL students, and non-special education students).
- c. Develop a problem-solving approach to situations.
- d. Understand and use appropriate professional ethics.
- e. Develop visibility on site and be a supportive resource to staff.
- f. Respect children, parents and families from diverse backgrounds.
- g. Value teamwork (e.g., MDT, interagency team).
- h. Facilitate change within an organizational structure.
- i. Make the transition to professional independence.

### 6.3. Managing Workload and Expectations

The field supervisor, university trainer, and the intern need to work together to establish, monitor and adjust the intern's workload throughout the internship placement. The intern's professional strengths and weaknesses and previous experience in education determine the amount of work an intern can be expected to undertake and the readiness to assume added responsibilities. Other personal factors may limit or expand an intern's workload.

The intern's workload or assignment must be designed to optimize the intern's learning without undue or debilitating stress. If, during the internship, it is determined by the university trainer and field supervisor that the intern is not progressing in a manner that would indicate readiness for certification, an intervention plan should be developed to identify specific needs and strategies to address the areas of need.

- a. Adjust and monitor load for intern based on current experiential level (e.g., an inexperienced intern may take twice as long to complete an assignment).
- b. Monitor the intern's perceptions of the pressures of their assignments and adjust the workload to facilitate optimal learning and growth.

- c. As the intern progresses, a greater workload should successively be completed.
- d. By completion of the internship, the intern's workload should approximate that of a beginning staff school psychologist in a school district.

#### **6.4. Responsibilities of Supervisor**

The supervisor has legal responsibilities in the assessment, report writing, and decision-making processes. However, the supervisor may incorporate the following points to encourage greater independence.

- a. Delegate appropriately, coach, and support.
- b. Provide opportunity for informal on-going dialogue regarding cases and intern progress (NASP Standards recommend that interns be provided with a minimum of two hours per week of direct supervision).
- c. Encourage accountability; periodically review a log of experiences.
- d. Involve the intern in cases that include a variety of disabilities, languages and age groups.
- e. Jointly process more difficult cases together.
- f. Provide an overview of formal/informal organizational structure of agency, district, and/or school.
- g. Introduce intern to school and district personnel.
- h. Provide an appropriate working environment.
- i. Specify an alternate supervisor when primary supervisor is unavailable.
- j. Review ethical considerations and cautions (e.g., male adult working with female student).

#### **6.5. Training Competencies**

There is an essential knowledge and experiential base for professional practice in school psychology. The following competencies are encouraged during the internship.

- a. Behavioral specialist duties (e.g., FAA and BIP).
- b. Counseling with individuals and groups.
- c. Parent training and initiate parent support systems.
- d. Crisis intervention (e.g., school-wide and individual cases).
- e. Research and program evaluation.
- f. In-service training and orientation meetings.
- g. Classroom presentations and interventions.
- h. Problem-solving and intervention cases that do not involve special education.
- i. Working with students with disabilities in the regular program.
- j. Familiarity with families from different socio-cultural background.

## Checklist for District Administrators

District administrators of Pupil Personnel Services, Psychological Services and/or Special Education (hereafter referred to as administrator) who are responsible for the evaluation and supervision of school psychologists shall be the legal liaison between the school districts (or consortium of districts) and the University Training programs. They establish an internship program in coordination with university training programs in a manner that is consistent with the CTC school psychology training guidelines.

<http://www.ctc.ca.gov/profserv/programstandards/pps/pps.pdf>

The leadership and governance of internships are shared responsibilities; thus each participating school district works with the institution to give appropriate attention to the effective operation of the program. Because interns function as employees of the school district (whether paid or unpaid), it is important that the school district ensures that the program is operating in a manner to further the educational goals of the district. The employing school district supports the goals and purposes of the program and assures the college or university that the appropriate support for the intern is available in the district.

Furthermore, district administrators help to identify the best supervisors in a manner that is consistent with CTC training standards:

Each district-employed field experience supervisor is carefully selected, trained in supervision, oriented to the supervisory role, and certified and experienced in either teaching the subject(s) of the class or performing the services authorized by the credential. District supervisors and supervisory activities are appropriately evaluated, recognized and rewarded by the institution.

The responsibilities of district administrators also include the following:

### 7.1. Liaison Responsibility

- a. Provide coordination with the university training program (e.g., facilitate meetings, be the contact person, sit on the university advisory committee).
- b. Oversee/develop MOUs or other legal paperwork necessary between the district and the university program.
- c. Develop job descriptions, salary schedule, and obtain board approval for intern positions.
- d. Participate as a member of a university training program advisory committee. (If several districts participate, an administrator representing the "consortium" should be appointed.)
- e. Assure that all district employees who are part of the intern program act in professional and ethical manner.

### 7.2. District Program Responsibility

- a. Oversee the budget as related to interns (e.g., salary, materials, equipment and mileage).
- b. Work in consultation with district psychologists and university trainers.
- c. Arrange interviews (if appropriate) for interns.
- d. Establish professional parameters for interns working in the district.
- e. Assist in monitoring and evaluate the progress of interns.
- f. Establish expectations and guidelines for psychologists who supervise interns.
- g. Provide appropriate administrative support, reflecting a commitment to the internship as a training experience, which could include:
  - 1) A written contractual agreement specifying the period of appointment and terms of compensation (this contract shall be used to determine the number of credit hours the student receives for the internship).
  - 2) A schedule of appointment consistent with that of agency school psychologists.
  - 3) Provision for participation in continuing professional development activities.
  - 4) Expense reimbursement consistent with policies for agency psychologists
  - 5) Appropriate work environment and sufficient material.
  - 6) Release time for internship supervisors.

## Concluding Comments

The profession of school psychology is indebted to all those persons who have given time and energy to assist and train future generations of competent providers. The internship is critical and the role of a mentor is significant. We all remember supervisors who have had an impact on our professional lives.

The supervisory outcome influences our ability to serve children, adolescents, parents and teachers.

While supervisors are providing a professional service to interns, it is also expected that the experience be of significant benefit to them. The supervisory activity fosters self-supervision, enhanced functioning, and leadership experiences. The process of brainstorming various problem-solving strategies fosters creativity and new ideas. By seeking the intern's perspective or taking a "fresh point of view," the practitioner may avoid feelings of being in a rut or "burnt-out." Supervision offers personal and professional rewards.

School psychologists must keep abreast of new knowledge, skills, and research. As legislation and practices change, the collaboration amongst administrators, supervisors, trainers, and interns leads to advancement of our profession. The liaison between the "ivory tower" and "everyday practice" promotes better services to the communities we serve, and to society as a whole.

## **CASP POSITION STATEMENT REGARDING INTERNSHIP PLACEMENTS**

The CASP Board acknowledges the critical importance of the internship as the culminating fieldwork experience of school psychology trainees. The internship provides a unique opportunity for school psychology candidates to demonstrate field-based competence in the learning goals of their respective training programs. As such, it is important that internship placements provide experiences that allow candidates to engage in a variety of activities utilizing the skills and knowledge they have developed in their training programs. Such skills and knowledge cover a wide range of competencies as outlined in the program standards from both the California Commission on Teacher Credentialing (CCTC) and the National Association of School Psychologists (NASP). Standards from CCTC and NASP require candidates to engage in a variety of activities related to the multiple areas of competency they are developing. In addition, the CASP Internship Manual stresses the importance of a broad range of experiences (California Association of School Psychologists Internship Task Force) during the internship. These statements include the following:

- ❑ School psychology candidates have the opportunity to demonstrate, under conditions of appropriate supervision, their ability to apply their knowledge, to develop specific skills needed for effective school psychological service delivery, and to integrate competencies that address the domains of professional preparation outlined in these standards and the goals and objectives of their training program (NASP, 2000)
- ❑ (c) provision for participation in continuing professional development activities; (d) release time for supervision; and (e) a commitment to the internship as a diversified training experience (NASP, 2000)
- ❑ During the culminating field experience, candidates have the opportunity to demonstrate the full range of skills acquired during formal training, and to acquire additional knowledge and skills most appropriately gained through supervised professional experience. Under the supervision of a credentialed school psychologist, candidates provide direct and indirect services to pupils, parents, and school staff in all areas of training (CCTC, 2001).
- ❑ Competencies identified by CCTC that must be included in training school psychologists are broad and include areas relevant to all PPS programs (e.g. knowledge of family-school collaboration, socio-cultural competence, comprehensive prevention and early intervention for achievement, consultation, human relations) and areas of training specific to school psychology. Professional skills and training identified by CCTC which should be demonstrated during an internship (as noted above) include: collaborative consultation; wellness promotion, crisis intervention and counseling; individual evaluation and assessment; program planning and evaluation; and research, measurement and technology (CCTC, 2001)
- ❑ Seek a broad range of experiences for the intern, even if it is not within the typical assignment of school psychologists in the district (CASP, 2001)
- ❑ Develop a viable internship plan that addresses the CTC school psychology training standards (CASP, 2001).
- ❑ CCTC Standards also note the importance of experience in more than one setting. Specifically candidates are to have a minimum of 200 hours field experience (including practica and internship) in two of the following settings: preschool, elementary, middle school, high school.

To encourage internships that allow candidates to provide the range of services for which they are capable, the Board strongly encourages districts to work with university trainers in developing comprehensive internship experiences. The CASP Board recognizes that individual assessment (including traditional psycho-educational evaluation, progress monitoring, and participation in school-wide testing) is perceived as a critical role for school psychologists and may likely constitute a significant portion of an internship. At the same time, the Board supports internship placements that adhere to the above guidelines by providing candidates with the

opportunity to engage in an appropriate blend of direct and indirect services such as collaboration, consultation, intervention planning, crisis intervention, counseling, and program evaluation. These activities should involve, when appropriate, general and special education students.

The Board also recognizes that during an internship the psycho-educational evaluation process may be more time consuming than for experienced school psychologists. This fact should be considered when determining intern workload assignments. To encourage internships that allow candidates to provide the range of services for which they are capable, the Board strongly encourages districts to work with university trainers in developing comprehensive internship experiences. According to CCTC Standards, for each intern, a written plan is prepared and agreed upon by the local educational agency (CCTC, 2001). This plan can serve as a useful vehicle for clearly delineating the training goals for individual students. Finally, the CASP Board suggests that trainers and districts refer to the CASP Internship Manual for further guidelines in designing successful internship experiences.

References:

- California Association of School Psychologists Internship Task Force (2001). School Psychology Internship Manual; 2<sup>nd</sup> Edition. CASP
- California Commission on Teacher Credentialing (2001). Standards of Quality and Effectiveness for Pupil Personnel Services Credentials. Available at [www.ctc.ca.gov](http://www.ctc.ca.gov)
- National Association of School Psychologists (2000). Standards for Training and Field Placement Programs in School Psychology. Available at [www.nasponline.org](http://www.nasponline.org)

Approved and Adopted by the CASP Board of Directors on March 5, 2003.

## Appendix B

*The following guidelines regarding out-of-state students seeking to complete their internships in California was prepared by members of the School Psychology Educators in California in collaboration with the California Commission on Teacher Credentialing.*

### Guidelines for Out-of-State Students Seeking California Internships

Students receiving their school psychology training in other states sometimes request to do their internship year in California. California currently has an intern credential available. In order to be paid to work in the schools as an intern school psychologist, one must have the intern credential. This is granted only under the auspices of a university that has a California Commission on Teacher Credentialing (CCTC) approved school psychology internship credential program. Most schools in California granting the PPS: School Psychology Specialization credential have internship programs. In addition, it is important to note that interns not holding the internship credential may still work in schools, but only if they are not being paid. However, most districts will want their interns to hold this credential. Therefore, for an out-of-state student to do an internship in California, he or she must (a) find a university that is willing to approve that student's previous program as equivalent to his or her own, (b) grant an internship credential and (c) enroll that student in their program for supervision. We are currently unaware of any programs willing to do so at this time; however, that does not mean there are none. It is important to note that this does not prevent an out of state student from doing an unpaid internship in California while still under the supervision of his or her home university. However, CCTC suggests that even if a person is doing the internship under the auspices of an out of state institution, a California university person should be identified to coordinate and provide supervision.

Out-of-state applicants for the California credential need to obtain (or at least document that they qualify for) their training state's credential. Once the out of state credential is completed, the person submits his transcripts and any other program documentation to CCTC who will review an applicant's program to determine if it meets California standards. The applicant will also have to complete the CBEST. Upon completion of the CBEST and determination that the training was equivalent that person will be granted a California PPS Credential. Such applicants have one year in which to successfully take the CBEST. However, if out-of-state applicants do not meet the standards for their training state then a California university would need to verify that the training was equivalent to California standards.

See: <http://www.ctc.ca.gov/credentialinfo/leaflets/cl606.pdf>