

PSY 651 / PSY 851

Internship in School Psychology

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This syllabus should be used in conjunction with the intern's letter of agreement and the School Psychology Program's internship policy found in the Student Handbook.

In the course of their internship placement, students are expected to meet the following goals:

1. Deliver a range of psychological services, including assessment, intervention, and consultation, in a manner consistent with legal mandates, professional standards of school psychology practice, and ethical principles put forth by the American Psychological Association and the National Association of School Psychologists.
2. Demonstrate the systematic use of a problem-solving model to apply psychological principles and findings in the resolution of school-based and/or home-based concerns.
3. Demonstrate the use of the scientist-practitioner model in the school and/or home setting.

Course Requirements:

1. Completion of internship activities outlined in each student's letter of agreement with his/her site at a level appropriate to a specialist-level intern (PSY 651) or predoctoral intern (PSY 851) in school psychology.
2. Professional conduct. Students are required to adhere to the ethical principles and standards guiding the practice of school psychology while in their internship. They are also required to conduct themselves professionally, use good judgment, and successfully establish and maintain relationships with school/clinic personnel.
3. Completion of record-keeping requirements. Psychologists must be responsive to strict timelines and record keeping requirements that are often mandated by law. Students are required to complete all program-based and site-based record keeping procedures in a timely and accurate manner.

4. Participation in a minimum of two hours of individual supervision per week on-site. Expectations for participation include the following: keeping supervisors fully informed of activities in the internship setting; bringing up problems and concerns in a timely manner; and responding promptly to supervisor directions and feedback about professional functioning.
5. Attendance at regularly scheduled meetings with other psychology interns such that CDSPP Internship Guideline #10 is met. (This Guideline essentially states that each intern must have the opportunity to interact with other interns in training activities on a regular basis.) Locally placed interns usually meet this requirement through on-campus group supervision, and interns placed at distant sites usually meet this requirement as a regular part of a generally more structured internship experience. At this point, arrangements are pending regarding on-campus supervision meetings.
6. Satisfactory ratings of field performance. The faculty supervisor will not assign a grade until a written evaluation from the primary site-based supervisor has been received.

Grading Policy:

Internship grades are assigned by the faculty supervisor. Grading is based on a Satisfactory/Unsatisfactory system. The basis for awarding grades is as follows:

Satisfactory: Successful completion of all requirements.

Unsatisfactory: Failure to complete one or more course requirements in a minimally passing manner.

Definition of Roles:

Site-based supervisor – The key person in a field-based placement is the site-based supervisor. He or she oversees a student's work, provides guidance, and is responsible for the student's actions. It is essential that students keep their supervisors informed of their activities and bring any problems or concerns about the placement to the supervisor.

Faculty Supervisor – The faculty supervisor provides structure for the placement and is responsible for insuring that the practicum is a rich learning experience. Generally, faculty supervisors do not provide detailed clinical supervision of assessment or intervention because they are not at on-site for direct contact with the clients or for live supervision.

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