

SCHOOL PSYCHOLOGY INTERNSHIP AGREEMENT

PART I: GENERAL CONDITIONS OF INTERNSHIP PLACEMENT

**MILLERSVILLE UNIVERSITY
Department of Psychology**

I (We) hereby agree to provide for _____ an Internship Experience in School Psychology during the period of _____ to _____ covering a minimum of 1200 hours. It is understood that this Intern will complete the entire school year which may exceed the 1200 minimum hours required. It is understood that the intern may need to complete the entire school year.

During this period the assigned Field Supervisor (s) will be a certified school psychologist who has either a doctoral degree in the specialty or three (3) years of experience. He/she will provide a minimum of two (2) hours per week of face to face supervision of the intern. The supervisor will be responsible for the supervision of no more than two (2) interns at any one time. In the instance of non-school placements, those persons serving as field supervisors shall be licensed psychologists.

Minimum requirements for the intern are specified on the "Internship Activities Checklist" and the "Internship Student Plan" and areas of competence to be evaluated are indicated on the "Field Supervisor Internship Placement Evaluation". It is expected that additional experiences consistent with the needs of the Local Education Agency and the training needs of the intern will be provided.

Support for the internship shall include: (a) schedule of appointments and activities typical of those of other School Psychologists in the LEA, (b) provision of intern participation in continuing professional development activities, (c) Provision of time and resources for the completion of "Capstone Intervention Projects" (d) an appropriate work environment including adequate supplies, materials, secretarial services, and office space, technology access (i.e., computer, e mail, scoring software, etc) , (e) release time for intern to attend bi-monthly University Seminar meetings and, (f) release time for internship supervisors.

Compensation will be: _____ a paid internship OR _____ an unpaid internship

It is understood that the intern will purchase professional liability insurance to cover the period of the internship.

During this period the intern will be supervised by a University Supervisor who will make at least one field visit per semester during the internship period. The Field supervisor will evaluate the intern twice during the placement, once at the conclusion of each semester.

Should concerns arise regarding the intern's competence or performance, the University Supervisor should be notified immediately.

_____	_____
Internship Placement	Complete Street Address
_____	_____
Phone numbers	State Zip code

Your signature below indicates your agreement to fulfill the general conditions of the internship placement

_____	_____
Intern signature/Date	Field Supervisor Signature/Date

University Supervisor Signature /Date	

SCHOOL PSYCHOLOGY INTERNSHIP AGREEMENT

PART II: INTERNSHIP REQUIREMENTS

Name of Intern _____

The following activities should be completed by you and verified by your Field Supervisor. Check off the activities as you complete them and have your Field Supervisor initial those activities. These activities are required, but the internship is not limited to them. Field Supervisors have some latitude about how interns address the various activities. For example, if a school system does not consist of a diverse student population, Field Supervisors may arrange for the intern to observe a neighboring school system to acquaint the intern with the culture of a more pluralistic school setting.

The activities are intended to meet NASP 2020 Domains for Training and Practice.

Requirements

Students will select **two** of the tier project options to be completed in their internship. One project will address academic problems and one will address behavior problems. More details can be found in the 686: Internship in School Psychology Course Plan.

- **Tier I Project:** Students will select one of the Tier I options outlined in the Course Plan. Students will implement a preventative, universal intervention and provide a report of their work.
- **Tier II Project:** In a targeted intervention, students will contribute to the district's RtI or pre-referral process by identifying and working with 4-5 children exhibiting an academic difficulty. After selection and implementation of a research based intervention, students will engage in data collection activities and summarize their results.
- **Intervention Case Study:** During this course, students will implement a research based intervention with a child referred for academic difficulties. The case study requires several components with results presented both in written and oral formats. The case study should be representative of the student's best work, and include (a) evidence of the ability to use multiple sources of data to make decisions (e.g. CBA, Progress Monitoring, observations), and (b) evidence of student's intervention skills. (Students may combine this assignment with the Tier II assignment described above.)
- **Attendance:** Students may not exceed more than three absences without medical documentation. Absences in excess of three days may impact completion of internship. Students must oblige by the school district's policies regarding attendance.
- **Concerns** with attendance, ethical behavior, and professional dispositions need to be reported to the university by contacting either the university field supervisor, or the Chair of the Psychology Department, or the School Psychology Program Coordinator. These individuals may change from year to year, therefore it is recommended that the psychology department secretary is contacted for specific information (717-871-7274).

Samples of Work: A goal of internship is to provide students with the opportunity to apply skills acquired through training. Various samples of skill applications are collected through the internship including:

Behavioral Observations
Intervention Development and Implementation
In-service presentation to parents/teachers
Counseling
Sample Reports (Academic, Behavioral, etc.)

Psychological Assessment:

The intern will perform **or** be exposed to appropriate systematic classroom observations, assessments, and/or other methods of gathering data as necessary for the evaluation of the following as they become available at the school district or through prearranged visits with other school district psychologists or partner organizations (IU, private setting, etc.).

- Autism
- Emotional Disturbance
- Deafness/Hearing Impairment
- Specific Learning Disability
- Intellectual Disability
- Multiple Disabilities
- Other Health Impairment
- Orthopedic Impairment
- Speech/Language Impairment
- Blindness/Visual Impairment
- Developmental Delay
- Gifted

The intern will:

- Perform assessments of a balanced caseload of children in regular and special education.
- Perform assessment cases which require the opportunity for contact with children and parents from diverse cultural and ethnic backgrounds.

Psychological Reporting:

- Write and submit comprehensive evaluation reports to your Field Supervisor.
- Present a variety of cases by oral report at staffing conferences or multidisciplinary team meetings.
- Present a variety of cases to parents in interpretative conferences.

Consultation and Intervention:

- Conduct counseling (individual and/or group) with children or youth.
- Conduct ongoing consultation with teachers and/or other school personnel on a variety of cases.
- Develop, institute and provide follow-up of an intervention plan.
- Assist in multidisciplinary team planning for a variety of children.
- Seek out and provide strategies to teachers for dealing with referred children concerning both classroom and individual management and curriculum-based concerns.
- Provide consultation/intervention services for both children in regular and special education programs.

School-Wide Services:

- Gather information about academic and mental health services offered or facilitated by the school
- Develop directory of school and community services

Crises Response Protocol and Practices:

- Gather information about Crisis Response Protocol used by their school district
- Summary and report findings

Professional Growth:

- Attend local continuing education meetings for school psychologists.
- Attend at least one *regional, state OR national* level professional meeting during the internship period.
- Provide evidence of continuing personal efforts to remain current professional issues both locally and nationally.
- Conduct oneself in a manner consistent with the ethical principles of the National Association of School Psychologists.

_____ Display knowledge of, and perform daily activities in, a manner consistent with legal mandates and regulations.



Your signature below indicates your agreement to fulfill the conditions of the internship placement.

Field Supervisor Signature/Date

University Supervisor/Date

Internship Site

Phone Number(s)

