



**School of Education  
Department of Counseling and School Psychology**

**SCHOOL PSYCHOLOGY  
GRADUATE PROGRAM**

**Internship Manual**

February 2012

## **Objectives & Purposes of Internship**

The internship in school psychology is a 1200-hour supervised, culminating, and comprehensive field experience that affords the intern an important opportunity to integrate and apply the knowledge and skills acquired in previous coursework and during fieldwork. The internship must be completed on a full-time basis over the course of one year and the intern experience is supported through collaboration between the School Psychology Program and the internship site.

The internship offers the intern a well-supervised and intentionally scaffolded experience for integrating knowledge and skills from across all areas of the NASP Training Domains:

- Data-Based Decision-Making and Accountability
- Consultation and Collaboration
- Effective Instruction and Development of Cognitive/Academic Skills
- Socialization and Development of Life Skills
- Student Diversity in Development and Learning
- School and Systems Organization, Policy Development, and Climate
- Prevention, Crisis Intervention, and Mental Health
- Home/School/Community Collaboration
- Research and Program Evaluation
- School Psychology Practice and Development
- Information Technology

## **NASP Internship Standards**

The standards of the LIU internship conform with the NASP internship standards

- The internship experience shall be provided at or near the end of the formal training period.
- The internship experience shall occur on a full-time basis over a period of one academic year.
- The internship experience shall be consistent with a written plan and shall meet the specific training objectives of the program.

- The internship experience shall occur in a setting appropriate to the specific training objectives of the program.
- At least 601 clock hours of the internship experience shall occur in a school setting that provides a balanced exposure to regular and special educational programs.
- The internship experience shall be provided appropriate recognition through the awarding of academic credit.
- The internship experience shall occur under conditions of appropriate supervision. Field-based internship supervisors shall hold a valid credential as a school psychologist for that portion of the internship that is in a school setting. The portion of the internship that appropriately may be in a non-school setting shall require supervision by an appropriately credentialed psychologist.
- Field-based internship supervisors shall be responsible for no more than two interns at any given time. University internship supervisors shall be responsible for no more than twelve interns at any given time.
- Field-based internship supervisors shall provide at least two hours per week of direct supervision for each intern. University internship supervisors shall maintain an on-going relationship with field-based internship supervisors and shall provide at least one field-based contact per semester with each intern.
- The internship placement agency shall provide appropriate support for the internship experience which shall include: a) a written contractual agreement specifying the period of appointment and the terms of compensation, b) a 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 agency school psychologists, e) an appropriate work environment including adequate supplies, materials, secretarial services, and office space, f) release time for internship supervisors, and g) a commitment to the internship as a training experience.
- The internship experience shall be systematically evaluated in a manner consistent with the specific training objectives of the program.
- The internship experiences shall be conducted in a manner consistent with the current legal-ethical standards of the profession.

## Applying for Internships

It is the student's responsibility to obtain and secure an internship. While the faculty is ready to assist in any way possible, the primary responsibility rests with the student.

Students should begin applying for their internship *as early as possible*. While some districts and agencies do not field requests for interns until late spring, many begin their interviewing process in early or mid winter.

Students should contact potential internship sites and attempt to schedule interviews as rapidly as possible. Once an interview has been secured, potential interns **MUST** contact the school psychology faculty to secure approval. Please send an email with the potential district and supervisor to [linda.jacobs@liu.edu](mailto:linda.jacobs@liu.edu), [christy.mulligan@liu.edu](mailto:christy.mulligan@liu.edu), and [andrew.livanis@liu.edu](mailto:andrew.livanis@liu.edu) . In the past we have had a variety of experiences with internship placements, and we want to ensure that potential sites conform with our requirements.

Students who intend on applying to the New York City's Department of Education *Psychologists in Training* (PIT) program should make their intent known to the coordinator of the program as early as possible. Students are not to communicate to the PIT program personnel independently and *must* do so through their respective university.

## Registering for Internship

Each student must register for three (3) credits for each semester of Internship (i.e., fall and spring): HDL 781 and 782. Bilingual students should register for the "B" section of the course, while students completing the Early Childhood Track should register for the "C" section of the course.

*Program approval is required prior to registration for the first semester of internship.* This approval is granted only if all of the following conditions are met:

1. The student has completed a minimum of 48 graduate credits.
2. The student has completed Cognitive Assessment I & II (i.e., HDL 721A and HDL 721B) and Personality Assessment I & II (i.e., HDL 722A and HDL 722B) and has received a grade of at least a B in all four courses.
3. The student has no incomplete credits.
4. The student has no grade of F on his or her transcript.

## The Internship Site

The intern seeking credentialing as a school psychologist must have internship experiences in a school setting. This experience (1200 hours) must be completed on a full-time basis over one year. Though other settings may be incorporated into the internship experience, the school setting must constitute at least 601 clock hours of the internship experience.

To ensure the intern a range of training experiences, the *school-based* internship site should have the availability of the following:

- children of all school ages
- pupil personnel services functioning within a team framework
- full-range services for children with special needs of both high and low incidence
- regular and special educational services at the preschool, elementary and secondary levels
- at least one certificated school psychologist having at least two years of full-time school psychologist experience or the equivalent who serves as the site supervisor.

A written contractual agreement is prepared and agreed to by both the local educational agency (e.g., district) and the intern school psychologist. In situations where students will be at different agencies then he or she must prepare separate contracts with each LEA/district or agency.

If you will be conducting your internship at multiple sites within an agency or across an agency, you must have a signed contract for each site.

The contractual agreement specifies the types of activities that the student would be expected to perform while on internship. When financially possible, the intern is provided a salary commensurate with his or her level of training, experience, and period of appointment.

The contract should specify that the intern would be provided with release time to attend conferences. It is important that continued professional development be recognized as a significant aspect of the internship. The intern is expected to participate in scheduled appropriate university, regional and statewide meetings for school psychologists. The opportunity to participate in national level meetings is also encouraged. The appropriation of reimbursement monies is strongly encouraged.

When reimbursement or other financial support is unavailable, released time for attendance at professional meetings is provided. In instances where released time is judged to detract from the provision of the internship experiences as planned, an agreement may be reached in which the intern serves additional time beyond the contractual schedule or calendar.

### **Internship Supervision**

The internship is a fulltime commitment and carries with it the responsibility of professional level performance. An intern is performing an independent role while under professional supervision. The guidelines established by the National Association of School Psychologists require that the internship supervision average two hours of face-to-face, individual supervision per week. The university supervisor will meet with both the intern and the site supervisor at the intern site at least once each semester. The faculty member is also available by phone to both the intern and the site supervisor. At the request of either the intern or the site supervisor, or both, the university supervisor will arrange contacts that are more frequent. The site supervisor will complete the Internship Evaluation Form once each semester for each intern. The university supervisor is solely responsible for the assignment of academic credit grades for the internship experience.

While the authority for providing internship credit and grades rests with the university faculty, primary responsibility for internship supervision rests with appropriately credentialed local educational agency

personnel. Local supervision is provided by a person(s) holding a valid state-appointed credential 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. In non-school settings, supervisory personnel hold an appropriate credential for that setting.

University faculty are responsible for providing appropriate orientation to site supervisors, facilitating the clarification of the role and function of all parties and assisting site supervisors in carrying out responsibilities in a manner consistent with the training objectives. Both university and site supervisors demonstrate active involvement in the profession as evidenced through professional association memberships, scholarly pursuits, and continued professional development.

## **Intern Responsibilities**

### ***Logs:***

The intern is required to prepare carefully and regularly a log of his or her professional experience, electronically submitting monthly summaries to the university supervisor. When reporting cases on logs, respect confidentiality and only use first or last initials of clients. The log provides necessary documentation of the internship experience. See Appendix F for log format and specific directions on its completion.

### ***Supervision:***

The intern is expected to initiate contact with the field and university supervisors both as required and as needed. Awareness of one's own professional limitations and competent communication with supervisors is an important function not only of the internship but also of the profession.

Supervision is a critical component of the internship. It provides an opportunity for both formative and summative assessment of intern strengths and weaknesses, enhances the intern's professional growth, and provides an avenue for monitoring the welfare of students, teachers, and families served by the intern. Interns are expected to meet with their supervisors prepared with specific questions and issues. Making the most of supervision time requires advance preparation on the part of the intern. It is assumed that interns will have explored multiple avenues to answer their questions prior to supervision so that this time may be effectively used to discuss possible next steps.

### ***Ethical Practice:***

The intern is expected to conduct him or herself professionally in accord with the ethical codes of the National Association of School Psychologists and the American Psychological Association. As a representative of the Brooklyn Campus of Long Island University, he or she also has an obligation to perform at the highest level of functioning at all times.

## **Praxis Exam & NCSP Application**

All students are required to take the Praxis Examination for School Psychologists (also referred to as the National School Psychology Examination); however, attainment of a specific score is not required. It is recommended that this exam be taken during the summer before the internship year. Because a

copy of a student's score must be received by the program in order for the student to be recommended for graduation, the exam must be taken no later than January during the internship year. Information about dates, locations, and costs for the administration of the Praxis Exam can be found at

<http://www.ets.org/praxis/index.html>.

It is the student's responsibility to provide the Program coordinator an official copy of the score report form upon its receipt from ETS.

While NASP may change their minimum requirements for national certification, the organization typically requires a score of 660 or higher in order to apply effectively for a *National Certification in School Psychology* (NCSP). Again, it is important to stress that the LIU school psychology program *does not require the attainment of a specific score for graduation*, although NASP does require specific scores as one of the components of the NCSP. More information on applying for the NCSP can be found on the NASP website at:

<http://www.nasponline.org/pdf/Application.pdf>

### **Portfolio Assessment**

All students are required to complete and present to faculty a portfolio that documents their experiences in the internship. The portfolio is the capstone of your training in school psychology and the intent is to demonstrate your ability to combine what you have learned here at Long Island University with your fieldwork and internship experiences.

Two or more department faculty will evaluate each student's portfolio on a satisfactory/ unsatisfactory basis. The ultimate decision for the acceptability of responses remains with the School Psychology Committee. In the event that a student's portfolio fails to achieve a satisfactory rating, the student may be asked to complete additional course work, be given a second attempt at the paper and/or presentation, or advised not to continue in the program.

Additional information on the actual portfolio will be discussed in the Internship Supervision course.

### **Professional Liability**

All students are required to take out Professional Liability Insurance. While there are several agencies that offer student rates, the most reasonable agency is American Professional Agency. Their website is located at:

<http://www.americanprofessional.com/student/index.htm>

Students are required to be insured for a maximum for \$1,000,000, although individual students may opt to insure themselves at a higher rate.

## Professional Conduct

All students are expected to be familiar and follow the NASP Professional Conduct Manual. This manual can be found on the NASP website at:

<http://www.nasponline.org/standards/index.aspx>

## Requesting Letters of Recommendation

Letters of recommendation provide an important opportunity for people with whom you have worked closely and who know you well to describe your skills and abilities to potential employers. The following suggestions are meant to facilitate the process of requesting letters and ensure that you receive letters that highlight your background and strengths.

1. If your email is not in some way, shape or form similar to your name, you should seriously consider developing another email through gmail.com or yahoo.com. It does not look professional if you have your favorite band, sports team or other hobby as your email address.
2. Make sure that you remind the writer of how you and s/he worked together and/or collaborated with one another in the past.
3. Contact your writers at a minimum of 2 -3 weeks prior to the deadline. This will allow you your writer ample time to write his or her letter or recommendation.
4. Provide your writers plenty of time to complete their letters. A minimum of 2-3 weeks is customary. Several days before a letter's deadline, follow-up with each recommender to be sure the letters will be sent on time.
5. Give some time and thought to whom you ask to write a letter for you. Ideally, each letter should reflect a different dimension of your strengths, for example your report writing skills or ability to develop behavioral interventions with preschool age children. The best letters of recommendation often come from people with whom you have developed a personal relationship. As you consider possible writers, ask yourself the following questions:
  - a. "Does this person know me well enough to write a strong letter?"
  - b. "Does this person think highly of me?" "What area of my skills can this person best address?"
6. At the time that you request letters be written, provide writers with information that will make the task as easy as possible for them. You should give each writer a well-organized, thorough packet of materials that includes the following:
  - a. Your current resume
  - b. Name, title, and complete address of the person to whom each letter should be addressed
  - c. Deadline for each letter's receipt
  - d. A brief description of the information you would especially like this writer to address in his or her letter
  - e. Any other information you believe it would be helpful for the writer to be aware of.
7. After your letters have been sent, write a personal thank-you note to each recommender. In this day of modern technology, a handwritten letter or card goes a really long way. Also, after you

have accepted an internship offer, be sure to let your letter writers know. They are concerned about your future and will be excited to learn where you are going!

### Sample Questions

The following questions were gathered from students following their internship interviews. They are provided as an example of the types of questions interviewers may pose and as a place to begin preparing your thoughts for an upcoming interview. In addition to thinking about your answers to these questions, be sure to learn as much as possible about the district to which you are applying. The Internet makes this a relatively easy task. Interviewers expect you know something about the district you are interested in working with and likely will ask questions specific to their needs and department focus.

1. What do you consider your greatest strengths in relationship to a school psychologist position? What do you perceive might be areas that you would find challenging?
2. Describe your most notable job or school related accomplishments.
3. Please describe how you might use various assessment tools and techniques in the practice of school psychology (usually there will be one or more commonly used instruments that will be presented).
4. What do you think are some of the most important current issues in general and special education? What are the implications of these for the role of the school psychologist?
5. What is the best professional decision that you have ever made?
6. What is the worst professional decision that you have every made?
7. What types of job situations create stress for you and how do you handle this stress?
8. What do you think about the following statement: "Handicaps do not reside or exist within students but rather within the educational system"?
9. What makes an excellent school psychologist?
10. What would you do after receiving a request from a general education teacher for assistance with a student who was having academic difficulties?
11. What would you do after receiving a request from a general education teacher for assistance with a student how was having behavioral difficulties?
12. What is the ideal role for a school psychologist?
13. What strengths do you have that would enable you to be successful in the ideal role of a school psychologist?
14. What would you do if you were having a conflict with a member of the staff with whom you work?
15. What criteria would you use to determine if your first year here was a successful one?
16. It's 3:30 pm on Friday afternoon, the day before a vacation, and a student comes to you to confess that they are currently harboring thoughts of suicide. What do you do?

Some of our students have indicated that they have been presented with a profile of scores from the WISC-IV, WIAT and/or the WJ-III Achievement and have been asked to provide their impressions of the student or to proposed hypothetical interventions. Other students have been presented with mock FBA's and have been asked to develop a rudimentary Behavior Intervention Plan.

Appendix A  
Internship Agreement

## Agreement Between

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Field Agency

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School Psychology Intern

And

Long Island University – Brooklyn Campus  
School Psychology Program

It is mutually agreed by the Long Island University – Brooklyn Campus School Psychology Program, hereinafter called “the university” and \_\_\_\_\_ hereinafter called “the field agency,” that a School Psychology Internship will be provided through the field agency. The agency will provide the intern with training and supervision opportunities that will assist in increasing awareness, sensitivity, knowledge, and practice about issues affecting the psychological development, health status and social development of children and the educators and parents who work with them.

### I. The Field Agency

The field agency agrees and promises to work with participating local education agencies to provide the School Psychology Intern with the following:

- A. An opportunity to carry out major professional functions under appropriate supervision in a sequence of experiences designed to enhance professional attitudes, responsibility, communication skills, critical judgment and technical skills.
- B. A training experience that includes a minimum of 1200 supervised hours, obtained in not less than a 10-month period. At least 601 hours must be completed in a school setting.
- C. Appropriate support for the internship experience, including:
  1. The employment of a clearly designated, individual that holds a valid state-appointed credential as a school psychologist who is responsible for the integrity and quality of the internship program. This individual is employed full-time as a school psychologist by the field agency and has held such employment in that agency for a minimum of one school year.
  2. The provision of an average of at least two hours per week of regularly scheduled, formal, face-to-face, and individual supervision with the specific intent of dealing with school psychological services rendered directly by the intern. The mentor, a certified professional school psychologist, must provide at least an hour of individual supervision per week but may delegate one hour of supervision to appropriate members of the field agency staff.
  3. The assurance that the intern has unscheduled opportunities such as in-service meetings, conferences, etc., to interact professionally with other school psychology interns, school psychologists, and persons from other disciplines and agencies.
    - i. Specifically, the field agency must provide release time for the intern to attend at least one national or state conference.
  4. The provision of opportunities for the intern to be able to conduct:

- i. At least two (2) initial evaluations of students referred for the suspicion of a disability.*
  - ii. At least two (2) individual and/or group counseling cases throughout the duration of the year.*
  - iii. At least two (2) consultation cases where the intern is expected to interface with a teacher, parent, related service provider or other educationally related professional in the school.*
5. The provision of a description of the goals and content of the internship including clearly stated expectations for the nature of the experiences offered in the field agency and for the quantity and the quality of the work.
6. The assurance that the intern will be referred to as the “School Psychology Intern.”
7. The assurance that reports by the intern to schools and parents are reviewed by the individual who holds a valid state-appointed credential as a school psychologist who is responsible for the intern.
8. The completion of two (2) evaluations of the intern's experience consistent with specific training objectives at mid-semester and the end of the semester, using forms provided by the university.
9. The completion of a final written letter that certifies that the intern has met and with a successful completion of the internship.
10. The understanding that the field agency will inform the University of any changes in policy, procedures and field agency staffing that might affect the internship experience.

## II. The University

The University agrees and promises to:

- A. Certify at the start of the internship that the intern:
  - a. Has completed course work in scientific, applied and specialty areas, including formal and informal assessment and intervention.
  - b. Has completed a formal introduction to ethical and professional standards.
  - c. Is eligible for certification by the New York State Education Department upon completion of the program.
  - d. Notify the Site Supervisor of any change in the student's status prior to internship.
- B. Provide an internship supervisor from the university who shall maintain an ongoing relationship with the field supervisor and who shall provide at least one field-based contact during the semester with the intern.
- C. On request of the field agency, withdraw from their site any intern whose performance is unsatisfactory or whose personal characteristic prevents desirable relationships within the field agency. The University may reassign or withdraw an intern in placement after consultation with appropriate field agency representatives if it is in the best interest of the student, the field agency, or the University.

## III. The Field Agency and University

It is mutually agreed that:

- A. The school psychology intern shall function within the policies of the field agency.
- B. The school psychology intern shall receive due process at the same level as other psychological staff consistent with the School Board policy and applicable law.
- C. The University and the field agency will not discriminate on the basis of race, color, creed, age, national origin, or sex (except as provided by law), nor will either party discriminate on the basis of handicap under Section 504 of the Rehabilitation Act of 1973. This agreement shall remain in effect for twenty-four months from date of execution, but is subject of review and revision at the request of either party by June 1 of each year. Either party may terminate this agreement by notification of intent of termination given at least three months in advance of the desired date of termination.

\_\_\_\_\_  
University Intern Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Field Agency Representative

\_\_\_\_\_  
Date

\_\_\_\_\_  
Program Coordinator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Intern

\_\_\_\_\_  
Date