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School Psychology Internship Expectations

_____ has been offered a school psychology internship in the following school district/agency: _____. This internship will last _____ days. It will begin on _____ and end on _____. The length of each work day will be _____ hours.

This document outlines the expectations for interns, school districts/county agencies, and California State University, Sacramento (Sacramento State) in the Internship partnership. This information is intended to serve as a general guideline. Circumstances unique to specific interns and districts will be addressed by agreement between the district, the intern, and Sacramento State.

- I. The following comprise the services to be **provided by school psychology interns** to participating school districts¹. These services include, but are not limited to:
 1. Evaluations performed by the intern(s) for the purposes of:
 - A. Special education placement.
 - B. Special education re-evaluation.
 - C. Guidance and consultation.
 - D. Developing special intervention plans such as those related to 504 accommodations and functional behavioral assessments.
 2. Observation of students for the purpose of:
 - A. Providing consultation services to teachers, parents, and other support staff.
 - B. Providing direct therapeutic interventions to students identified as "at risk."
 3. Participation in school-based Student Success Teams in order to:
 - A. Provide pre-referral services prior to formal special education assessment.
 - B. Obtain opportunities for consultation at individual school sites.
 - C. Provide linkages to outside services for parents, students and teachers.
 4. Participation in Individualized Education Program (IEP) team meetings to:
 - A. Observe/participate in the placement of students through the IEP process.
 - B. Observe/participate in the development of intervention plans.

¹ While the services listed here are the same as those provided by credentialed school psychologists, interns are not expected to provide the same level of services as a credentialed school psychologist. For example, their school assignments/caseloads should be significantly less than that of the district's typical school psychologist.

5. Consultation with staff and parents regarding behavioral, learning, and social issues.
 6. Provide counseling services, both individual and group.
- II. The following comprise the services to Sacramento State school psychology interns to be **provided by the participating school districts**. These services include, but are not limited to:
1. Ensure that the Intern(s) are given the opportunity to engage in a broad range of school psychologist activities. These activities must include (but should not be limited to) the following:
 - A. Evaluations performed by the intern(s) for the purposes of:
 - i. Special education placement.
 - ii. Special education re-evaluation.
 - iii. Guidance and consultation.
 - iv. Developing special intervention plans such as those related to 504 accommodations and functional behavioral assessments.
 - B. Observation of students for the purpose of:
 - i. Providing consultation services to teachers, parents, and other support staff.
 - ii. Providing direct therapeutic interventions to students identified as "at risk."
 - C. Participation in school-based Student Success Teams in order to:
 - i. Provide pre-referral services prior to formal special education assessment.
 - ii. Obtain opportunities for consultation at individual school sites.
 - iii. linkages to outside services for parents, students and teachers.
 - D. Participation in Individualized Education Program (IEP) team meetings to:
 - i. Observe/participate in the placement of students through the IEP process.
 - ii. Observe/participate in the development of intervention plans.
 - E. Consultation with staff and parents regarding behavioral, learning, and social issues.
 - F. Provide counseling services, both individual and group.
 2. Individual supervision by a credentialed school psychologist employed by the participating school district.
 - A. The field supervisor shall have a minimum of 2 years experience with the local agency.
 - B. Field supervisors will be responsible for no more than 2 interns
 - C. Intern(s) will be provided with supervision on a scheduled basis - supervision will be provided at the level of, on average, two hours per week.
 - D. The supervisor will assist the intern in becoming acculturated to the school district.
 - E. The supervisor will monitor the intern's workload for appropriateness.
 - F. Interns will have access to district personnel for crisis intervention.

3. A record of hours completed and the nature of services provided (forms to be provided by the Sacramento State Intern or University supervisor) which shall include:
 - A. Verification in writing that interns have completed internship requirements.
 - B. A written review on the quality of services rendered and a critique of overall performance.

4. Appropriate administrative support, reflecting a commitment to the internship as a training experience, which includes:
 - A. 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).
 - B. Provision of the same level of professional liability coverage as is made available to all other district employees or volunteers.
 - C. A schedule of appointment consistent with that of district/agency school psychologists.
 - D. Provision for participation in continuing professional development activities.
 - E. Expense reimbursement consistent with policies for district/agency psychologists.
 - F. Appropriate work environment.
 - G. Release time for internship supervisors.

III. The following comprise the services **provided by the Sacramento State Department of Special Education, Rehabilitation and School Psychology** in supervising interns. These include, but are not limited to:

1. Ongoing instruction aimed at upgrading intern skill level relative to school district needs.

2. Consultation with the district, supervising psychologist regarding intern services and performance, including at least two site visits (one per semester), and phone contacts as needed.

3. Obtaining feedback from districts to upgrade the overall level of services mutually rendered.

4. Supervision of interns, in consultation with the supervising field psychologist.

5. Monitoring of intern activity logs to assure that interns are engaging in a broad array of activities, as outlined in the EDS 441 syllabus.

6. University supervisors will be responsible for no more than 12 interns at one time.

We have read the above and agree to the expectations as outlined.

Sacramento State School Psychology Intern/date

Sacramento State Internship Coordinator/date

District Supervisor/date