

School Psychology Fieldwork and Internship: Passing the Baton

Stephen Brock, Ph.D., NCSP
Program Coordinator, CSUS

Melissa Holland, Ph.D., NCSP
Fieldwork/Internship Coordinator

Meagan O'Malley, Ph.D., NCSP
Assistant Professor

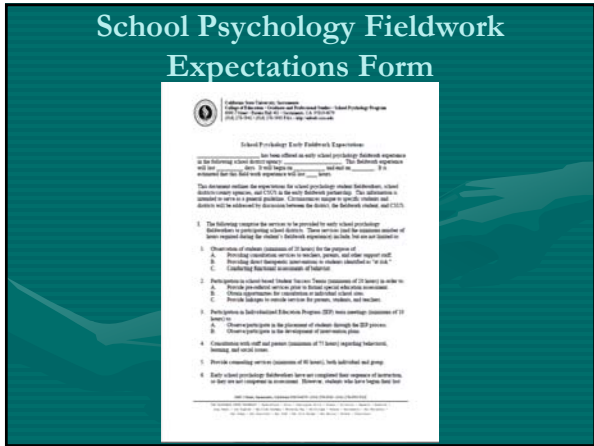
Arlene Ortiz, Ph.D., NCSP
Assistant Professor

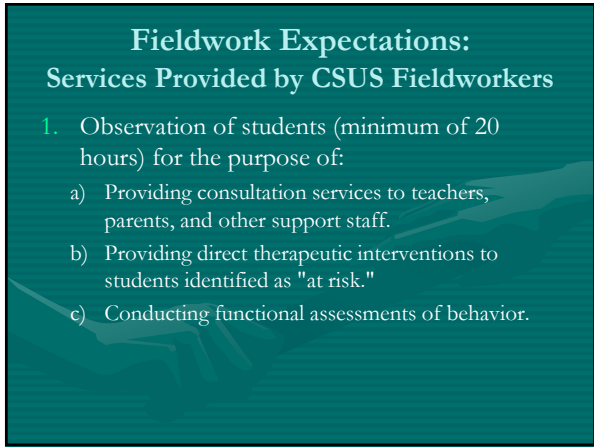
CCTC/NASP Requirements

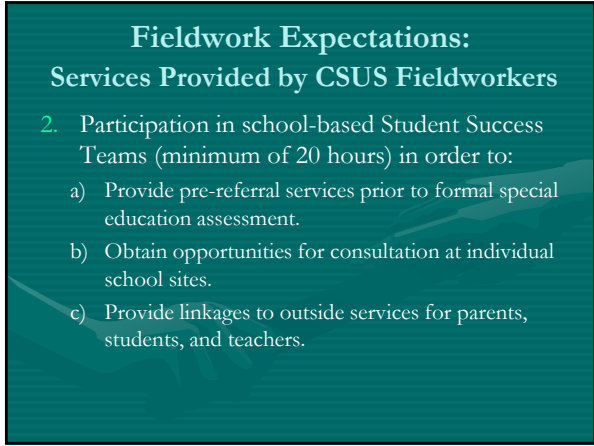
- 450 hours of practicum (at least 200 in fieldwork).
- 1200 hours of internship.
 - At least 800 hours in a K-12 setting.
 - At least 200 hours in a minimum of 2 of 4 field placement settings (i.e., pre-, elementary, middle, and high school).
 - Completed within two years.
 - Requires a written plan.
 - Interns receive academic credit.
- CSUS expects that when fieldwork and internship experiences are combined, the student will have spent at least 200 hours in 3 of 4 field placement settings.

CCTC/NASP Requirements

- Supervision and principle responsibility for the field experience typically is the responsibility of the off-campus educational agency, although school psychology program faculty provides indirect supervision.
- Fieldwork
 - Field supervisors must be provided by an appropriately credentialed/licensed professional employed by the school district.
- Internship
 - Field supervisors must be credentialed school psychologists with at least two years experience in the district/agency.
 - Field supervisors of interns must provide at least 2-hours per week of direct supervision.
 - A given intern field supervisor must not be responsible for more than two interns.







**Fieldwork Expectations:
Services Provided by CSUS Fieldworkers**

3. Participation in Individualized Education Program (IEP) team meetings (minimum of 10 hours) to:

- a) Observe/participate in the placement of students through the IEP process.
- b) Observe/participate in the development of intervention plans.

**Fieldwork Expectations:
Services Provided by CSUS Fieldworkers**

4. Consultation with staff and parents (minimum of 75 hours) regarding behavioral, learning, and social issues.

5. Provide counseling services (minimum of 60 hours), both individual and group.

**Fieldwork Expectations:
Services Provided by CSUS Fieldworkers**

6. Early school psychology fieldworkers have not completed their sequence of instruction, so they are not competent in assessment. However, students who have begun their last semester in the school psychology training program, will be available to provide at least two psycho-educational evaluations (minimum of 15-hours) for the purposes of:

- a) Special education re-evaluation.
- b) Guidance and consultation.
- c) Developing special intervention plans such as those related to 504 accommodations.

Fieldwork Expectations: Services Provided by Districts

1. Individual supervision by the appropriate credentialed and/or licensed professional employed by the participating school district. This supervision shall include the following:
 - a) Assisting the student in becoming acculturated to the district.
 - b) Providing regular supervision as agreed upon by the University supervisor, field supervisor, and student at onset of placement.
 - c) Documenting hours as necessary.
 - d) Monitoring student workload to assure that it is compatible with student's competence and time commitment.
 - e) Maintaining contact with the University supervisor.

Fieldwork Log

- Should be turned in every month
- Don't ask supervisors to sign blank forms!

Fieldwork Evaluation Form

**Internship Expectations:
Services Provided by CSUS Interns**

1. Evaluations performed 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.

**Internship Expectations:
Services Provided by CSUS Interns**

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."

**Internship Expectations:
Services Provided by CSUS Interns**

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.

**Internship Expectations:
Services Provided by CSUS Interns**

- 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.

**Internship Expectations:
Services Provided by CSUS Interns**

- Footnote
 - 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.

**Internship Expectations:
Services Provided by Districts**

- 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.

**Internship Expectations:
Services Provided by Districts**

- 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. Provide linkages to outside services for parents, students and teachers.

**Internship Expectations:
Services Provided by Districts**

- 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.
 - iii. Consultation with staff and parents regarding behavioral, learning, and social issues.
 - iv. Provide counseling services, both individual and group.
- e. Consultation with staff and parents regarding behavioral, learning, and social issues.
- f. Provide counseling services, both individual and group.

**Internship Expectations:
Services Provided by Districts**

- 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.

Internship Expectations: Services Provided by Districts

- 3. A record of hours completed and the nature of services provided (forms to be provided by the CSUS 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.

Internship Log

The thumbnail shows the 'Internship Log' form with a header for 'California State University Sacramento' and 'School Psychology Program Internship & Writing Log'. It includes a grid for recording hours and a section for supervisor comments.

- Should be turned in every month
- Don't ask supervisors to sign blank forms!
- Includes supervision hours

Intern Evaluation Form

The thumbnail shows the 'Intern Evaluation Form' with a header for 'California State University Sacramento' and 'School Psychology Program Internship & Writing Log'. It includes a grid for performance evaluation and a section for supervisor comments.

**Internship Expectations:
Services Provided by Districts**

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.

**Internship Expectations:
Services Provided by the University**

- 1. 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.
- 2. Obtaining feedback from districts to upgrade the overall level of services mutually rendered.
- 3. Supervision of interns, in consultation with the supervising field psychologist.
- 4. Monitoring of intern activity logs to assure that interns are engaging in a broad array of activities, as outlined in the EDS 441 syllabus.
- 5. University supervisors will be responsible for no more than 12 interns at one time.

**Internship Expectations:
Services Provided by the University**

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

- -The Internship Seminar
 - Identification of practice issues.
 - Main seminar topic.
 - Small group discussion.

The Fieldwork & Internship Seminars

- Sample Topics
 - Caseload management.
 - Pre-referral (e.g., SST).
 - IEPs.
 - Section 504.
 - Culturally competent practice.
 - Special education compliance issues.
- Other ideas????
- Seminar resources (e.g., presenters, yourself?).

Bottom line....

- Right now...
 - Turn in an internship plan form ASAP
 - Turn in a signed expectations form ASAP
- To obtain your credential...
 - 1200 hours (including fieldwork 200 hours of which must be in 3 of 4 settings)
 - Final Evaluation (all areas rated, and rated at 3+)
 - Pass the seminar
 - Attendance
 - Portfolio
 - Psych report, BIP, Academic intervention

Questions?

Melissa Holland

mholland@csus.edu

916-278-6639

Most forms available at

<http://www.csus.edu/indiv/b/brocks>
