School Psychology Fieldwork and Internship: Passing the Baton

Stephen Brock, Ph.D., NCSP
Coordinator, CSUS
Fieldwork/Internship Program
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 training 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.
  – 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.
School Psychology Early Fieldwork Expectations:

This form has been offered an early school psychology fieldwork experience in the following school district/agency: ___________. This fieldwork experience will last _________. It will begin on ___________ and end on ___________. It is estimated that this fieldwork experience will last _________.

This document outlines the expectations for school psychology student fieldworkers, school districts/county agencies, and CSUS in the early fieldwork partnership. This information is intended to serve as a general guideline. Circumstances unique to specific students and districts will be addressed by discussion between the district, the fieldwork student, and CSUS.

I. The following comprises the services to be provided by early school psychology fieldworkers to participating school districts. These services (and the minimum number of hours required during the student’s fieldwork experience) include, but are not limited to:

1. Observation of students (minimum of 20 hours) 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.”
   C. Conducting functional assessments of behavior.

2. Participation in school-based Student Success Teams (minimum of 20 hours) in order to:
   A. Provide pre-crisis 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.

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.

4. Consultation with staff and parents (minimum of 75 hours) regarding behavioral, learning, and social issues.
Fieldwork Expectations: Services Provided by CSUS Fieldworkers

1. Observation of students (minimum of 20 hours) 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."
   c) Conducting functional assessments of behavior.
Fieldwork Expectations: Services Provided by CSUS

Fieldworkers

2. Participation in school-based Student Success Teams (minimum of 20 hours) 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.
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

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

School Psychology Training Program Fieldwork Activities Log

Fieldwork Log

Fieldwork Hours:
In the table below, please list the number of hours you spent in your fieldwork assignment during a given week. Please note the appropriate volume in the appropriate volume in the appropriate column for the activity setting (e.g., preschool, elementary school, middle school, high school).

Week of:  
Week of:  
Week of:  
Week of:  

Note: list separately in the space below hours obtained in a special feature or private school setting

Activities Experienced This Month (Check all that apply)

Assessment Experiences:
- Individual
- Group
- Other

Consent Experiences:
- Individual
- Group
- Other

Counseling Experiences:
- Individual
- Group
- Other

Participant:
Staff Meeting (scheduling session)

Other notable activities not listed above (as back of page if necessary):

Specifically indicate work with ethically diverse populations (as back of page if necessary):

Specifically indicate experiences within which knowledge of special education laws and regulations were incorporated into plans for meeting student needs (as back of page if necessary):

Signature below indicates that this activity log is accurate.

School Psychology Fieldworker
Field Supervisor, Tides
Fieldwork Evaluation Form

Fieldworker Name: __________________________ Date: ____________

Supervisors: Please use the following form to evaluate the work of your CRT fieldworker. Although the fieldworker is expected to demonstrate high levels of performance in all areas, we do expect some substantial growth by the time of the third year in the program. We would not expect the fieldworker to have the opportunity to observe everything listed on this evaluation form. However, we would expect the student to observe and report on the performance of other fieldworkers. Please use the following rating scale. Please rate your School Psychology fieldworker using the following 5-point rating scale.

School Psychology: Fieldworker Rating Scale

Please circle the fieldworker on the questionnaire provided below. Use the following scale:

N/A - Not applicable or not observed. This rating should be used when the student is not present or when objective observations are not possible. Please do not rate the fieldworker on this item.

1. Poor. Falls far short of expectations. Consistently performs poorly and needs improvement. A specific plan and period of time should be established to improve performance. Improvement is not made, then the fieldworker's employability for this field of work should be questioned. Rating: 0%

2. Below Standard. Performance is below average. A fieldworker whose performance consistently falls in this range requires improvement in functioning effectively in a professional environment. Rating: 15%

3. Standard. Most fieldworkers will possess skills and performance sufficient to meet professional demands in this area and be large contributors in this range. The performance of fieldworkers in this range meets normal expectations. Mid-75%

4. Above Standard. Performance and standards of fieldworkers in this category are distinctly better than average. Shows initiative, judgment, and skill beyond what is normally expected or displayed by peers. Upper 75%

5. Outstanding. Performance is exemplary and distinctly better than a large proportion of other fieldworkers. Upper 95%

A. Personal Characteristics

<table>
<thead>
<tr>
<th>Rating</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Preserves a professional appearance</td>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. Demonstrates dependability</td>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. Professional in difficult situations</td>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. Demonstrates sound judgment and common sense</td>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. Works well with staff and students</td>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6. Works well with children</td>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7. Accepts and makes use of constructive criticism</td>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8. Respectful and aware of others' values and own points of view</td>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9. Demonstrates initiative and aggressiveness</td>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10. Engages in meaningful self-evaluation</td>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>11. Interacts well with culturally different persons</td>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>12. Presents exchanges in a clear, concise fashion</td>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>13. Actively encourages others to think quickly and clearly within schools</td>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>14. Models wellness and personal resilience</td>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>15. Demonstrates leadership</td>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>16. Responds well in crisis situations</td>
<td>N/A</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Fieldwork Evaluation Form

California State University, Sacramento
College of Education
Department of Special Education, Rehabilitation
and School Psychology

School Psychology Training Program Fieldwork Evaluation Form
Fieldwork Expectations:
Services Provided by the University

1. Ongoing instruction aimed at upgrading students’ skill level relative to school district needs.
2. Consultation with the district, supervising psychologist regarding fieldworkers’ services and performance, including at least one site visit per semester, and phone contacts as needed.
3. Obtaining feedback from districts to upgrade the overall level of services mutually rendered.
4. Supervision of student fieldworkers, in consultation with the supervising field psychologist.
5. Monitoring of student fieldworker activity logs to assure that they are engaging in a broad array of activities.
6. University supervisors will be responsible for no more than 12 fieldworkers at one time.
## Internship Plan Form

### California State University, Sacramento
College of Education
Department of Special Education, Rehabilitation, and School Psychology
6000 J Street
Sacramento, Ca 95816-6079
(916) 278-6622

#### Student: ____________________________
#### Adviser: ____________________________

### University Based Practicum Experiences

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>Psychology in the Schools (EDS 249)</td>
<td>17</td>
</tr>
<tr>
<td>Counseling Practicum (EDS 440)</td>
<td>60</td>
</tr>
<tr>
<td>Cognitive Assessment Lab (EDS 241b)</td>
<td>60</td>
</tr>
<tr>
<td>Assessment Practicum (EDS 243)</td>
<td>60</td>
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<tr>
<td>Assessment Practicum (EDS 243)</td>
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**Totals**

<p>| | |</p>
<table>
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<tr>
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</thead>
<tbody>
<tr>
<td><strong>University</strong></td>
<td>Hours</td>
</tr>
<tr>
<td>Based Practicum</td>
<td>60</td>
</tr>
</tbody>
</table>
| **Experience (Field**| **Work: EDS 439)**

<table>
<thead>
<tr>
<th>District(s)</th>
<th>Date</th>
<th>Preschool Hours</th>
<th>Elementary Hours</th>
<th>Middle School Hours</th>
<th>High School Hours</th>
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<tbody>
<tr>
<td></td>
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</table>

**Totals**:

<table>
<thead>
<tr>
<th><strong>Field Based Practicum Experience (Field Work: EDS 439)</strong></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>District(s)</strong></td>
<td><strong>Dates</strong></td>
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</table>

#### 2003/2004 School Psychology Internship Plan (EDS 441)

<table>
<thead>
<tr>
<th>District</th>
<th>Letter of Support on File</th>
<th>Internship</th>
<th>Required</th>
<th>Faculty</th>
<th>Internship Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Status</td>
<td>Approved</td>
<td>Signature</td>
<td></td>
</tr>
</tbody>
</table>

The School Psychology Training Program agrees that the Internship Plan developed for the student and listed above will meet the training standards specified by our Program, the California Commission on Teacher Credentialing (CCTC), and the National Association of School Psychologists (NASP).

Catherine Chimento, Ph.D.
Program Coordinator

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1. The majority of internship hours can be obtained in one primary setting (preschool, elementary, middle school, or high school). The CMS school psychology program expects that candidates will complete field experiences in three (3) of these four (4) settings. A total of 300 hours is recommended for the second and third field experience settings when combining all primary and field settings. Hours obtained during field-based practices may count toward these totals. According to CCTC guidelines, eight hundred (800) clock hours must be obtained in a preschool to grade 12 school setting providing direct and indirect services to pupils. Up to four hundred (400) hours of internship may be acquired in other settings.
School Psychology Internship Expectations Form

California State University, Sacramento
College of Education
Department of Special Education, Rehabilitation
and School Psychology

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 workday will be __________ hours.

This document outlines the expectations for interns, school districts/county agencies, and CSUS 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 CSUS.

1. The following comprises the services to be provided by school psychology interns to participating school districts: 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.

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

GOOD 2 Street, Sacramento, California 95819-6079 • (916) 278-4452 • 1001 • 278-3800 FAX

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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

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

School Psychology Training Program Intern Activities Log

Intern: ________________________________ Field Supervisor: ________________________________

Internship Hours

In the table below, please list the number of hours you spend in your internship assignment during a given day:

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

Total Hours This Month =

School Setting: Experienced This Month

Assessment Experience:
- Preschool
- Elementary School
- Middle School/High School
- Special Education

Activities Experienced This Month

Compliance Experience:
- Behavioral
- Learning Skills
- Social Skills
- Diagnosis
- Administration
- Staff Development
- Other (specify)

Observation Experience:
- Special Education
- General Education
- Adult Education
- Other (specify)

Participant:
- Staff (school district)
- Other (specify)

Other notable activities not listed above:

Specifically indicate work with ethnically diverse populations:

Specifically indicate experiences within which knowledge of special education laws and regulations were incorporated into plans for meeting student needs:

Signature below indicates that this activity log is accurate and that the mandated supervision requirement of an average, 2 hours per week has been met.

School Psychology Fieldworker: ________________________________ Field Supervisor: ________________________________ Date: ________________________________
# Intern Evaluation Form

**California State University, Sacramento**  
College of Education, Department of Special Education, Rehabilitation and School Psychology  
6000 J Street • Room 118 • Sacramento, CA 95819-6799  
(916) 278-4822 • (916) 278-4858 FAX  
http://education.csus.edu/department/spe  

**School Psychology Internship Evaluation Form**

**Intern Name:**  
**Date:**

**Supervisors:** Please use the following form to evaluate intern performance. As a minimum it should be completed in November and May of each school year. The intern is not expected to be rated at the highest level in any area, but we do expect ratings of 3 or 4 in most areas by the end of the internship experience. If you have not observed the intern in a given activity, rate it as N.A. Acceptable performance on these professional work characteristics is an important component of our students' evaluation. Please review the form carefully.

## School Psychology Intern Rating Scale

Please rate the intern on the questionnaire provided below. Use the following scale:

- N/A: Not applicable or not observed. This rating should be used when the activity is not part of placement requirements or the intern has not had the opportunity to observe or take the intern on the trial.
- 1: Poor: Far from expectations. Consistently performs poorly and needs improvement. A specific plan and period of time should be established to improve performance. If unsatisfactory, intern should be evaluated for unsatisfactory performance.
- 2: Below Standard: Performance is below average. An intern whose performance consistently falls in this range will require significant skill and judgment in a professional environment. Interim. Lower 5%
- 3: Standard: Most interns will possess skills and judgment sufficient to meet professional demands. This area has a large proportion of interns performing well within this range. Lower 5%
- 4: Above Standard: Performance and judgment of interns in this category is generally better than average. Minor deviations from judgments and skill beyond what is normally expected to be displayed by peers. Upper 15%
- 5: Outstanding: Performance is consistently and excellently better than a large proportion of other interns. Upper 5%

## A. Personal Characteristics

| 1. Presents a professional appearance | N/A | 1 | 2 | 3 | 4 | 5 |
| 2. Demonstrates dependability | N/A | 1 | 2 | 3 | 4 | 5 |
| 3. Professional in difficult situations | N/A | 1 | 2 | 3 | 4 | 5 |
| 4. Demonstrates good judgment and common sense | N/A | 1 | 2 | 3 | 4 | 5 |
| 5. Works well with staff and peers | N/A | 1 | 2 | 3 | 4 | 5 |
| 6. Works well with children | N/A | 1 | 2 | 3 | 4 | 5 |
| 7. Accepts constructive criticism | N/A | 1 | 2 | 3 | 4 | 5 |
| 8. Makes use of constructive criticism | N/A | 1 | 2 | 3 | 4 | 5 |
| 9. Appreciates diverse views | N/A | 1 | 2 | 3 | 4 | 5 |
| 10. Demonstrates Initiative and self-confidence | N/A | 1 | 2 | 3 | 4 | 5 |
| 11. Engages in continual self-evaluation | N/A | 1 | 2 | 3 | 4 | 5 |
| 12. Interacts well with culturally different persons | N/A | 1 | 2 | 3 | 4 | 5 |
| 13. Prevents and/or identifies problems; demonstrates problem-solving | N/A | 1 | 2 | 3 | 4 | 5 |
| 14. Maintains wellness and personal resilience | N/A | 1 | 2 | 3 | 4 | 5 |

## 15. Recommendations for the further development of personal characteristics important to interactions with peers, parents, school staff, and other professionals.
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?).
Questions?

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