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### PSYC 588.01: School Psychology Internship

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# INTERNSHIP GUIDELINES

## Psychology 588

### I. Purpose of Internship

- A. To provide supervised, on-the-job experience which will further develop the intern's psychoeducational evaluation, consultation, intervention, counseling and applied research skills.
- B. To further develop the intern's professional behavior, appropriate legal/ethical conduct and professional role conceptualization.
- C. Provide an opportunity to develop competency in areas of special interest to the intern.

### II. Internship Requirements

- A. The internship shall consist of one school year of full-time or two consecutive years of half-time paid experience in a school setting as an intern in school psychology under the direct supervision of a supervising psychologist. A minor portion of the internship may occur in other settings if it will contribute to a more complete accomplishment of the internship purposes.
- B. Requirements and Responsibilities of the Intern
  - 1. To be considered for internship, the prospective intern must:
    - a) Meet certification requirements with the exception of the internship, which include the masters degree and the formal coursework, and
    - b) Enroll in the internship course at The University of Montana.
  - 2. The intern must, during the internship:
    - a) Develop the internship plan (see Part III) with assistance from their supervisors and submit it to the University;
    - b) Meet two hours per week with and follow the guidance of the site-based supervision;
    - c) Keep a log of meetings with, and of activities discussed with their site-based supervisor;
    - d) Obtain semester evaluations from their on-site supervisor using the Methods/Internship Evaluation Form;
    - e) Obtain Personal/Professional Behavior questionnaire feedback from at least

one professional colleague (e.g. specialist teacher) in addition to the psychologist on-site supervisor with whom they have worked during the internship year. Discuss feedback with the on-site supervisor.

C. Requirements and Responsibilities of the on-site Supervising Psychologist

1. The supervising psychologist is required to:
  - a) Meet school psychologist certification requirements including internship, practica or supervised experience;
  - b) Be willing to provide evidence of professional growth and competency as a school psychologist;
  - c) Have three years experience as a school psychologist; and
  - d) Hold comparable credentials if supervising the intern in non-school settings for portions of the internship.
2. The supervising psychologist is responsible for:
  - a) Assisting the intern in developing the internship plan;
  - b) Spending at least two hours per week supervising the intern carrying out the internship plan;
  - c) Upholding legal, ethical, and professional competency standards;
  - d) Submitting written semester and annual (using the Methods/Internship Evaluation Form) evaluations of the intern's competencies to The University of Montana; and
  - e) Supervising no more than two interns during any school year.

D. Requirements and Responsibilities of the School District Employing the Intern

1. The employing school district is required to:
  - a) Employ the intern with a contract as a school psychologist including benefits and expenses according to district policies for school psychologists. The intern will be certified at least at a provisional level;
  - b) Provide adequate, well-lighted, and quiet office space and facilities for consultation, testing, and intervention;
  - c) Provide for confidential telephone service;
  - d) Participate in arranging for supervision by a supervising school psychologist including time-related issues;

- e) Provide equipment and materials for testing and intervention; and
  - f) Provide adequate, competent secretarial service.
2. During the period of the internship the employing district(s) shall:
- a) Utilize the intern's time in performing usual school psychological services under the supervision of the supervising psychologist;
  - b) Provide experiences in working with regular and special educational programs; and
  - c) Allow and expect the intern and supervising psychologist to attend professional workshops and meetings.
- E. Requirements of the School Psychology Program of The University of Montana:
- 1. Faculty of the Program will participate in the development of the internship plan by providing guidelines, consultation and suggestions of focus based on the particular student's previous training experiences.
  - 2. Faculty will maintain regular contacts with the intern and supervisor to discuss the intern's work and review the supervisor's reports to determine grades.
  - 3. Faculty will supervise no more than 12 interns each per year.

### III. Written Plan

A written plan for the internship will be developed by the intern with help from the site- and university-based supervisors. The plan will specify the activities to be carried out to meet internship requirements including:

- 1. Collaborative consultation with teachers, parents and community professionals;
- 2. Psycho-educational evaluations with a variety of students (age/needs);
- 3. Counseling;
- 4. Educational and behavioral interventions;
- 5. Research/program evaluation/intervention outcome evaluation;
- 6. Child advocacy, parent involvement and ethical practice; and
- 7. Arrangements for supervision two hours per week.

The plan will include the required cover sheet and Internship Site Agreement (see attached) and be submitted to the university supervisor by October 31. The site-based internship

supervisor will provide to the university-based supervisor a written evaluation (progress letter and Methods/Internship Evaluation Form) of the intern's progress in carrying out the internship plan early in December and May.

#### IV. Professional Areas

Professional behavior characteristics and practitioner competencies will be evaluated with the intern during the internship.

A. **Personal/Professional Behavior:** The intern shall discuss and evaluate him/herself in terms of the following behaviors:

1. Adaptability
2. Communicability
3. Conscientiousness
4. Cooperation
5. Independence
6. Motivation
7. Personal stability
8. Productivity
9. Professional ethics
10. Professional image

This evaluation will include, but not necessarily be limited to, the Personal/Professional Behaviors Questionnaire (see attached). This feedback shall be provided by at least one of each of the following, each of whom has had at least one three-month period of continuous contact with the applicant; the supervising psychologist who had directly supervised the applicant and a consumer of the intern's services (e.g., resource room teacher or principal). A rating of satisfactory from both input sources must be obtained and will be verified by the field-based supervisor.

B. **Practitioner Competencies:** The intern shall provide evidence of their ability to perform practitioner competencies defined in the Program's objectives.

Evidence for this standard shall consist of written verification from the on-site supervisor of the intern's completion of the written internship plan; and of overall ratings of "satisfactory," "competent," or "outstanding" in each of the six (6) areas of the Methods/Internship Evaluation Form by the on-site supervisor.