To the Student:

This handbook is intended to address some initial questions you may have regarding field placements. It directs you to a number of forms you will use to document your internship. Please become familiar with these forms since they will play an important part in your application for licensure. If you have any questions that the handbook does not address, please contact Erin Seaton, Coordinator of Field Placements.

To the Supervising Practitioner:

This handbook is intended to familiarize you with our field-based training policies and procedures. It contains a number of forms that you will complete for your student. The student will return these forms to Erin Seaton at the Tufts Department of Education. If you are a first-time supervising practitioner, then you must complete a W-9 form and return it to Carla Walsh.

You may also mail completed forms regular post to:

Tufts University, Department of Education  
Attn: Erin Seaton  
Paige Hall  
Medford, MA 02155

If you have any questions regarding field placements or the material in this handbook, please contact Erin Seaton (617) 627-3926 or ee.seaton@tufts.edu
# Table of Contents

INTRODUCTION ............................................................................................................. 1

FIELD EXPERIENCES .................................................................................................... 2

- Pre-practicum ........................................................................................................... 2
- Practicum .................................................................................................................. 2
- Internship ................................................................................................................. 3

MASSACHUSETTS DEPARTMENT OF EDUCATION LICENSURE REQUIREMENTS (603 CMR) ...... 4

PROFESSIONAL WORK CHARACTERISTICS ............................................................... 5

THE INTERNSHIP ........................................................................................................ 6

GUIDELINES FOR FIELD PLACEMENTS .................................................................... 6

- Areas of Study ........................................................................................................... 7
- Course Sequence by Year in School Psychology ....................................................... 8
  - Year I ....................................................................................................................... 8
  - Year II ..................................................................................................................... 8
  - Year III .................................................................................................................... 8
- Training Objectives for the Internship ....................................................................... 9
- Recommended Activities for the Internship ............................................................... 10
- Supervision ............................................................................................................... 10
- Evaluation ............................................................................................................... 11
- Portfolio Evaluation ................................................................................................. 12
- Culminating Internship Experience ........................................................................... 12
Checklist of Forms: To Whom They Go and When!

Internship Agreement*
(Due by September 20: needs to be signed by field supervisor and intern, and submitted to university supervisor at first class; university supervisor must provide copy to Carla Walsh immediately)

Professional Learning Plan*
(Due October 15 or one week after first site visit; should be reviewed by your university supervisor, signed by field supervisor and intern, and a copy submitted to university supervisor)

Candidate Assessment of Performance*
(Due upon completion of last field visit; must be initialed by field supervisor, intern, and university supervisor at each of three meetings during the year; submitted to the university supervisor who will then submit to Carla Walsh)

Supervising Practitioner Mid-Year Evaluation and Fall Semester Grade*
(Due December 15; completed by field supervisor, signed by field supervisor, intern and university supervisor; submitted to university supervisor who will then submit to Carla Walsh)

Supervising Practitioner Year-End Evaluation and Spring Semester Grade*
(Please note: Fill out last page CAP Summary; due April 30; completed by field supervisor, signed by field supervisor and intern; submitted to university supervisor who will then submit to Carla Walsh)

Portfolio with Cover Sheet
(Due final class of the semester to university supervisor)

Student Evaluation of Internship
(Due at end of internship, form available online and should be submitted to Erin Seaton)

Field Placement Log and Completion of Internship Requirements*
(Due July 15; Completion of Internship Requirements Form is signed by field supervisor after reviewing log, and both are turned in to Steven Luz-Altman)

NCSP Forms Requiring Tufts Documentation:

Internship Verification Form
(This is part of your NCSP application; form must be completed by your field-based supervisor and your university supervisor; this form is not submitted to Tufts)

Verification of Completion of School Psychology Program Form
(This is part of your NCSP application; form will be completed by the program director and given to you to submit with your application when all other documentation from your internship is received)

* Form becomes part of student’s record and is submitted to Carla Walsh by university supervisor
INTRODUCTION

The Tufts University School Psychology Program is committed to training students to provide high quality psychological services in educational settings. Toward this end, our curriculum revolves around basic course work in psychological and educational foundations, as well as the development of skills in assessment, intervention, consultation, and research. Academic instruction is carefully integrated with a minimum of 1950 hours of field-based experience over the three years of the program. These field experiences are a central component of the training students receive and allow students to apply acquired knowledge and professional skills in a field-based setting.

The sequence of field-based experiences is designed as a primary vehicle for the implementation of problem-solving practices throughout the three years of the program. Field sites are seen as a key arena where academic learning, careful observation, and critical thinking interface to produce a developing knowledge base in school psychology. Field experiences are carefully sequenced to maximize their integration with academic course work, and to meet the teaching and learning objectives of the program. These specific objectives, as outlined below, are designed to meet the overall goal of proficiency in problem-solving practices. To achieve this goal, students will demonstrate:

• Address the needs of children, families, and schools with respect to issues of race, class, culture, ethnicity, gender, sexual orientation, and disabilities.
• Use problem-solving practices leading to data-based decision making and evidence-based interventions at the individual, group, systems, and policy levels.
• Demonstrate skills in the areas of assessment, collaborative problem-solving, prevention, mental health counseling, behavioral intervention, and consultation that are culturally informed.
• Evaluate research evidence (from the professional literature and from their own practice) for intervention planning, program development, and evaluation, with an awareness of the social and political context of all research activity.
• Engage in ethical, legal and responsible practice encompassing a moral and ethical commitment to addressing inequities in schools.
• Integrate coursework, field experiences, research skill, and technology into a developing knowledge base that informs practical solutions to school based problems.
FIELD EXPERIENCES

Pre-practicum

In the first year, students complete a pre-practicum (1 day per week) in a school setting of no fewer than 150 hours supervised by a licensed school psychologist. Concurrently, they enroll in a weekly supervision seminar at the university focused upon culturally competent practice (ED 221: First Year Seminar in School Psychology Practice).

While the purpose of the seminar is to monitor students’ progress as they begin to develop a knowledge base in school psychology, the pre-practicum aims to expose students to the culture and operation of schools, and to familiarize them with the roles and functions of a school psychologist. Students are also able to develop basic skills in observation, assessment, and intervention in a manner that is closely coordinated with coursework. This is accomplished gradually over the course of the year. Initially, students “shadow” their supervising practitioners as they perform their daily activities. Students may observe classrooms, team meetings, parent conferences, teacher consultations, individual assessments, group and individual counseling, and administrative meetings. In conjunction with these observational activities, students may be asked to complete course related assignments in their introductory assessment courses. Facilitation of these assignments by the supervising practitioner is greatly appreciated.

After a period of observation, students begin to participate more directly as deemed appropriate by the supervising practitioner. As the year proceeds and the student’s abilities develop further, they begin to function somewhat more independently. For example, students might co-lead a group with a supervisor, collaborate in screenings and assessments of children for purposes of problem-solving or progress monitoring, or begin an individual counseling case.

Upon completion of the 150-hour pre-practicum and thirteen courses, students are awarded the masters degree.

Practicum

During the second year of the program, students enroll in ED 231-232: Practicum in School Psychology. The practicum requires a minimum of 600 hours in a school setting under the supervision of a licensed school psychologist. Students are at their field site on Monday, Wednesday, and Friday for approximately 20 hours per week from September through the end of the school year. When students begin the practicum, they will have completed 12-13 courses in theory and practice, as well as having accumulated at least 150 hours of supervised pre-practicum experience.

The aim of the practicum is for students increasingly to perform the roles and functions of a school psychologist under close supervision as they further develop skills in assessment, intervention, and consultation. Students work in both regular and special education settings, and are expected to develop an awareness of the special needs of persons with exceptionalities.
Every effort is made for students to have experiences with children of different racial, linguistic, cultural, and socioeconomic backgrounds.

The practicum is completed in conjunction with ongoing coursework in assessment, intervention, consultation, human exceptionalities, behavior management, professional issues, and childhood emotional disorders. All practicum students are supervised concurrently at the university in small groups for one and one half hours per week and in their field sites for 1-2 hours per week. The practicum also familiarizes students with the roles, responsibilities, and functions of other pupil service personnel, and orients students to the organization and operation of multidisciplinary teams and schools.

**Internship**

In the third year, students enroll in ED 257-258: Internship in School Psychology. This course is a 1200-hour full-time internship, which is typically completed in a school setting under the supervision of a licensed school psychologist. However, 600 hours of the internship may be completed in a clinical setting under the supervision of an appropriately licensed psychologist. The internship is seen as a capstone experience during which the intern begins to function independently as a school psychologist as he or she demonstrates increasing competency in assessment, intervention, and consultation over a wide range of situations.

Internship sites must be approved the faculty of the school psychology program. Approval is contingent upon a site’s capacity to adequately provide the full range of experiences necessary to meet the program's training objectives for interns. The professional learning plan for interns is a means by which the intern, field supervisor, and university supervisor collaboratively can determine and monitor the intern's professional development. These training goals are informed by the NASP Practice Model and are clearly established prior to the beginning of the internship year. Progress toward achieving the training goals is assessed at the mid-year and year-end site visits. Each of the three site visits during the internship year includes the intern, the supervising practitioner, and the university supervisor (or designate). The professional learning plan also provides the basis for the intern's evaluation of the training experience. Upon completion of the internship and the third year of the program, students will be awarded the Ed.S. and will be eligible for the initial license as a school psychologist in Massachusetts. Students must meet all other provisions established by the Department of Elementary and Secondary Education for licensure including, but not limited to, passing a physical examination.

**NOTE:** The forms in this handbook include the material necessary to adequately document the satisfactory completion of your internship. If you have any additional questions regarding these forms or the material in this handbook, please contact your university supervisor.
To: Supervising Practitioners and Candidates for School Psychology Licensure

Subject: Amended Regulations for Licensure as a School Psychologist (Effective April 26, 2005)

SCHOOL PSYCHOLOGIST (Levels: All)

1) Initial License
   a) Completion of a master’s degree or higher in school psychology from a program approved by the National Association of School Psychologists (NASP).
   b) Completion of an advanced practicum of 1200 hours, 600 of which must be in a school setting.
   c) Passing score on the communication and literacy skills test.

2) Professional License
   a) Possession of an Initial License.
   b) Three years of employment as a School Psychologist.
   c) Completion of one of the following:
      1. Passing score on the National School Psychology examination.
      2. Achievement and maintenance of a certificate or license from one of the following:
         a) The Massachusetts Board of Allied Mental Health Professionals, as an educational psychologist.
         b) The National Association of School Psychologists, as a school psychologist.

NOTE: The School Psychology License is renewable every five years.
PROFESSIONAL WORK CHARACTERISTICS

The National Association of School Psychologists has identified six professional work characteristics that are essential to becoming an effective school psychologist. Evaluations of these professional work characteristics are also part of the requirements for becoming a Nationally Certified School Psychologist (NCSP). These professional work characteristics are:

1) Respect for human diversity
2) Effective communication skills
3) Effective interpersonal relations
4) Ethical responsibility
5) Adaptability
6) Initiative and dependability

At the end of each term, all students’ progress in the program is routinely reviewed by the full faculty. As part of this review, the professional work characteristics are considered as demonstrated both in the classroom and at the field site as evaluated by the field site supervisor. Finally, when applying for the NCSP credential, the program director must attest to your competency in these areas based upon input from the faculty and the field site.
THE INTERNSHIP

GUIDELINES FOR FIELD PLACEMENTS

The Tufts University School Psychology Program emphasizes the importance of field-based training in its mission to train competent and effective school psychologists. Successful field-based experiences are essential in achieving the specific training objectives of the program.

The third year, 1200-hour internship is required for completion of the M.A./Ed.S. program, state licensure, and eligibility for national certification. The internship is full-time for one year, or half-time for two consecutive years. Six hundred hours of the internship must be in a school setting. The remaining 600 hours may be in a clinical setting. Successful completion of the internship earns two semesters of course credit.

When non-school settings are included in the internship experience, the intern candidate submits a written rationale that specifies how this training experience is related to the practice of school psychology and how it will contribute to her/his/their professional growth and development. The program faculty must approve the non-school site prior to the beginning of the internship. This approval includes verification that the prospective supervisor is an appropriately credentialed psychologist for that setting. The intern candidate completes an internship agreement and professional learning plan for each site. The intern and the site supervisor determine which of the 10 domains of school psychology practice will be addressed at each site. Between the two sites, each of the 10 domains must be addressed. Only those domains identified as specific to a given site will be evaluated at the site visits. The intern’s performance at each site will be evaluated separately and will require a separate log of hours.
# Areas of Study

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Course Sequence</th>
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<tbody>
<tr>
<td>Social, Psychological, and Educational</td>
<td>ED 230 Foundations of Learning, Cognition, and Academic Intervention</td>
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<td>Foundations of School Psychology Practice</td>
<td>ED 160+ Social and Cultural Foundations of Education</td>
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<td>ED 236 School-Based Mental Health</td>
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<td>ED 253 (or CD 156) Biological Bases of Behavior</td>
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<td>ED 254 Developmental Psychopathology</td>
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<td>ED 142 Education of the Exceptional Child</td>
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<td>Measurement and Assessment</td>
<td>ED 241 Foundations and Contemporary Practices in Psychoeducational Assessment</td>
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<td>ED 243 Assessment of Cognitive Abilities</td>
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<td>ED 246 Social, Emotional, and Behavioral Assessment</td>
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<td>ED 244 Assessment and Intervention for Learning Problems¹</td>
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<td>School-Based Prevention and Intervention</td>
<td>ED 140 Behavior Management in the Classroom</td>
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<td>ED 237 Common Factors in Counseling</td>
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<td>ED 238 Advanced Approaches to Counseling</td>
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<td>ED 252 Group Dynamics in Educational Settings</td>
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<td>ED 256 Consultation in the Schools</td>
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<td>ED 249 Social Justice in Schools²</td>
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<td>Professional School Psychology</td>
<td>ED 255 Professional Practice, Ethics, and the Law in School Psychology</td>
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<td>Research</td>
<td>ED 274 Methods of School Psychology Research</td>
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<td>ED 275 Seminar in Advanced School Psychology Research</td>
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<td>Field-Based Learning in School Psychology</td>
<td>ED 221 Pre-practicum and Seminar</td>
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<td>ED 231/232 Practicum and Seminar</td>
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<td>ED 257/258 Internship and Seminar</td>
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¹ ED 244 is an integrated course focusing on assessment for intervention.
² ED 249 is an integrated course focusing on issues of school psychology practice and intervention in contexts of cultural diversity.
Course Sequence by Year in School Psychology

Year I

Fall Semester (5.5 course credits)
- ED 230 Foundations of Learning, Cognition, and Academic Intervention
- ED 237 Common Factors in Counseling: Initial Interviewing and Basic Clinical Skills
- ED 241 Foundations and Contemporary Practices in Psychoeducational Assessment
- ED 142 Education of the Exceptional Child
- ED 255 Professional Practice, Ethics, and the Law in School Psychology
- ED 221 First Year Seminar in School Psychology Practice (half course)

Spring Semester (5.5 course credits)
- ED 243 Assessment of Cognitive Abilities
- ED 236 School-Based Mental Health
- ED 140 Behavior Management in the Classroom
- ED 253 Biological Bases of Behavior in Educational Settings
- One course in Social and Cultural Foundations of Education (ED 160 series)
- ED 221 First Year Seminar in School Psychology Practice (half course)

Summer I (2 course credits)
- ED 252 Group Dynamics in Educational Settings
- ED 274 Methods of School Psychology Research

Summer II (2 course credits as needed)
- ED 249 Social Justice in Schools
  Foundations course as needed (ED 160 series)

Year II

Fall Semester (4 course credits)
- ED 231 Practicum in School Psychology
- ED 238 Advanced Approaches to Counseling: Cognitive-Behavioral Interventions in Schools
- ED 246 Social, Emotional, and Behavioral Assessment
- ED 254 Developmental Psychopathology in Educational Settings
  or
- CD 191 Developmental Psychopathology and Adaptation

Spring Semester (3 course credits)
- ED 232 Practicum in School Psychology
- ED 256 School-Based Consultation
- ED 275 Seminar in Advanced School Psychology Research

Summer I (1 course credit)
- ED 244 Assessment and Intervention for Learning Problems in the Classroom

Summer II (2 course credits as needed)
- ED 252 Group Dynamics in Educational Settings
  Foundations Course as needed (ED 160 series)

Year III

ED 257 and ED 258 Internship in School Psychology

The M.A. is awarded following completion of 13 courses and pre-practicum.
The Ed.S. is awarded following completion of 11 courses post masters, practicum and internship.
Training Objectives for the Internship

The internship is seen as a capstone experience during which the intern begins to function independently as a school psychologist as she, he or they demonstrate increasing competency in assessment, intervention, and consultation over a wide range of situations. The intern is thus exposed to a variety of students and problems that are considered fully within the scope of the roles and functions of a school psychologist. Interns are expected to acquire advanced competence, knowledge, and skills, and to be inducted into the profession by achieving novice level mastery of the following ten domains of practice as defined by the National Association of School Psychologists and form the core of the NASP Practice Model:

1) Data-Based Decision Making and Accountability
2) Consultation and Collaboration
3) Interventions and Instructional Support to Develop Academic Skills
4) Interventions and Mental Health Services to Develop Social and Life Skills
5) School-Wide Practices to Promote Learning
6) Preventive and Responsive Services
7) Family-School Collaboration Services
8) Diversity in Development and Learning
9) Research and Program Evaluation
10) Legal, Ethical, and Professional Practice

The program directors and faculty evaluate each student prior to beginning the internship to assure satisfactory completion of all prerequisite courses and field-based training. This review is used to determine whether or not intern candidates are adequately prepared for the internship experience. This review also serves as the first step in formulating a professional learning plan. This written plan specifies how the intern's training objectives will be addressed by the internship experience. The professional learning plan is prepared prior to beginning the internship, and it is agreed upon by the appropriate school system/agency administrator, the supervising practitioner(s), the university supervisor (or designate), and the intern.

Program faculty members are responsible for providing appropriate orientation to supervising practitioners. Thus, the program’s training objectives for the internship year are presented to the employing school system/agency, and the university supervisor works with the system personnel to ensure that the professional learning plan is followed. This exchange clarifies the roles and functions of all concerned, and assists supervising practitioners in carrying out their responsibilities in a manner consistent with the training objectives of the program.

To ensure the quality of the internship training experience, school systems employing interns should have the following:

a) children of all school ages
b) pupil personnel services functioning as multidisciplinary teams
c) a full range of services for children with special needs
d) regular and special education services at all levels (preschool, elementary, and secondary)
e) at least one licensed school psychologist with at least three years of full-time school psychology experience or equivalent who serves as the internship supervisor

**Recommended Activities for the Internship**

As deemed appropriate by the supervising practitioner, interns are assigned their own cases. With guidance from the supervising practitioner, the intern is expected to perform all of the necessary functions throughout the pre-referral and referral process for those children.

Interns are expected to continue to develop knowledge and skills in all domains of school psychology practice, including:

a) using problem-solving approaches to school-based problems
b) psychoeducational and psychological assessment (25-30 cases maximum)
c) intervention and prevention strategies (4-8 individual cases and 4-8 groups or systems projects)
d) consultation (4-8 projects)
e) interpersonal/professional skills and increasingly autonomous practice
f) ethical, legal, and professional standards and practices

**Supervision**

Direct supervision and primary responsibility for the intern rests with the appropriately credentialed on-site personnel of the employing school system or agency. The university provides additional supervision of interns in seminars meeting every other week during the fall and spring university semesters. Practitioners supervising interns in school settings must hold a valid credential as a school psychologist, and should be employed as a full-time school psychologist at the internship setting. In addition, supervising practitioners must have at least one year of full-time employment in that setting prior to taking on supervisory responsibilities for an intern, and at least three years of full-time experience as a school psychologist. In non-school settings, the supervising practitioner must be an appropriately licensed psychologist for that setting.

Supervising practitioners shall be responsible for no more than two interns at any given time, and shall provide at least two hours per week of direct supervision for each intern. Supervising practitioners maintain responsibility for the services the intern provides, and direct supervision should therefore: include formative and evalulative assessment of the intern’s progress; provide assistance in assessment planning, case conceptualization, interventions, consultation, and problem-solving in a theoretical framework; help the intern explore and clarify thoughts and feelings which underlie psychological practice; provide guidance in navigating complex situations and dilemmas, and ensure that ethical guidelines and legal requirements are upheld. Supervisors may expect the intern to work with increasing independence over the course of the
internship year, and the focus of supervision will shift from teaching and information-sharing to clinical consultation, clinical formulation, and self-reflection.

The university supervisor (or designate) maintains an ongoing relationship with the supervising practitioner. For internship students, this involves three site visits per year, each of which includes the supervising practitioner, the intern, and the university supervisor (or designate). The first visit will occur early in the school year, and will involve a discussion and clarification of the professional learning plan and the domains of practice that will be used to assess the intern's progress toward achieving the competencies required for initial licensure. The second visit will be mid-year (February), and will focus upon the intern's progress toward achieving the objectives of the professional learning plan and the competencies as defined in the domains of practice. The third visit will be at the end of the year, and will be the final assessment of the intern’s satisfactory attainment of the knowledge and skills required for initial licensure as set forth in the domains of training and practice. Both the supervising practitioner and the university supervisor must attest to the satisfactory completion of the internship.

In recognition of their professional commitment, supervising practitioners receive a stipend of $500 per internship student per year, and one Tufts University course voucher per student upon completion of the training year.

Evaluation

The supervising practitioner and the university supervisor jointly evaluate interns three times per year to assess progress in skill acquisition. The intern’s progress is monitored carefully and is discussed at the mid-year and year-end site visits. The intern’s performance is evaluated at these times using the professional learning plan and an evaluation form which delineates the expectations for competence in the ten domains of school psychology training and practice defined by the National Association of School Psychologists. The professional learning plan delineates training goals for the intern with specific strategies for accomplishing each goal. Evidence for the accomplishment of each goal is assessed at the mid-year and year-end site visits. The domains of practice specify areas of professional knowledge and skill. These define the competencies that the intern is expected to develop and refine during the internship training. At the end of each semester, the supervising practitioner submits a grade for the field-based portion of the internship. This grade is then combined with assessments of the student’s participation in the internship seminar and the quality of internship case studies and other projects to arrive at a final grade for the internship. The determination of the final grade is the responsibility of the university supervisor.

The intern also evaluates the internship training experience. This includes an evaluation of the training experiences provided by the internship setting, the quality of the supervision, the appropriateness of the setting as an ongoing training site, and the intern's assessment of their preparation for the internship.
Portfolio Evaluation

The purpose of the third-year portfolio is for each student to demonstrate competence as a school psychologist who provides flexible, thorough analyses of children’s school-based experiences drawing upon multiple sources, frames of reference, and techniques in order to develop and monitor interventions designed to promote children’s educational, social, and emotional needs. To accomplish this, each student must show competence in several prescribed areas of professional practice that indicate a proficient level of skill attainment at the internship level. These areas include consultation, psychological evaluation, social / emotional or behavioral intervention, and an educational intervention. The emphasis is upon the attainment of essential skills leading to measurable positive outcomes for children and youth, families, and schools in preparation for professional practice. Please see the portfolio guidelines for more information.

Culminating Internship Experience

As part of the internship experience during the third year of study, interns are required to document their ability to integrate domains of knowledge and applied professional skills in delivering comprehensive school psychological services to students, teachers, administrators and parents. They do this in two ways. All interns are required to complete three case studies that demonstrate their ability to provide effective school psychological services. These case studies are compiled into the internship portfolio along with other materials described in detail in the portfolio guidelines. All interns are also required to make a formal presentation in the spring of their internship year demonstrating their professional growth, competence, and communication skills.

The third-year case studies allow each student to demonstrate proficiency in using problem-solving methods to make informed decisions and to guide intervention practices. To accomplish this, each student must show competence in the ten domains of school psychology practice (as defined by NASP). These are:

1) Data-Based Decision Making and Accountability
2) Consultation and Collaboration
3) Interventions and Instructional Support to Develop Academic Skills
4) Interventions and Mental Health Services to Develop Social and Life Skills
5) School-Wide Practices to Promote Learning
6) Preventive and Responsive Services
7) Family-School Collaboration Services
8) Diversity in Development and Learning
9) Research and Program Evaluation
10) Legal, Ethical, and Professional Practice
The internship case studies are intended to demonstrate the capacity to use problem-solving methods effectively to make data-based decisions that have a measurable positive impact in the given skill area. These areas include psychological evaluation; social/emotional or behavioral intervention; and an educational intervention. The emphasis is upon the attainment of essential skills leading to measurable positive impacts upon children and youth, families, and schools in preparation for professional practice.

Interns whose case studies do not demonstrate competency within the particular skill area will receive opportunities to remediate this deficiency. Faculty will be available to confer with interns during the semester, and if revisions are needed. Interns should be aware that final grades for the internship include consideration of demonstrated proficiency on the case studies.

Interns must submit one comprehensive psychological evaluation and intervention report with annotations demonstrating the problem-solving approach used. Guidelines for the components of the evaluation are reviewed in the internship seminar.

Interns must submit one intervention case study focused on the improvement of social/emotional or behavioral skills for an individual child. The intern must explicitly discuss the consultation and collaboration used to achieve this intervention as well as provide research and/or theoretical support for the use of the intervention. The case study must display baseline, progress monitoring, and evaluation data to support the analysis of positive impact. Guidelines for preparing the case and the criteria for evaluation are reviewed in the internship seminar.

Interns must submit one education case study. This may focus upon the improvement of academic skills for an individual child or group of children using a problem-solving approach. The intern must explicitly discuss the consultation and collaboration used to design this intervention as well as provide research and/or theoretical support for the use of the intervention. The case study must display baseline, progress monitoring, and evaluation data to support the analysis of positive impact. Guidelines for preparing the case and the criteria for evaluation are reviewed in the internship seminar.

As another option for the education case study, interns may submit a proposal for a systems level intervention or a consultation case study focused on an issue of concern at their internship site. The intern must provide an analysis of the school’s current service, program, policy, or organization, the goal of the intervention, and a detailed description of the proposed intervention. The intern must explicitly discuss the consultation and collaboration that would be required to implement this intervention as well as provide research and/or theoretical support for the proposed intervention. Guidelines for preparing the case and the criteria for evaluation are reviewed in the internship seminar.

Students should adhere to all ethical standards when including internship products in the third-year portfolio. For example, all identifying data should be disguised or deleted from the material included.

Interns whose case studies do not demonstrate competency within the particular skill areas addressed will receive opportunities to remediate this deficiency. Faculty will be available to
confer with interns during the semester, and to provide feedback during the revision process if needed. Interns should be aware that final grades for the internship include consideration of demonstrated proficiency on the case studies.

The culminating presentations will occur in a panel format, and will be provide an opportunity for interns to demonstrate professional competency in a domain of their choosing. Faculty will serve as moderators for the panel presentations. School Psychology Program faculty and university supervisors will evaluate the content of the student presentations on the following criteria:

- Clearly defined problem, question, dilemma, or service need
- Integrates theoretical framework and relevant cultural, ecological, and/or developmental issues
- Demonstrates a professional level of competence in the area of practice presented
- Demonstrates effective oral communication and use of visual media

Presentations are enhanced when students demonstrate the capacity for reflective thought and self-awareness, and address their growth over time. Other characteristics of effective presentations include a strong professional demeanor, engaging the audience, and responding well to questions.