



**MISSISSIPPI STATE**  
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DEPARTMENT OF COUNSELING,  
EDUCATIONAL PSYCHOLOGY,  
AND FOUNDATIONS

**SCHOOL PSYCHOLOGY**

**Educational Specialist Program**

**Internship Manual**

## PREFACE

The purpose of the school psychology internship guide is to assist students obtaining an educational specialist degree in the school psychology program at Mississippi State University (MSU) in the identification and attainment of internships that not only fulfill the requirements set forth by the department, but also provide training and supervision that allow interns to be competent and successful school psychologists. Information related to departmental requirements for beginning the internship, the search for internship sites, the internship application process, and the final selection of an internship site can be found in this manual.

Although much of the essential information needed to accomplish the task of applying for and securing an internship site can be found in this guide, there will inevitably be information that one will need to obtain elsewhere. It is strongly recommended that school psychology graduate students enrolled within the specialist program remain in close communication with their major professor and the program coordinator when applying for and selecting an internship site. School psychology core faculty can provide helpful information and advice about the process of applying that cannot be found in this guide.

The key to successful internship application is to begin early, allowing oneself enough time to thoroughly research possible sites, prepare a well-formulated, well-organized vita, and write an intelligible, articulate statement of purpose. Although careful preparation of these materials is critical, it is also important that these materials reflect strong applied scientific training. Therefore, your accomplishments including letters of recommendation from university practicum supervisors, publications in professional journals, presentations at professional conferences, workshops and training presentations, and transcripts will also play a critical role when our internship applications are reviewed. These activities are on-going and must be attended to on a semester-to-semester basis or even a day-to-day basis. The entire research, materials preparation, application and interview process can take several months and is not a task that can be engaged in haphazardly. However, your success in “landing” a quality internship is a long-range goal that you begin to work toward on the first day of your professional career. In the past, many of our students have been offered and successfully completed quality school psychology internships. We sincerely hope we can add you to that list.

Although the internship application process can be costly, time-consuming, and frustrating at times, keep in mind the importance of this task. The internship is an important component of any applied psychology program. Success in this area will cultivate the knowledge and skills that you have already obtained through course work and practicum experiences.

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## INTRODUCTION

This handbook provides a general overview of an ideal set of objectives to be met in the provision of internship training experiences. The faculty will make every effort to help you secure an internship that meets your individual training needs and professional goals. We encourage you to apply to internship sites both within the state and across the nation to assist you in finding the ideal site to meet your personal goals as well as training needs. Additionally, many American Psychological Association (APA) approved sites now accept interns seeking the educational specialist degree. As such, we encourage you to review the Association of Psychology Postdoctoral and Internship Centers (APPIC) manual for potential sites to complete your internship.

Interns must review objectives, instructions to internship directors, internship plans, log sheets, and post internship evaluation forms. Becoming familiar with the objectives and expectations prior to actual participation in an Internship will markedly enhance successful completion of this part of school psychology graduate training. Attempts should be made to dovetail previous academic and work experience with the activities at the site.

Interns are reminded that it is essential to study and periodically review the National Association of School Psychologists (NASP) and APA ethical standards as they prepare for and participate in the internship experience. It is also important that the internship experience be approached with an attitude of sensitivity to the mores and customs of the internship site so that interns quickly become working team members who are respected for both knowledge and effort in assuming and carrying out professional responsibilities.

Some internship programs may be located hundreds or even thousands of miles away from MSU. Therefore, it is important that interns regularly initiate and maintain contact with the Director of Internship Training at MSU. Interns should make sure that the Director of the Internship Training has their current address and telephone number of the field supervisors. The Director of Internship Training should be notified immediately of any changes in addresses or phone numbers to ensure that there are no gaps in communication.

In addition to submitting weekly logs, a file should be submitted to the Director of Internship Training of all copies of non-confidential materials such as workshop notes, research, brochures, etc. that the intern develops as part of their internship training. Compiling these materials can document training experiences and may contribute to the education of colleagues.

## COURSE DESCRIPTION

Graduate students enrolled in the educational specialist program at MSU are required to complete 12 credit hours of EPY 8780 Internship in School Psychology. The course is a field-based practicum experience for supervised professional experience in school setting or approved setting. The internship will consist of duties, which school psychologists usually perform such as assessment, intervention, consultation, prevention, education/training, and research. Such activities will primarily take place in a school setting; however, additional experiences may be

obtained in a hospital, clinic, or community mental health agency that serves the psychological and educational needs of children.

## OBJECTIVES

The primary purpose of the internship in school psychology is to help develop the intern into a competent, adaptive school psychologist. The internship integrates previous training experiences with practical application of these skills in the school environment. To guide the intern supervisor, who accepts responsibility for the internship, nine specific content objectives of the internship experience has been delineated and are based on the Domains of School Psychology Training and Practice outlined in the *Standards for Graduate Preparation of School Psychologists* (2020). Each of these specific content objectives is listed on the following pages along with a number of desirable experiences suggested by MSU by which each objective may be realized. These experiences should serve as a guide, and the field supervisors are encouraged to modify or add supplementary experiences to these lists so that the intern is exposed to a sufficient variety of experiences. The internship experience should meet the needs of the individual intern who brings different experiences and interest to the site as well as the needs of the field site. A written plan of the internship experience should be prepared by the intern and agreed to by representatives of the local educational agency, the intern supervisor(s), training program supervisory staff, and the intern. The internship plan will serve as a guide for the internship year. However, the internship plan does not preclude the possibility of adding additional experiences if opportunities for enriching the intern's training arise. Though variation of emphasis may exist, the internship should provide experiences relevant to each of the following nine objectives:

For each of the nine objectives, interns should keep a portfolio, which includes non-confidential permanent product material, which document activities across the nine objectives. Although the log sheets provide brief descriptions, these permanent products will provide more tangible evidence of your internship experiences and should also serve as a valuable professional resources in your future roles. Please note that these objectives are linked directly to the program outcomes for graduate study in the College of Education (i.e., CFPOs previously outlined in syllabus) and NASP Standards.

### I. Knowledge of Public School Organization and Operation

The intern needs an understanding of and appreciation for the organization of the school system. A school psychologist should be integrally involved in relating to and improving the entire educational process rather than focusing entirely on the individual child. Therefore, a broad understanding of the organizational framework of the school(s) is needed. The school psychologist intern should be oriented to administrative policies and personnel practices and thoroughly acquainted with the role and function of the many specialists of the staff in such areas as child study, pupil personnel services, curriculum development, etc. The intern should also attain a realistic appraisal of the educational process and a knowledge of what transpires in classroom situations so that skills needed to work effectively with teachers can be developed.

This objective is based on Domains 2.5 and 2.6 of the *Standards for Graduate Preparation of School Psychologists* (2020).

Experiences that will enable the intern to meet this objective are:

1. Attending meetings of boards of education, building principals, classroom teachers, and school staff.
2. Attending orientation meetings of all new school employees prior to the beginning of the school year.
3. Participating in periodic meetings with the superintendent, building principals and classroom teachers.
4. Becoming familiar with the organizational structure of the school system including pupil personnel services, special education, curriculum, instruction, and business.
5. Studying the district policy manuals, Regulations and Administrative Requirements for the Operation of Special Education Programs, the Referral to Placement Manual and other related materials provided by the internship director and/or supervisor. Where internship experiences are obtained in other states, the materials describing policies will likely be described differently.
6. Participating in meetings of special committees established to examine areas of concern to the school (e.g., school problems committee, crisis response teams, disciplinary teams, human relations, employee meetings, etc.).
7. Observing various types of classes and services delivered to students with special needs such as educable mentally retarded, trainable mentally retarded, multi-handicapped, visually impaired, hearing impaired, orthopedically impaired, other health impaired, seriously emotionally disturbed, specific learning disability, speech impaired, developmentally delayed, infant/preschool handicapped, autistic, traumatic brain injured, and regular education from preschool through high school.
8. Becoming familiar with the wide variety of pupil personnel services available to children in the school system such as school nurses, speech therapists, social workers, vocational counselors, elementary counselors, visiting teachers, home teachers, etc.
9. Reading selected materials regarding public school organization and problems thereof.
10. Utilizing standards for state approved special programs to plan for children with physical, learning, and/or behavioral problems.

## II. Familiarization with the Role and Function of the School Psychologist

The intern must be familiar with the history and foundations of the profession as well as various models and methods of service delivery. They should also be aware of public policy affecting the services of children and of ethical, professional, and legal standards related to the practice of school psychology. Interns should practice in accordance with professional standards, remain involved with professional organizations, and possess the knowledge and skills to acquire professional development experiences across their professional career. This objective is based on Domain 2.10 in the *Standards for Graduate Preparation of School Psychologists* (2020).

Experiences that will enable the intern to meet this objective are:

1. Observing office and clerical procedures involved in psychological services in the schools.
2. Discussing with the Director of Psychological Services problems encountered in organizing and administering psychological services and way of solving these problems.
3. Observing other school psychological services' problems in nearby communities through visitations to departments of psychological services in other school systems. Temporary assignments in other school systems may be arranged if possible.
4. Selecting current readings on the role of the school psychologists.
5. Participating in and being exposed to the school psychologist's role in the following activities:
  - a. Identifying needs of the school system for special education programs.
  - b. Studying proposals for special needs of exceptional children among staff and community groups.
  - c. Developing an understanding of the special needs of exceptional children among staff and community groups.
  - d. Formulating recommendations regarding the development and implementation of special programs.
  - e. Consulting with teachers, coordinators, and curriculum supervisors in general and special education.
  - f. Developing an understanding of the school psychologist's role in crisis response and intervention.
6. Attending and participating in meetings of the school psychology staff and school psychologists from neighboring districts, as well as statewide, regional and national meetings relating to school psychology service delivery.
7. Understanding and applying the procedural guidelines of federal, state, and local procedures and legislation for identifying individuals suspected of a handicapping condition.
8. Frequent review of the ethical and professional standards outlined by the NASP and APA.

### III. Effective Utilization of Community Resources

The intern must be knowledgeable of the variety of services offered to school-age children by professionals and agencies outside the school. The intern is expected to develop an understanding of the role played by these agencies as related to the functioning of the child in the school setting. The intern must also be cognizant of parent organizations, private groups, and community agencies concerned with the welfare and education of children. This objective is based on Domains 2.2, 2.8, and 2.10 in the *Standards for Graduate Preparation of School Psychologists* (2020).

In order to enable the intern to meet this objective, the intern supervisor should arrange for:

1. Visits to child guidance clinics; child welfare agencies; family service agencies; speech and hearing centers; juvenile courts; residential treatment centers; mental hospitals; city and county health departments; residential centers for the blind, deaf, mentally retarded, and physically handicapped. These visits should also include an opportunity to discuss each agency's program with the director of her/his representative to learn if there are new ways in which the school psychologist and agency can cooperate.
2. Opportunities to work cooperatively with community agencies and facilities. The intern is expected to learn how and when to make referrals, procedures for sending information about children, and the ethical considerations and protocol involved in this type of activity. In addition, the intern is expected to learn the procedures regarding interagency agreements and wrap around services for children who are being served or need to be served by multiple agencies.
3. Opportunities to become familiar with state and federal services and programs including vocational rehabilitation services, employment services, and regional programs for mental health. Schools are encouraged to provide a library of publications describing these programs. If a directory of community services and programs is not available, the intern may develop a list of available resources.
4. Opportunities to selectively review information from community resources. The intern is expected to follow proper procedures in obtaining and interpreting information from community agencies.
5. Attendance at conferences with representatives of community agencies concerning educational therapeutic planning, referral, follow-up, etc.
6. Attendance at meetings and involvement with parent groups, such as parent organizations and local associations for children with disabilities.
7. Become acquainted with procedures regarding referrals to and interactions with social services and court agencies as well as the procedures of the social services and court agencies regarding child abuse.
8. Familiarization with agencies involved in drug and alcohol abuse.

IV. Development of Communication and Consultative Skills and the Ability to Engage in Teamwork Efforts for Provision of Services for Diverse Populations

The intern is expected to develop effective techniques of communication and participate as a member of a team of professional specialists providing a variety of services for diverse populations and demonstrating a variety of skills, training philosophy, and modes of operation. This objective is based on Domains 2.2, 2.5, 2.8, and 2.10 in the *Standards for Graduate Preparation of School Psychologists* (2020).

Experiences that will enable the intern to meet this objective are:

1. Instruction by the supervising psychologist or administrator regarding school policies and customary channels and styles of communication.



2. Participating in formal case conferences with individual teachers, building principals, parents, representatives of community agencies, physicians, and specialized personnel in the school setting with individuals from cultural, linguistic and diverse backgrounds.
3. Conferring informally with teachers, principals, and pupil personnel service staff in the schools and developing the ability to “think on one’s feet.”
4. Attending and participating in in-service training program for teachers and promoting opportunities to discuss the role and function of the school psychologist with the teachers.
5. Working with difficult diagnostic cases requiring cooperation with a number of other specialized personnel such as social workers, guidance counselors, school nurses, vocational counselors, etc.
6. Participating on a pupil personnel services team, which has responsibility for individual child study. Examples of these teams include local screening committees and building-level pre-referral intervention teams.
7. Identifying available para-professionals and consulting, assisting, training and/or supervising them in providing general services to children or specific services.
8. Planning, preparing, and conducting in-service experiences for school personnel.
9. Planning, preparing, and conducting parent education programs.
10. Arranging and holding conferences with administrators regarding modifications of educational and therapeutic programs.
11. Conducting parent conferences to explain concepts and educational implications regarding their child and using input from parents for future planning.
12. Consulting with teachers and parents to assist in identifying problems, selecting and implementing intervention and evaluating the effects of these interventions for specific children of cultural, linguistic and diverse backgrounds using an empirically-based consultation model.
13. Using feedback and data supplied by the teacher or parent to monitor and revise prevention and remediation plans.
14. Observe classroom teachers to help develop recommendations in the classroom.

#### V. The Development of Skills in Assessment for Use with Diverse Populations

There is a trend toward broadening the role of the school psychologist, but diagnostic evaluation and assessment remain essential functions. The intern must: (a) have experience with a number of specific assessment instruments used in the diagnostic evaluation of children presenting a wide variety of learning and/or behavior problems; (b) develop skills in identifying factors which influence learning efficiency and classroom behaviors, (c) learn the importance of obtaining as well as how to obtain information from a variety of sources which will help present a complete and thorough appraisal of a child’s school difficulties; (d) learn to collect and interpret data that leads to effective prevention and remediation programs and allows for the evaluation of these programs; and (e) learn to integrate information and data from these sources into a meaningful evaluation that is characterized by clear communication, thoroughness, and conciseness; and contains realistic recommendations, suggestions, and prescriptions for remediation, prevention and treatment that are based on the evaluation and current research on treatment effectiveness. The intern should realize that the time and effort involved in an evaluation is justified by

achievable and meaningful recommendations, which result from it. Evaluation should include more than standardized assessment data often required for diagnosis, also including systematic observations, interviews, and records review data that may suggest prevention and treatment procedures.

Interns must learn to build assessment and intervention procedures designed to address the questions, issues or problems raised in a particular situation. This includes the assessment of environmental variables that may be maintaining inappropriate and appropriate behaviors through direct observation, interviews, or record reviews. The intern should have experience in collaborating with teachers and other school personnel on each of these steps and in using data for the development of specific programs. As a result of such experiences, the intern should learn that a child's school difficulties rarely reside entirely within a child and may often be ameliorated by manipulating conditions in his environment. Interns must also be given opportunities to follow-up on the effectiveness of these interventions. This objective is based on Domains 2.1, 2.3, 2.4, 2.5, and 2.8 of the *Standards for Graduate Preparation of School Psychologists* (2020).

Experiences that will enable the intern to meet these objectives are:

1. Evaluating children at various age levels including gifted, intellectually disabled, orthopedically disabled, educationally disabled, visually impaired, hearing impaired, speech impaired, seriously emotionally disturbed, learning disabled, developmentally delayed, multiple disabled, infant/preschool disabled, autistic, and traumatic brain injured.
2. Exposure to a variety of referral problems including:
  - a. eligibility for early entry into school
  - b. preschool and kindergarten screening programs
  - c. eligibility for placement in special programs
  - d. classroom management problems
  - e. children who have had difficulty in school for a number of years but who had never been diagnosed and whose problems and their causes have never been clearly understood
  - f. underachieving children, including gifted
  - g. retention/promotion
  - h. behavior and emotional disorders
  - i. low incidence problems
  - j. English as second language students
3. Developing skills in the administration, scoring, and interpretation of a wide variety of diagnostic instruments for use with a diverse population of students.
4. Developing skills in the construction, administration, and scoring of various behavioral and emotional assessment techniques for use with diverse populations including direct observation, records review, curriculum-based assessments, rating scales, interviewing teachers, parents, students, administrators, social workers physicians, etc.
5. Observing and developing skills to assess students who are at risk for crisis situations. The intern should acquire knowledge about assessment and intervention techniques related to crisis prevention and intervention.

6. Conferring frequently and regularly with the supervising psychologist regarding collection of data interpretation, recommendations based on assessments, report writing, etc.
7. Developing skills to translate assessment results into academic and/or behavioral interventions, individualize programing, etc.
8. Attending and participating in seminars and workshops designed to develop specific assessment skills such as testing the visually impaired, hearing impaired, or children with severe learning disabilities.

#### VI. Development of Skills in Strategies for Prevention, Remediation and Intervention with Diverse Populations

The intern should be able to utilize data-based decision-making models to perform assessment practices and procedures that yield valuable information in identifying student strengths and needs. Furthermore, the intern should be able to use empirically-based models to translate assessment results into data-based decisions about the delivery of services and appropriately evaluate the outcome of such services. In addition, the intern should work collaboratively with other school personnel to identify and develop appropriate academic, behavioral, psychological, social, or emotional goals for students with different abilities, disabilities, strengths, and needs; implement intervention to achieve the identified goals; and evaluate the effectiveness of the intervention procedures. Remediation services may be direct or indirect and should be based on empirically-based methods of intervention delivery and consultation practices. Such services should be based on knowledge of human development and psychopathology and of associated biological, cultural, ethnic, experiential, socioeconomic, gender-related, and social influences on human behavior. This objective is based on Domains 2.1, 2.3, 2.4, 2.5, 2.7 and 2.8 of the *Standards for Graduate Preparation of School Psychologists* (2020).

Experiences that will enable the intern to meet these objectives are:

1. Conferring with the curriculum specialist and studying the curriculum
2. Using empirically-based, individualized remedial techniques in programs for children with learning problems.
3. Participation in the formulating of a specific plan for affecting behavior changes in an individual child and implementing and evaluating the plan's effectiveness.
4. Recommending, training, and assisting teachers to implement practical interventions designed to modify an entire class' learning or social behaviors.
5. Implementing therapy principles and procedures with individuals.
6. Using group therapy and prevention procedures with experienced co-therapists.
7. Teaching in a classroom, with the permission of the teacher, so that the psychologist can understand the problems a teacher faces and, thus, be better able to make applied recommendations for teacher use in the classroom.

#### VII. Development of Skills in Research and Evaluation with Diverse Populations

Operating under the scientist-practitioner model and using best practice in evaluation of activities can allow school psychologists to integrate research with applied practice. However, many school psychologists find their time so completely filled with applied and direct services to

children and schools that they cannot find time to engage in research activities. Interns and their supervisors should govern the interns' involvement in providing these services so that they can take inventory and evaluate the usefulness and effectiveness of their services. In addition, interns should receive opportunities to engage in applied and experimental research within school settings. Finally, interns should utilize information services and technology in ways that safeguard or enhance the quality of services. This objective is based on Domains 2.8 and 2.9 of the *Standards for Graduate Preparation of School Psychologists* (2020).

Experiences that will enable the intern to meet these objectives are:

1. Assisting in the identification of critical problems, which lead themselves to research.
2. Conducting research or a special study of personal interest.
3. Participating in ongoing research or evaluation studies in the school.
4. Conducting informal types of evaluation studies, such as analysis of group testing data, collection and interpretation of data from cumulative school records, etc.
5. Interpreting research findings to teachers and administrators.
6. Identifying and phrasing practical problems in a researchable fashion.
7. Reviewing literature on research problems of particular interest to the intern.
8. Reading appropriate journals and texts dealing with psychological and educational research and attending conferences and workshops addressing these issues.
9. Systemically measuring the effectiveness of the psychological services provided by the intern with follow-up and other procedures to assure accountability.
10. Systemically assessing the intern's interpersonal-relationship skills.
11. Utilizing the technology offered by the site to implement and evaluate the provision of school psychological services.

#### VIII. Development of Professional Growth Through Continued In-Service Training, Observation, and Study

The internship experience should develop openness to new ideas, knowledge, and skills to improve one's effectiveness as a school psychologist, thereby enhancing the intern's sense of professional commitment to her/himself, to school psychology, and to educational processes. This objective is based on Domains 2.10 of the *Standards for Graduate Preparation of School Psychologists* (2020).

Suggested experiences for the completion of this objective are:

1. Attending and participating in formal and informal gatherings of school psychologists on a regular basis.
2. Affiliating with professional organizations, such as APA, NASP, Council for Exceptional Children, Association for Applied Behavior Analysis, and respective state associations. Interns should take every opportunity to attend and present at meetings and conventions of such organizations.
3. Reading selections from current professional publications related to school psychology.

4. Participating in in-service training programs to develop new skills and strengthen acquired skills.
5. Conducting in-service training programs for school personnel.
6. Maintaining a daily activity log, summarizing monthly, and submitting records of personal growth to supervisors.

#### IX. Development of an Awareness of Ethical Considerations and Legal Aspects in School Psychology

Interns must follow the legal and ethical standards outlined by the NASP and the APA to ensure that they engage in best and legal practice that promotes the well-being of children in educational and other applied settings. Interns must always remember that they must first do no harm. As such, opportunities must be provided to teach the intern accepted ethical and professional practices and legal aspects of school psychological functions. This objective is based on Domains 2.1 and 2.10 *Standards for Graduate Preparation of School Psychologists* (2020).

Suggested experiences for the completion of this objective are:

1. Studying and becoming thoroughly familiar with Ethical Standards of Psychologists as adopted by APA and NASP.
2. Applying ethical standards in the school system.
3. Becoming thoroughly familiar with the laws as they relate to the practice of school psychology with the state and school system.
4. Attending and participating in meetings concerned with ethical and legal concerns, and social issues.
5. Identify situation where ethical problems may exist and apply ethical standards and guidelines and supervisors' input to study the problems and resolve the problem.
6. Identifying situations where legal problems may exist and research the problem using literature, other professionals (i.e. school board solicitors, supervisors) and federal, state, and case law to resolve the problem.

### REQUIREMENTS

In order to successfully complete the internship experience, the student must provide documentation for the following: hours, supervision, evaluation, internship plan and portfolio requirements.

#### **Hours**

Interns will engage in both direct and indirect psychological services continuously, 40 hours per week. All educational specialist students must complete a **minimum 1200-hour internship** during their program over a 10-month period of time according to the *Standards for Graduate Training for School Psychologists* (2020). However, most students in this program obtain closer to **1500 hours** during their internship year. The internship year is typically completed during the fourth year of training. A minimum of **600 hours** must be completed within a school setting. Internships hours are documented through the use of internship log (see Appendix A), which is signed by the student's supervisor.

**Supervision**

The educational specialist intern must be supervised for a minimum of 2 hours per week of direct supervision by a professional holding an advanced degree in school psychology and who is certified and/or licensed by their state as a school psychologist (or the equivalent). Supervision hours are documented through the use of an internship log, which is signed by the student's supervisor.

**Evaluation**

Students will be formally evaluated by their supervisors using the *MSU Internship Evaluation* and *MSU Competency Benchmarks in Professional Psychology* (see Appendix B.). The Internship Evaluation must be conducted near the mid-point and end of the internship period which usually occurs near the end of each semester (e.g., December 1 and May 1). The Competency Benchmarks in Professional Psychology must be completed near the completion of the internship experience.

**Portfolio**

Students are required to submit a professional portfolio at the conclusion of the internship experience. The portfolio will consist of work samples completed throughout the internship year that meet specific criteria and requirements outlined by the program faculty. The portfolio should consist of the student's professional vita and career goals, self-reflection of internship experience, and two intervention cases (one academic and one behavioral). *For more information the student should refer to the Guidelines for the Educational Specialist Portfolio Requirements.*

**Other Documentation**

Additionally, the student will be required to submit an internship plan, site description, and vita from all primary and secondary supervisors. The student must develop an internship plan (see Appendix C). The plan is developed in conjunction with the internship site coordinator or supervisor. The plan should also include student plans for completing the required 1200 hours. Please see the enclosed form for the internship plan and internship logs.

## PREREQUISITE REQUIREMENTS

**Student Eligibility**

To be eligible for the educational specialist internship experience in school psychology, the student must have:

1. Completed course work: Students must complete all course requirements for the Educational Specialist with an emphasis in School Psychology on one's program of study except the Internship hours.
2. Passed the Praxis CORE or equivalent (passing criteria is dependent upon State certification criteria).
3. Complete departmental and program research requirements.

4. Students must have successfully passed the preliminary oral comprehensive exam.
5. Approval of the internship site by the MSU Director of Internship.

### **Site Requirements**

In order to gain approval, the Director of Internship Training must be provided with the following information:

1. Qualifications of the site supervisors. A vita for each supervisor is required. At least one supervisor should have an Ed.S. or Ph.D. in School Psychology.
2. A description of the internship site and the experiences to be provided by the internship agency. Site description should include geographic location, a description of students served (ages, minorities, numbers), and type of services provided (e.g., assessment- ID, SLD, ADHD; consultation- parents, teachers, conjoint).
3. A copy of the anticipated contractual agreement between you and the agency concerning information on salary, reimbursement for travel, etc.
4. The name, mailing address, and phone number of the primary supervisor and secondary supervisor.
5. Obtained a signed letter of agreement from the internship site coordinator. Although sites may have their own contract, see copy of the letter of agreement in Appendix D for an example if your site does not have one.

## **CREDENTIALING AND LICENSURE**

One of the most often asked question concerns the credentialing of internships. Internships must meet the approval of the program. APA approved internships in School Psychology do meet MSU school psychology program requirements. However, the information provided below in the prerequisite requirements must still be provided.

Although students in the educational specialist program are not required to attend school-based internship sites that are approved by the American Psychological Association, they are strongly encouraged to apply for and attend APA approved internships for several reasons. These credentialed internships have several advantages. First, they are established internship sites that are structured to provide advanced training to future school psychologists. By going through the credentialing process, these sites ensure a level of quality training that may not be gained by attending other internships. Second, they offer student the opportunity to work with other students from other School Psychology programs across the country. Third, APA approved internships are most likely to meet licensure and other credentialing requirements in most states. Remember, for the rest of your professional career people will occasionally inquire about your internship training. Whether this is for licensure, certification, or just out of professional or personal interest, it is in your best interest to maximize your doctoral training. Given that you have devoted much time and energy to get to the point where you are prepared for your internship training, the entire School Psychology faculty at MSU strongly recommends that you complete your strong training by applying to and attending an APA approved School Psychology internship.

Some students may not have a desire to attend an APA approved site as it is not required for the educational specialist degree at MSU. However, certain standards must still be met. Your supervisor must hold state and/or national certification or licensure as a school psychologist. They must provide you with a minimum of 2 hours of direct face-to-face supervision each week. They should assist you in developing a formal plan to meet the nine objectives outlined on pages 4-13.

#### OBTAINING INFORMATION ABOUT A PARTICULAR INTERNSHIP SITE

One should begin writing letters to each individual internship site requesting information about the training program in July of the year prior to beginning your internship. Formal letters of request are preferable to calling the internship site to request materials. However, if the applicant is late in requesting information, calling may be the only option. Remember, this mode of contact can become extremely costly.



APPENDIX A  
INTERNSHIP LOG

## INTERNSHIP LOG

The following guidelines for completing the Daily Log necessary for the Internship Director's records are provided. The log's main purposes are to keep a record of the intern's hours and ensure the intern is meeting the requirements of the internship plan that was agreed upon.

1. Name and dates the log covers should be placed on the lower right side of the page.
2. The date and time spent performing each activity should be placed in the appropriate box (there is an am and pm, as well as room for five days of the week).
3. The actual amount of time spent on an activity should be listed under each skill area (i.e., Intervention, Assessment, Consultation, Indirect Service, Research, and Supervision). Travel from home to the internship site should not be counted towards internship hours.
4. Comments are intended to clarify the intern's daily activities. Comments are not critiques of the internship activity or internship.
5. Complete the bottom portion of the log. The total public school hours specified on the log should be added and placed in the space after "total public school hours\_\_\_\_\_." Total public school hours to date refer to the cumulative number of hours spent in public schools or on-task when serving students or staff within the public school system. Total hours to date refer to the cumulative number of hours spent on internship. Total hours of direct supervision per week refer to the number of hours that you are being directly supervised by your supervisor. Each intern should have a minimum of two hours per week of direct supervision.
6. The agency's supervisor(s) must sign the log in the Bottom right side of the page after he/she has reviewed it. This should be done weekly, typically during supervision time.
7. Internship logs should be sent to the Director of Internship once every two weeks. Failure to do so is likely to impact your grade on internship. These logs and the supervisors' evaluations are the only way for the Director of internship to determine that progress is being made toward the internship plan.

Please note that more than one day may appear on the log; however, it is not recommended to record more than five days on a particular log. Interns should keep a photocopy of their logs. Originals should be sent to the Internship Director. Students must keep copies of all their logs and evaluations.

If there are any questions, please do not hesitate to contact the MSU Director of Internship. Thank you for your help and assistance in providing our students with an internship that will produce future leaders in the field of School Psychology.

MSU  
Internship Log

Sem: Fall 2019 Wk: 1	Monday		Tuesday		Wednesday		Thursday		Friday		Sat./Sun.		Total
Date: 8/1-6/2019	Ed.S.	Ph.D.	Ed.S.	Ph.D.	Ed.S.	Ph.D.	Ed.S.	Ph.D.	Ed.S.	Ph.D.	Ed.S.	Ph.D.	
<b>SCHOOL PSYCHOLOGY TRAINING LAB or Clinic-based Services (NASP Standard 2.4, 2.5, &amp; 2.7) (hours/minutes)</b>													
Family Therapy or Parent Training													
Beh. Social, or Emotional Assment / Intervention													
Academic Assessment / Intervention													
Psycho-education or Diagnostic Evaluation													
Instrument Used													
<b>GROUP THERAPY (NASP Standard 2.4, 2.6, 2.7, &amp; 2.8) (hours/minutes)</b>													
Adolescents (13-17)													
Children (12 & under)													
<b>SCHOOL-BASED ASSESSMENT (NASP Standard 2.1, 2.3, 2.4, &amp; 2.9) (hours/minutes)</b>													
Psycho-education or Diagnostic Evaluation													
Instrument Used													
Functional Assessment/ Analysis													
Interview/ Observation													
Program Evaluation													
<b>SCHOOL-BASED CONSULTATION and INTERVENTION (NASP Standard 2.1-2.10) (hours/minutes)</b>													
Teacher Consultation													
Parent Consultation													
Direct Behavioral/Academic Interv./Behavior Supports													
System Consult/ PBIS Training /Admin Consult													
Crisis Prevention/ Intervention													
<b>INDIRECT SERVICE &amp; SUPPORT (NASP Standard 2.1-2.10) (hours/minutes)</b>													
Report Writing /Scoring, Prep, Etc.													
Supervision of Others													
Colloquia, Conference, etc.													
Travel													
<b>RESEARCH (NASP Standard 2.1 &amp; 2.9) (hours/minutes)</b>													
Library Searches, Writing													
Running Subjects, Analyses, Etc.													
<b>SUPERVISION (NASP Standard 2.10) (hours/minutes)</b>													
Individual													
Group													
Week Total													
Cum Sem Total													
Grand Total All Sem													

Name: \_\_\_\_\_  
 Supervisor: \_\_\_\_\_

MSU  
Internship Log

Sem: Fall 2019 Wk: 1	Monday		Tuesday		Wednesday		Thursday		Friday		Sat./Sun.		
Date:	Ed.S.	Ph.D.	Ed.S.	Ph.D.	Ed.S.	Ph.D.	Ed.S.	Ph.D.	Ed.S.	Ph.D.	Ed.S.	Ph.D.	Total
<b>POPULATIONS SERVED (NASP Standard 2.1 - 2.10) (Please put the # of individuals for each category)</b>													
<b>Client Age</b>													
Adults (18-64)													
Adolescents (13-17)													
School Age (6-12)													
Preschool Age (3-5)													
Infants/Toddlers (0-2)													
Administrators (#)													
Teachers (#)													
Families (#)													
Other (Specify)													
<b>Client Ethnicity</b>													
Caucasian													
African-American													
Hispanic													
Asian / Asian American													
American Indian													
Other													
<b>Client Gender</b>													
Male													
Female													

Name: \_\_\_\_\_

Supervisor: \_\_\_\_\_

APPENDIX B  
INTERNSHIP EVALUATIONS AND  
COMPETENCY BENCHMARKS IN PROFESSIONAL PSYCHOLOGY



**MISSISSIPPI STATE UNIVERSITY™**  
**SCHOOL PSYCHOLOGY PROGRAM**

**Internship Evaluation**

Intern's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Time Period of Evaluation for Intern's Skills: Start Date \_\_\_\_\_ End Date \_\_\_\_\_

Location(s) of Applied Experiences: \_\_\_\_\_

Internship Supervisor/Director: \_\_\_\_\_

On-Site Supervisor(s): \_\_\_\_\_

Work Status (check one):  Full-time  Part-time

Total number of Hours: \_\_\_\_\_ Total number of supervision hours: \_\_\_\_\_

\*\*\*\*\*

The following section should be completed by an appropriately credential school psychologist. Please evaluate the intern's skills in each area using the ratings below.

- 5 = Excellent
- 4 = Above Average
- 3 = Good or Average
- 2 = Below Average
- 1 = Poor
- N/A = Not Applicable to Training

Are these ratings based on solely and/or in part direct observation of the intern's performance?

Circle one: YES or NO

I. <b>Data-Based Decision Making and Accountability</b> <i>(This section pertains to the student's demonstration of skills using norm-referenced assessments, curriculum-based measurement, and direct behavioral assessment/analysis.)</i>	Poor			Excellent		
	1	2	3	4	5	N/A
1. Demonstrates skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs (NASP 2.1)						
2. Applies varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes (NASP 2.1; *)						

MSU Internship Evaluation

3. Collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient (NASP 2.1; *)						
4. Interprets assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations (*)						
5. Communicates orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences (*)						
6. Uses assessment and data collection methods to evaluate response to, progress in, and outcomes for services in order to promote improvement and effectiveness (NASP 2.1)						
<b>II. Consultation and Collaboration</b> <i>(This section pertains to the student's demonstration of skills using behavioral, problem solving, mental health, organizational, instructional consultation and collaborative efforts with teachers, parents and/or administrators.)</i>	Poor			Excellent		
	1	2	3	4	5	N/A
1. Demonstrates skills to consult, collaborate, and communicate with others during design, implementation, and/or evaluation of services and programs (NASP 2.2)						
2. Promotes application of psychological and educational principles to enhance collaboration and achieve effectiveness in provision of services (NASP 2.2)						
3. Consults and collaborates in planning, problem solving, and decision-making processes and to design, implement, and evaluate instruction, interventions, and educational and mental health services across particular situations, contexts, and diverse characteristics (NASP 2.2)						
4. Applies varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems used to promote effective implementation of services (NASP 2.2; *)						
5. Facilitates collaboration and communication among diverse school personnel, families, community professionals, and others (NASP 2.2)						
6. Measures and documents effectiveness of their own consultative services for children, families, and schools (NASP 2.1)						
7. Produces and comprehends oral, non-verbal, and written communications regarding consultative services that are informative and well-integrated (*)						

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<b>III. Academic Intervention and Instructional Support</b> <i>(This section pertains to student's demonstration of skills implementing academic interventions and supports such as teacher-directed instruction, literacy instruction, peer tutoring, and interventions for self-regulation/planning/organization.)</i>	Poor				Excellent	
	1	2	3	4	5	N/A
1. Demonstrates knowledge of biological, cultural, and social influences on academic skills (NASP 2.3; *)						
2. Demonstrates knowledge of human learning, cognitive, and developmental processes (NASP 2.3; *)						
3. Implements services to achieve academic outcomes, including classroom instructional support, literacy strategies, home-school collaboration, instructional consultation, and other evidence-based practices (NASP 2.3)						
4. Applies knowledge of evidence-based curriculum and instructional strategies to develop and implement services at the individual, group, and systems levels and to enhance classroom, school, home, and community factors related to children's cognitive and academic skills (NASP 2.3; *)						
5. Demonstrates skills to use in assessment and data collection methods to implement and evaluate services that support cognitive and academic skills (NASP 2.3; *)						
6. Translates assessment and data collection results into design, implementation, and accountability for evidence-based instruction, interventions, and educational services effective for particular situations, contexts, and diverse characteristics (NASP 2.1)						
7. Measures and documents effectiveness of their own academic services for children, families, and schools (NASP 2.1)						
8. Produces and comprehends oral, non-verbal, and written communications regarding academic services that are informative and well-integrated (*)						
<b>IV. Behavioral Interventions and Supportive Services</b> <i>(This section pertains to the student's demonstration of skills implementing social-emotional, behavior supports, and mental health services such as behavioral intervention, compliance training, social skills interventions, and instruction for self-monitoring.)</i>	Poor				Excellent	
	1	2	3	4	5	N/A
1. Demonstrates knowledge of behavioral and emotional impacts on learning and life skills (NASP 2.4; *)						
2. Demonstrates skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health (NASP 2.4; *)						
3. Implements behavioral interventions and supports services to achieve outcomes related to academic, socialization, learning, and mental health (NASP 2.4; *)						
4. Develops evidence-based intervention plans specific to the service delivery goals at the individual, group, and/or systems levels to enhance classroom, school, home, and community factors (NASP 2.4)						



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5. Implements methods to promote intervention acceptability and fidelity and appropriate data-based decision-making procedures, monitor responses of children to behavioral and mental health services, and evaluate the effectiveness of services (NASP 2.4)						
6. Measures and documents effectiveness of their own behavioral services for children, families, and schools (NASP 2.1)						
<b>V. School-Wide Practices to Promote Learning</b> <i>(This section pertains to the student's demonstration of skills necessary to participate in intervention team planning, program planning meetings, staff training, and school improvement activities.)</i>	Poor			Excellent		
	1	2	3	4	5	N/A
1. Utilizes data-based decision making and evaluation methods, problem-solving strategies, consultation, technology resources, and other services for systems-level issues, initiatives and accountability responsibilities (NASP 2.5)						
2. Applies knowledge of general and special education (NASP 2.5)						
3. Designs and implements evidence-based practices and policies. (NASP 2.5)						
4. Demonstrates skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others (NASP 2.5)						
5. Creates and maintains effective and supportive learning environments for children and others within a multitiered continuum of school-based services (NASP 2.5)						
<b>VI. Preventive and Responsive Services</b> <i>(This section pertains to the student's demonstration of skills related to improving school climate and safety and providing effective crisis prevention, preparation, and response.)</i>	Poor			Excellent		
	1	2	3	4	5	N/A
1. Demonstrates knowledge of principles and research related to resilience and risk factors in learning and mental health (NASP 2.6)						
2. Uses assessment and data collection methods to develop appropriate goals for and to evaluate outcomes of prevention and response activities and crisis services (NASP 2.6)						
3. Demonstrates skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors, and to implement effective crisis preparation, response, and recovery (NASP 2.6)						
4. Contributes to design, implement, and/or evaluate crisis prevention, preparation, response, and recovery at the individual, family, and systems levels and that take into account diverse needs and characteristics (NASP 2.6)						
5. Contributes to, design, implement, and/or evaluate prevention programs that integrate home, school, community resources and promote learning, mental health, school climate and safety, and physical well-being of all children and families (NASP 2.6)						

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<b>VII. Family-School Collaboration Services</b> <i>(This section pertains to the student's demonstration of skills implementing strategies to improve collaboration and partnerships among parents, schools, and community agencies, such as parent consultation, parent training, and home-school collaboration.)</i>	Poor			Excellent		
	1	2	3	4	5	N/A
1. Design and implement evidence-based practices and policies that facilitate family-school partnerships and interactions with community agencies to enhance academic, learning, social, and mental health outcomes for all children (NASP 2.7)						
2. Identify diverse cultural issues, situations, contexts, and other factors that have an impact on family-school interactions and address these factors when developing and providing services for families (NASP 2.7)						
3. Utilize data-based decision making, evaluation methods, problem-solving strategies, consultation, communication, and direct and indirect services to enhance family-school-community effectiveness in addressing the needs of children (NASP 2.7)						
4. Demonstrates skills to design, implement, and evaluate education programs to assist parents with promoting the academic and social-behavioral success of children (NASP 2.7)						
<b>VIII. Diversity in Development and Learning</b> <i>(This section pertains to the student's demonstration of skills to use evidenced-based practices with consideration for diversity and a variety of cultural factors.)</i>	Poor			Excellent		
	1	2	3	4	5	N/A
1. Collaborate with others to address individual differences, strengths, background, and needs in the design, implementation, and evaluation of services in order to improve academic, learning, social and mental health outcomes for all children (NASP 2.8; *)						
2. Demonstrates knowledge of principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual role differences (NASP 2.8)						
3. Applies knowledge of evidence-based strategies to enhance services and address potential influences related to diversity to provide effective professional services (NASP 2.8; *)						
4. Demonstrates skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds across multiple context (NASP; *)						
5. Recognizes that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery (NASP 2.8)						
6. Recognizes complex interactions between individuals with diverse characteristics (NASP 2.8)						
7. Implements effective methods for promoting diversity and social justice for all children, families, and schools to succeed (NASP 2.8)						

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<b>IX. Research and Program Evaluation</b> <i>(This section pertains to the student's demonstration of skills implementing research design and data collection techniques to inform others and evaluate student outcomes.)</i>	Poor				Excellent	
	1	2	3	4	5	N/A
1. Demonstrates knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and problem evaluation methods sufficient for understanding research and interpreting data in applied settings (NASP 2.9)						
2. Aids in schools and other settings for analyzing, interpreting, and applying empirical evidence as a foundation for effective practices at the individual, group, and/or systems levels (NASP 2.9)						
3. Evaluates and synthesizes a cumulative body of research and its findings as a foundation for effective service delivery (NASP 2.9)						
4. Demonstrates skills to evaluate and apply research as a foundation for service delivery (NASP 2.9)						
5. Collaborates with others using various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems level (NASP 2.9)						
<b>X. Legal, Ethical, and Professional Practice</b> <i>(This section pertains to the student's demonstration of skills to practice with high regard to ethical, legal and professional standards.)</i>	Poor				Excellent	
	1	2	3	4	5	N/A
1. Demonstrates knowledge of the history and foundations of school psychology (NASP 2.10)						
2. Demonstrates knowledge of the multiple service models and methods (NASP 2.10)						
3. Provides services consistent with ethical, legal, and professional standards relevant for practice in settings in which school psychologists work (NASP 2.10; *)						
4. Demonstrates knowledge of other factors related to professional identity and effective practice as school psychologists (NASP 2.10)						
5. Demonstrates skills to provide services consistent with ethical, legal, and professional standards (NASP 2.10)						
6. Engages in effective and responsive ethical and professional decision making that reflects recognition of diverse needs and characteristics of children, families, schools, and other professionals (NASP 2.10; *)						
7. Collaborates with other professionals to access, evaluate, and utilize information resources and technology in ways that enhance the quality of services for children (NASP 2.10)						
8. Applies professional work characteristics needed for effective practice as school psychologists, including						
a. respect for human diversity and social justice,						
b. communication skills,						
c. effective interpersonal skills,						
d. responsibility,						
e. adaptability,						

MSU Internship Evaluation

f. initiative,							
g. dependability, and							
h. technology skills (NASP 2.10)							
9. Utilizes supervision and mentoring for effective school psychology practice (NASP 2.10; *)							

\*Indicates skills that align with other accrediting bodies and/or program goals.

**\Comments:**

1. Areas of greatest strength or competency:
  
2. Areas of least strength or competency (does not necessarily imply unacceptable or inadequate performance):

\_\_\_\_\_  
**Intern's Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Supervisor's Signature**

\_\_\_\_\_  
**Date**

**COMPETENCY BENCHMARKS IN PROFESSIONAL PSYCHOLOGY PRACTICE:  
READINESS FOR ENTRY TO PRACTICE**

Intern's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor's Name: \_\_\_\_\_

Select the column corresponding to the training level of the person being assessed, and rate items in that column using the following frequency scale:

Never/Rarely	Sometimes	Often	Almost Always	Always
0	1	2	3	4

If you have not had the opportunity to observe a behavior in question, please indicate this by circling "No Opportunity to Observe" [N/O].

Near the end of the rating form, you will have the opportunity to provide a narrative evaluation of the trainee's current level of competence.

**I. PROFESSIONALISM**

<b>1. Professional Values and Attitudes:</b> as evidenced in behavior and comporment that reflect the values and attitudes of psychology.
<b>1A. Integrity</b> - Honesty, personal responsibility and adherence to professional values Monitors and independently resolves situations that challenge professional values and integrity
0    1    2    3    4    [N/O]
<b>1B. Department</b> Conducts self in a professional manner across settings and situations
0    1    2    3    4    [N/O]
<b>1C. Accountability</b> Independently accepts personal responsibility across settings and contexts
0    1    2    3    4    [N/O]
<b>1D. Concern for the Welfare of Others</b> Independently acts to safeguard the welfare of others
0    1    2    3    4    [N/O]
<b>1E. Professional Identity</b> Displays consolidation of professional identity as a psychologist; demonstrates knowledge about issues central to the field; integrates science and practice
0    1    2    3    4    [N/O]
<b>2. Individual and Cultural Diversity:</b> Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy.
<b>2A. Self as Shaped by Individual and Cultural Diversity</b> (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) <b>and Context</b> Independently monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation
0    1    2    3    4    [N/O]

Never/Rarely = 0    Sometimes = 1    Often = 2    Almost Always = 3    Always = 4    No Opp. = [N/O]

<b>2B. Others as Shaped by Individual and Cultural Diversity and Context</b>
Independently monitors and applies knowledge of others as cultural beings in assessment, treatment, and consultation
0    1    2    3    4    [N/O]
<b>2C. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context</b>
Independently monitors and applies knowledge of diversity in others as cultural beings in assessment, treatment, and consultation
0    1    2    3    4    [N/O]
<b>2D. Applications based on Individual and Cultural Context</b>
Applies knowledge, skills, and attitudes regarding dimensions of diversity to professional work
0    1    2    3    4    [N/O]
<b>3. Ethical Legal Standards and Policy: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.</b>
<b>3A. Knowledge of Ethical, Legal and Professional Standards and Guidelines</b>
Demonstrates advanced knowledge and application of the APA Ethical Principles and Code of Conduct and other relevant ethical, legal and professional standards and guidelines
0    1    2    3    4    [N/O]
<b>3B. Awareness and Application of Ethical Decision Making</b>
Independently utilizes an ethical decision-making model in professional work
0    1    2    3    4    [N/O]
<b>3C. Ethical Conduct</b>
Independently integrates ethical and legal standards with all competencies
0    1    2    3    4    [N/O]
<b>4. Reflective Practice/Self-Assessment/Self-Care: Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care.</b>
<b>4A. Reflective Practice</b>
Demonstrates reflectivity in context of professional practice (reflection-in-action); acts upon reflection; uses self as a therapeutic tool
0    1    2    3    4    [N/O]
<b>4B. Self-Assessment</b>
Accurately self-assesses competence in all competency domains; integrates self-assessment in practice; recognizes limits of knowledge/skills and acts to address them; has extended plan to enhance knowledge/skills
0    1    2    3    4    [N/O]
<b>4C. Self-Care (attention to personal health and well-being to assure effective professional functioning)</b>
Self-monitors issues related to self-care and promptly intervenes when disruptions occur
0    1    2    3    4    [N/O]

Never/Rarely = 0    Sometimes = 1    Often = 2    Almost Always = 3    Always = 4    No Opp. = [N/O]

<b>4D. Participation in Supervision Process</b>						
Independently seeks supervision when needed						
0	1	2	3	4		[N/O]

**II. RELATIONAL**

<b>5. Relationships:</b> Relate effectively and meaningfully with individuals, groups, and/or communities.						
<b>5A. Interpersonal Relationships</b>						
Develops and maintains effective relationships with a wide range of clients, colleagues, organizations and communities						
0	1	2	3	4		[N/O]
<b>5B. Affective Skills</b>						
Manages difficult communication; possesses advanced interpersonal skills						
0	1	2	3	4		[N/O]
<b>5C. Expressive Skills</b>						
Verbal, nonverbal, and written communications are informative, articulate, succinct, sophisticated, and well-integrated; demonstrates thorough grasp of professional language and concepts						
0	1	2	3	4		[N/O]

**III. SCIENCE**

<b>6. Scientific Knowledge and Methods:</b> Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge.						
<b>6A. Scientific Mindedness</b>						
Independently applies scientific methods to practice						
0	1	2	3	4		[N/O]
<b>6B. Scientific Foundation of Psychology</b>						
Demonstrates advanced level knowledge of core science (i.e., scientific bases of behavior)						
0	1	2	3	4		[N/O]
<b>6C. Scientific Foundation of Professional Practice</b>						
Independently applies knowledge and understanding of scientific foundations to practice						
0	1	2	3	4		[N/O]
<b>7. Research/Evaluation:</b> Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities						
<b>7A. Scientific Approach to Knowledge Generation</b>						
Generates knowledge						
0	1	2	3	4		[N/O]

Never/Rarely = 0    Sometimes = 1    Often = 2    Almost Always = 3    Always = 4    No Opp. = [N/O]

<b>7B. Application of Scientific Method to Practice</b>					
Applies scientific methods of evaluating practices, interventions, and programs					
0	1	2	3	4	[N/O]

**IV. APPLICATION**

<b>8. Evidence-Based Practice: Integration of research and clinical expertise in the context of patient factors.</b>					
<b>8A. Knowledge and Application of Evidence-Based Practice</b>					
Independently selects and implements multiple methods and means of evaluation in ways that are responsive to and respectful of diverse individuals, couples, families, and groups and context					
0	1	2	3	4	[N/O]
<b>9. Assessment: Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.</b>					
<b>9A. Knowledge of Measurement and Psychometrics</b>					
Independently selects and implements multiple methods and means of evaluation in ways that are responsive to and respectful of diverse individuals, couples, families, and groups and context					
0	1	2	3	4	[N/O]
<b>9B. Knowledge of Assessment Methods</b>					
Independently understands the strengths and limitations of diagnostic approaches and interpretation of results from multiple measures for diagnosis and treatment planning					
0	1	2	3	4	[N/O]
<b>9C. Application of Assessment Methods</b>					
Independently selects and administers a variety of assessment tools and integrates results to accurately evaluate presenting question appropriate to the practice site and broad area of practice					
0	1	2	3	4	[N/O]
<b>9D. Diagnosis</b>					
Utilizes case formulation and diagnosis for intervention planning in the context of stages of human development and diversity					
0	1	2	3	4	[N/O]
<b>9E. Conceptualization and Recommendations</b>					
Independently and accurately conceptualizes the multiple dimensions of the case based on the results of assessment					
0	1	2	3	4	[N/O]
<b>9F. Communication of Assessment Findings</b>					
Communicates results in written and verbal form clearly, constructively, and accurately in a conceptually appropriate manner					
0	1	2	3	4	[N/O]



Never/Rarely = 0    Sometimes = 1    Often = 2    Almost Always = 3    Always = 4    No Opp. = [N/O]

<b>10. Intervention:</b> Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.
<b>10A. Intervention planning</b>
Independently plans interventions; case conceptualizations and intervention plans are specific to case and context 0    1    2    3    4    [N/O]
<b>10B. Skills</b>
Displays clinical skills with a wide variety of clients and uses good judgment even in unexpected or difficult situations 0    1    2    3    4    [N/O]
<b>10C. Intervention Implementation</b>
Implements interventions with fidelity to empirical models and flexibility to adapt where appropriate 0    1    2    3    4    [N/O]
<b>10D. Progress Evaluation</b>
Independently evaluates treatment progress and modifies planning as indicated, even in the absence of established outcome measures 0    1    2    3    4    [N/O]
<b>11. Consultation:</b> The ability to provide expert guidance or professional assistance in response to a client's needs or goals.
<b>11A. Role of Consultant</b>
Determines situations that require different role functions and shifts roles accordingly to meet referral needs 0    1    2    3    4    [N/O]
<b>11B. Addressing Referral Question</b>
Demonstrates knowledge of and ability to select appropriate and contextually sensitive means of assessment/data gathering that answers consultation referral question 0    1    2    3    4    [N/O]
<b>11C. Communication of Consultation Findings</b>
Applies knowledge to provide effective assessment feedback and to articulate appropriate recommendations 0    1    2    3    4    [N/O]
<b>11D. Application of Consultation Methods</b>
Applies literature to provide effective consultative services (assessment and intervention) in most routine and some complex cases 0    1    2    3    4    [N/O]

**V. EDUCATION**

<b>12. Teaching:</b> Providing instruction, disseminating knowledge, and evaluating acquisition of knowledge and skill in professional psychology.
<b>12A. Knowledge</b>
Demonstrates knowledge of didactic learning strategies and how to accommodate developmental and individual differences 0    1    2    3    4    [N/O]

Never/Rarely = 0      Sometimes = 1      Often = 2      Almost Always = 3      Always = 4      No Opp. = [N/O]

<b>12B. Skills</b>
Applies teaching methods in multiple settings
0    1    2    3    4    [N/O]
<b>13. Supervision:</b> Supervision and training in the professional knowledge base of enhancing and monitoring professional functioning of others.
<b>13A. Supervision:</b> Supervision and training in the professional knowledge base of enhancing and monitoring professional functioning of others.
Understands the ethical, legal, and contextual issues of the supervisor role
0    1    2    3    4    [N/O]
<b>13B. Processes and Procedures</b>
Demonstrates knowledge of supervision models and practices; demonstrates knowledge of and effectively addresses limits of competency to supervise
0    1    2    3    4    [N/O]
<b>13C. Skills Development</b>
Engages in professional reflection about one's clinical relationships with supervisees, as well as supervisees' relationships with their clients
0    1    2    3    4    [N/O]
<b>13D. Supervisory Practices</b>
Provides effective supervised supervision to less advanced students, peers, or other service providers in typical cases appropriate to the service setting
0    1    2    3    4    [N/O]

**VI. SYSTEMS**

<b>14. Interdisciplinary Systems:</b> Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.
<b>14A. Knowledge of the Shared and Distinctive Contributions of Other Professions</b>
Demonstrates awareness of multiple and differing worldviews, roles, professional standards, and contributions across contexts and systems; demonstrates intermediate level knowledge of common and distinctive roles of other professionals
0    1    2    3    4    [N/O]
<b>14B. Functioning in Multidisciplinary and Interdisciplinary Contexts</b>
Demonstrates beginning, basic knowledge of and ability to display the skills that support effective interdisciplinary team functioning
0    1    2    3    4    [N/O]
<b>14C. Understands how Participation in Interdisciplinary Collaboration/Consultation Enhances Outcomes</b>
Participates in and initiates interdisciplinary collaboration/consultation directed toward shared goals
0    1    2    3    4    [N/O]
<b>14D. Respectful and Productive Relationships with Individuals from Other Professions</b>
Develops and maintains collaborative relationships over time despite differences
0    1    2    3    4    [N/O]

Never/Rarely = 0    Sometimes = 1    Often = 2    Almost Always = 3    Always = 4    No Opp. = [N/O]

<b>15. Management-Administration:</b> Manage the direct delivery of services (DDS) and/or the administration of organizations, programs, or agencies (OPA).					
<b>READINESS FOR ENTRY TO PRACTICE</b>					
<b>15A. Appraisal of Management and Leadership</b>					
Develops and offers constructive criticism and suggestions regarding management and leadership of organization					
0	1	2	3	4	[N/O]
<b>15B. Management</b>					
Participates in management of direct delivery of professional services; responds appropriately in management hierarchy					
0	1	2	3	4	[N/O]
<b>15C. Administration</b>					
Demonstrates emerging ability to participate in administration of a service delivery program					
0	1	2	3	4	[N/O]
<b>15D. Leadership</b>					
Participates in system change and management structure					
0	1	2	3	4	[N/O]
<b>16. Advocacy:</b> Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level.					
<b>16A. Empowerment</b>					
Intervenes with client to promote action on factors impacting development and functioning					
0	1	2	3	4	[N/O]
<b>16B. Systems Change</b>					
Promotes change at the level of institutions, community, or society					
0	1	2	3	4	[N/O]

COMMENTS:

APPENDIX C  
INTERNSHIP PLAN

## INTERNSHIP PLAN

Please use this form as guide to provide evidence of compliance with NASP standards and the goals and objectives of the school psychology training program at MSU.

Intern's Name:

Field Site Coordinator's Name:

School System or Agency:

Nature of Facility:

Mailing Address:

Phone Number:

Email Address:

Fax Number:

Field Supervisor's Name:

Hours per week of supervision:

Field supervisor's number of supervisees:

Duration of Internship Appointment:

Full-Time or Part-time:

Number of calendar days:

Number of Total Clock Hours:

Compensation:

A staff schedule, policies, and calendar will be provided on:

The policy for continuing education is:

The policy for mileage reimbursement is:

It is expected that the internship field site will provide opportunities for the intern to gain experience in a broad range of school psychological services including, but not limited to, the following: (Please specify the activities under each objective)

Objectives

1. Public school organization and operation:
2. Roles and functions of the school psychologist:
3. Effective utilization of community resources:
4. Communication and consultation skills:
5. Assessment of children's needs and utilization of eligibility criteria:
6. Development of strategies for remediation and intervention:
7. Research and evaluation:
8. Professional development and growth:
9. Ethical considerations and legal aspects in school psychology:

APPENDIX D  
LETTER OF AGREEMENT

## LETTER OF AGREEMENT

This document is an agreement between the College of Education at Mississippi State University, hereinafter known as the party of the first part, and \_\_\_\_\_ (the internship site supervisor or agency) hereinafter known as the party of the second part, concerning the placement of students in practicum situations.

The party of the second part agrees to accept students from the party of the first part upon recommendation of the Director of the School Psychology Program or other authorized personnel. Upon acceptance, the party of the second part agrees to the placement of school psychometrist/psychologist-in-training with a school psychology supervisor that meets or exceeds the requirements of the party of the first part. School psychology supervisors for the practicum sites must be a full-time employee, hold school psychology certification in the state of their employment, and have at least a specialist or equivalent or doctoral degree in the field of school psychology.

The party of the first part will have the option of recommending that prescribed school psychology supervisors not be assigned a school psychometrist/psychologist-in-training. Appropriate documentation, in writing to the appropriate individual/agency where the practicum is sponsored, must accompany any such recommendation. This recommendation can be made in cases where there is sufficient reason to believe that such assignment would result in poor professional experiences for both the school psychologist in training and the supervisor. Race, religion, handicap, or national origin will not be used for this request.

The party of the first part and the student trainee agree to furnish the representative of the party of the second part the necessary credentials to determine the student trainee's area(s) of academic competence and professional expertise. The party of the second part has the authority or not accepting a student in training when it is felt to be in the best interest of the student or the agency or when there is no appropriate supervisor available.

Both parties agree to promote the training objectives as outlined in the "NASP training guide for School Psychology." Should adverse situations arise concerning placement or supervision of a student in training, representatives of both parties will endeavor to find a mutually satisfactory resolution to the problem.

This Letter of Agreement will be in effect upon the signing by both parties until terminated by a written request from either party.

(Party of the First Part)  
Director, Programs in School Psychology

(Party of the Second Part)

Signatures:

\_\_\_\_\_  
Signature of Field Site Coordinator

\_\_\_\_\_  
Signature of Field Supervisor

\_\_\_\_\_  
Signature of Intern



## NEED FROM INTERNS

1. Vita of each supervisor.
2. Description of site & experiences to be provided.
  - A. Geographic location
  - B. Clients served (age, race, numbers)
  - C. Type of services provided (assessment - ID, LD, ADHD, etc.; consultation - parent, teacher, etc.)
3. Copy of contract for salary, reimbursement for travel, benefits, etc.
4. Name, address, phone of primary & secondary supervisors.
5. Tentative internship plan. To be developed with supervisor (including how to put together the required minimum 1200 hours required by *Standards for Graduate Preparation for School Psychologists*).
6. Agreement letter from site coordinator.
7. Evaluation to be done three times (e.g., Dec. 1, May 1, & at end of internship).
8. Logs as provided in log form. Send in every 2 weeks with supervisor's signature.

APPENDIX E  
LETTER OF INTEREST

## LETTER OF INTEREST

John Smith  
110 Oak Street  
Starkville, MS 39759

Dr. Clark Jones  
University of Tennessee Medical Center  
Child Development Clinic, Department of Pediatrics  
333 Third St.  
Memphis, TN 37207

Dr. Jones,

I am interested in applying for the school psychology internship position in Anywhere Town School District from August 1, 2019 to May 31, 2020. I will complete my course work and become eligible to begin an internship in June of 2019. I expect to graduate with an Educational Specialist with an emphasis in School Psychology in August of 2019.

As a third year Ed.S. student in school psychology at Mississippi State University, I am seeking an internship experience that will utilize and expand my knowledge and application of behavioral and social learning principles to child psychopathology, learning problems, and behavior problems. I believe the experiences offered by your school district closely match my professional and clinical interests and would offer excellent opportunities for me to increase my strengths in these areas. I have had training in applied behavior analysis, behavioral consultation, behavioral assessment, and psychoeducational assessment, curriculum-based assessment and measurement, response to intervention, academic and behavioral interventions, and school-wide positive behavioral supports. I have work experience, including interdisciplinary teaming, in both clinical and school settings.

I have worked over the past two years as an academic and behavior specialist at Starkville Public School District through an assistantship awarded to me by the school psychology program. Under the supervision of university and school-based faculty, I designed, implemented, and monitored behavioral interventions for children and adolescents with severe emotional, behavioral, and learning problems. You and I have met once before at NASP in Atlanta, GA and I hope to have further contact with you about the availability of the internship training at Anywhere Town School District.

Please send any information and application materials required for this internship to the above address. Should you have any questions, please contact me at (662) 555-5005. Thank you for your consideration.

Sincerely

John Smith, M.S.