

**School Psychology Program Internship Manual**

**2023-2024**

Revised 8.21.23

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# Description of Internship in School Psychology

The UConn School Psychology program requires a comprehensive, supervised, and carefully evaluated internship in school psychology that emphasizes providing breadth and quality of experiences, attainment of comprehensive school psychology competencies, and integration and application of the full range of domains of school psychology as outlined in our program competencies, which reflect the National Association of School Psychologists (NASP, 2010) standards. The primary goal of the internship is to promote future leaders in the field of school psychology who possess (a) a considerable professional knowledge base; (b) skills in implementing evidence-based practices designed to promote students' academic, social, emotional, and behavioral competencies; and (c) a commitment to research, ethical practice, and continual critical and reflective analyses. The internship experience adheres to the scientist-practitioner model that assumes that the effective practice of school psychology is based on knowledge gained from established methods of scientific inquiry.

The internship was designed to be in concert with the standards outlined by both the National Association of School Psychologists (NASP; 2010, 2014), the American Psychological Association (APA; 2015), and the Council of Directors of School Psychology Programs (CDSPP; 2017). The internship is the joint responsibility of the School Psychology Program and the participating internship field placements. The internship occurs at or near the end of the student's formal training period. The daily supervision of interns is conducted by approved field supervisors in concert with School Psychology Program faculty supervision. The field-based internship supervisors for master’s/sixth-year interns are certified school psychologists.

Supervisors must have at least 3 years of full-time experience working as a school psychologist or psychologist. The field-based internship supervisors are responsible for no more than two interns at any given time. The University of Connecticut internship supervisor is responsible for no more than 12 doctoral interns at a given time. The University-based supervisor (Internship Director) maintains an on-going relationship with field-based internship supervisors, with at least three scheduled contacts per year. In addition, interns are required to attend internship seminar meetings throughout the period of their internships either in person or via video conference (see Internship Syllabus).

The internship is the culminating experience of the student's program. It provides the student with a planned program of participation in educational settings and allows the opportunity to integrate course work, research, theory, and practical experiences in a supervised, applied setting. The internship experience is intended to ensure that students achieve proficiency in the following general areas: (1) assessment and data-based decision making; (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) supervision; (9) diversity in development and learning; (10) research and program evaluation; (11) legal and ethical practice; and (12) professionalism, communications, and interpersonal skills.

# Internship Eligibility Requirements

Internship contracts and internship agreements with field-based placements are contingent upon students meeting all following requirements prior to the start of internship. Students who do not meet the below requirements will not be allowed to begin internship.

1. Completed all required coursework with no remaining Incomplete courses.
2. Passed the *Master's Degree Qualifying Examination.*
3. Completed all practica requirements.
4. Passed the *Praxis-School Psychology* examination.
5. Passed the Pre-Internship Portfolio.
6. For doctoral students, successfully defended their dissertation proposals.

# Location of Internship

Students may elect to conduct their internship in another state. They should check with the intended state’s Department of Education and/or Department of Public Health to determine internship supervisor requirements as well as state licensure/certification requirements.

# Obtaining an Internship

The Internship Director will meet with all prospective interns in the fall prior to internship to review the application process and answer any questions.

## APPIC

It is recommended that doctoral students interested in an [APPIC internship](https://www.appic.org/) begin reviewing sites, drafting materials, and recruiting letter writers during the beginning of the fall semester of the year prior to internship, if not the summer or spring prior. The APPIC timeline is available [here](https://www.appic.org/internships/Match/About-The-APPIC-Match/APPIC-Match-Dates). Preparation for APPIC internships will be discussed in advanced practicum seminar; students are also encouraged to meet with the Internship Director to discuss their intention to apply to APPIC internship as soon as possible in the fall of the year prior to internship.

## Non-APPIC

The program has on-going relationships with several high-quality internship sites in CT and surrounding areas. The Internship Director will make these and other advertised internship sites available for students to apply to via a link provided in the weekly newsletter. The internship listings will be updated as new opportunities are available; it is the student’s responsibility to regularly check the internship listings and submit applications by stated due dates. Students who are interested in completing their internship outside of Connecticut should let the Internship Director know as soon as possible so they can assist in this process. **UConn School Psychology Students shall not to contact districts independently to set up internships without explicit permission from the Internship Director.**

# Internship Supervisor Qualifications

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## Appropriately Credentialed

Per NASP and APA accreditation requirements and Connecticut state laws, field-based supervisors must meet certain requirements to be considered appropriately credentialed for the jurisdiction in which the internship is located to serve as an internship supervisor.

* **For Master’s/6th year certificate students:** a credentialed school psychologist (or in a non-school setting, a psychologist credentialed for that setting) with at least 3 years of full-time experience working as a school psychologist are considered appropriately credentialed in all jurisdictions.
* **For PhD students**: a doctoral-level licensed psychologist, with at least 3 years of full-time experience working as a school psychologist or psychologist, are considered appropriately credentialed in most jurisdictions. If you choose an internship or intend to be licensed in a state outside of Connecticut, you should review state-specific statutes to ensure your internship meets the state’s requirements.

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## Appropriate Supervision Load

Field-based internship supervisors are responsible for no more than two interns at any given time.

## Appropriate Availability and Accessibility

Internship is the culminating comprehensive, *supervised* clinical training experience for school psychology students. For interns to receive adequate supervision,the School Psychology Program requires that there be an appropriately credentialed field-based supervisor with routine on-site availability and consistent accessibility each week to ensure interns always have access to adequate supervision.

## Able to Provide Sufficient Hours of Supervision

To successfully complete an internship, all interns must receive an average of at least 2 hours of face-to-face individual supervision per full-time week from their field-based supervisor.

In addition to the individual supervision, doctoral-level interns must spend at least two additional hours per week in group or individual supervision with an appropriately credentialed psychologist.

# Certification with a Deficiency

Internship is the culminating comprehensive, *supervised* clinical training experience for school psychology students. Interns should not be operating as independent school psychologists. As such, the School Psychology Program *very strongly discourages* students from seeking an internship that requires a “certification with a deficiency” as such positions often (a) do not meet the requirements related to appropriate supervisor availability and accessibility or sufficient hours of supervision and (b) lead to a number of ethical and legal issues including, but not limited to: autonomy and self-determination/informed consent (NASP I.1.3; APA 3.01), accepting responsibility for actions (NASP II.2.4, APA 2.05), supervision (NASP IV.4.2; APA 7.06), and competence (NASP II.1; APA 2). If you are considering taking a position that *requires* a certification with a deficiency, you must meet with the Internship Director and be able to demonstrate that (a) there is another appropriately credentialed school psychologist who is readily accessible for supervision 5 days per week, (b) there is another appropriately credentialed school psychologist who is readily available to take on cases or situations for which you are not competent or a parent/guardian chooses not to work with an intern, (c ) you will be appropriately presented as a “school psychology intern” in all verbal interactions and written documentation and (d) all requirements for internship will be met. Further, it is the interns’ responsibility to ensure that requirements for internship are consistently met throughout the internship and if there are concerns related to meeting requirements, it is the intern’s responsibility to alert the Internship Director and field-based supervisor immediately. If the internship does not meet requirements put forth by NASP and/or APA, the clinical placement may not meet criteria as an internship placement and the intern may need to make up internship hours at another site.

# Approval of Internship

Students must inform the Internship Director of all internship interviews and offers in writing (email is sufficient). The Internship Director shall approve all internship placements in writing (email is sufficient) prior to a student committing to a placement verbally or in writing. If after approval by the Internship Director, a student makes a written commitment to an internship site, they are ethically obligated to follow through and complete the field experience at that site, regardless if a more attractive alternative becomes available later. Often, internship offers will occur at different times throughout the winter and spring. Thus, students need to plan accordingly, and if there is a possibility that a student might accept a later offer, they must inform the potential supervisor of this possibility and not commit to a site in writing. Only in rare cases with extenuating circumstances will the Internship Director approve a student changing sites after a written commitment to a field site; the Internship Director must provide approval in writing to the intern.

## Unaccredited Internship Approval

Students applying for an unaccredited internship must work with the on-site supervisor and Internship Director to ensure that the internship experience will be of adequate quality and provide the appropriate breadth of experiences. Toward this end, the on-site supervisor must complete the *School Psychology Internship Characteristics Checklist, which includes NASP, APA, and CDSPP requirements* (see [Appendix A](https://docs.google.com/document/d/1ZsuTPX3zEc2SmPfEHfGLPxm3tiZ1F8Wsafhk1cNssiI/edit?usp=sharing)). The Internship Director must review the completed form and may need to talk with the on-site supervisor to ensure (a) the nature and appropriateness of the training activities, (b) the frequency and quality of supervision, (c) the credentials of the supervisor, (d) how the internship supervisor evaluates intern performance, (e) how the interns demonstrate competency at the appropriate level, and (f) how the internship site documents evaluation of the intern in their files.

All non-accredited internship sites will also need to complete a School Psychology Internship Contract, which is signed by the intern, field supervisor, an administrator, the Internship Director, and the Dean of the Neag School of Education.

## APPIC-member and APA-accredited Internship Approval

Doctoral students applying for APPIC internships that are not school-based need to meet NASP standards for certification as a school psychologist prior to internship (i.e., 600 hours in a school-based site above and beyond required practicum hours; note that the site must meet the NASP definition of school). Prior to submitting applications for APPIC internships that are not school-based, you must obtain written approval from the faculty member supervising Advanced Practicum indicating that you have sufficient school-based clinical hours (i.e., 600 hours in a school-based site above and beyond required practicum hours) to be eligible for certification as a school psychologist after internship. Most doctoral students will not have 600 school-based hours above and beyond the required practicum hours. As such, most doctoral students will be limited to applying to APPIC internships that are school-based, or have a school-based rotation. Doctoral students typically begin exploring potential internship sites the spring and summer before they apply. Most applications are due in early November. This means that personal essays, letters of recommendation, and the uniform application need to be completed by then. Interviews occur in December and early January if sites are interested in a student. The match date is in February. Students **must** accept a site if matched. If a student does not match, they can enter Phase II of the match to find an internship position.

It is expected that dissertation proposals will be successfully completed by the end of May, prior to the start of the internship. Please work with your supervisor to ensure that your dissertation proposal defense timeline will meet this expectation.

Note that APPIC is a clinical site matching service that has set [standards for member internships](https://www.appic.org/Internships/Internship-Membership-Criteria). Not all APPIC member internships are APA-accredited. APA-accredited internship programs have their own accreditation process and evaluation forms (non-accredited, APPIC member internships may as well). Regardless, the Internship Director will be in contact with the APPIC and APA-accredited on-site supervisor at least three times during the internship and the on-site supervisor will complete submit mid-year and end-of-year evaluations to the Internship Director. Interns completing APA-accreditedinternships are not required to complete the Internship Portfolio. Interns completing non-accredited APPIC-member internships are required to complete the Internship Portfolio.

Even though the Internship Director may approve internship applications before the dissertation proposal is completed, it does not absolve students of the responsibility of having their proposal by the end of the spring semester before internship.

# Full-Time Status as an Intern

The internship is the culminating clinical experience in the school psychology program, thus requiring dedication and complete attention as expected of full-time work in the field. Students are considered to have full-time commitments throughout the internship year (e.g., 5 days a week, 1500 hours over the year). As such, students are ineligible to hold a graduate assistantship position as this would conflict with the full-time status of internship.

The Provosts’ Office, Graduate School, and the Dean of the Neag School of Education have determined that school psychology interns, regardless of the availability of payment from the internship site, are eligible for the [Provost’s Professional Internship Program for Public Outreach, Service, and Engagement](https://policy.uconn.edu/2013/10/30/the-provosts-professional-intern-program-for-public-outreach-service-and-engagement/#:~:text=The%20Provost's%20Professional%20Internship%20Program%20for%20Public%20Outreach%2C%20Service%2C%20and%20Engagement,-Posted%20on%20October&text=Graduate%20students%20are%20often%20supported,tuition%20expenses%20for%20those%20students.). As such, school psychology interns receive both a tuition and health insurance subsidy during internship. Further, in some cases, students are able to arrange a contract for a position defined as “intern”, which consists of a collaborative agreement between UConn and a local agency (for employment definitions, see <http://policy.uconn.edu/2015/07/23/guideline-for-the-employment-of-graduate-students/>).

In addition, some students may be able to obtain a stipend directly from the local agency, and thus, would not have a specified contract through UConn. Students who are considering any other outside employment during the internship year must consult with their advisor and the Internship Director prior to engaging in these activities. Outside employment can be allowed as long as it does not occur during school hours and would not interfere with internship-related obligations (e.g., staying with a student in crisis, attending meetings) outside of school hours.

# Internship Contracts

Each internship site will complete a School Psychology Program Internship Contract, which outlines the requirements and responsibilities of the field-based site and the university. Immediately following a student’s acceptance of an internship offer, this contract will be signed by the intern, field-based supervisor and district/agency administrator, the Internship Director, and the Dean of the Neag School of Education.

# Professional Liability Insurance

As during practicum, UConn interns are covered under the university professional liability insurance policy; as such, there is no program requirement to purchase additional insurance.

# Calendar Followed during Internship

It is expected that interns will follow the calendar of the internship site, not the UConn academic calendar, regarding start and end dates, holidays, etc. Further, interns are expected to be at the internship site for all hours expected by the site (e.g., for the full contracted school day per field-supervisor contract). Following the UConn academic calendar or being on-site for less than the expected number of hours per day may result in an intern not obtaining sufficient numbers of clinical and supervision hours by the end of the internship. Note that 1500 hours is just over 8 hours per day for a 180-day school year.

# University Communication during Internship

During internship, all university communications will occur through the interns’ UConn email. As such, interns are expected to check their UConn email regularly and hold full responsibility for attending to important emails related to their internship, seminar, plans of study, graduation, etc.

# Registration for Internship Seminar

The internship seminar (EPSY 5491 for Master’s/6th year students, EPSY 6491 for PhD students) is a variable-credit course. As such, students may register for 3-6 credits per semester. Please be advised of the following when considering the number of credits in which to enroll:

If you would like to apply for Federal Direct Student Loans:

* Enroll in at least 5 credits per term.

If you have a contract for a position defined as “intern,”

* You must be enrolled in at least 6 credits per term.

Please work with your major advisor and the Internship Director to determine the appropriate number of credits to register for given your particular situation.

# Competencies to be Further Developed and Evaluated in Internship

Based on NASP (2020) and APA (2015) standards, interns are expected to complete activities to demonstrate competence across program goals, objectives, and competencies (see Appendix A of the School Psychology Program Handbook) in increasingly complex situations with a greater degree of independence than in pre-internship practica. Interns are expected to provide professional school psychology services that result in direct, measurable, and positive impact on children, families, schools, and other consumers. Required activities and artifacts for the Internship Portfolio are discussed by competency area.

## 1. Data-based Decision Making (NASP Domain 1; APA II.B.1.b; IR C-8.D.VI)

Interns are expected to engage in a wide range of assessment activities across a wide range of domains (e.g., academic, behavioral, and social-emotional) that require (a) selection and application of assessments, (b) interpretation of assessment results, and (c) communication, orally and in written documents, of the findings and implications of the assessment in an accurate and effective manner. Through these assessment activities, interns are expected to demonstrate competence across program competencies under Objective 1 Data-based Decision Making (see Appendix A of School Psychology Program Handbook).

Although no single situation will require all the assessment methods listed below, it is expected that interns will attain competency with all the methods by the end of the internship experience:

1. Review of records and other relevant permanent products (e.g., attendance, group achievement scores)
2. Administer, score, and interpret assessments pertinent to determining a student’s eligibility for special education. These assessments may occur within a Response to Intervention (RTI) framework or within the more traditional psychological assessment framework.
3. Evaluate students’ behavior functioning using functional behavior assessment (FBA) methods. Based on the results of the FBA, develop a behavior intervention plan.
4. Interview with teachers, parents, children/adolescents, and/or other relevant parties
5. Systematic direct observation of student in classroom and/or other relevant settings
6. Standardized intelligence testing
7. Standardized academic achievement
8. Curriculum-based assessment of academic achievement
9. Evaluation of student’s behavioral, social, and adaptive functioning by means of rating scales (e.g., BASC, CBCL, Vineland)

In addition, interns are expected to:

1. Develop data-based practical recommendations based on the assessment results.
2. Write comprehensive case reports.
3. Present the case reports at a team meeting of parents, teachers, and special education staff members.

Reports of at least two full psychoeducational evaluations shall be included in the Internship Portfolio.

## 2. Consultation and Collaboration (NASP Domain 2; APA II.B.1.b, IR C-8.D.IX)

Interns are expected to demonstrate competence across program competencies under Objective 2: Consultation and Collaboration (see Appendix A of School Psychology Program Handbook). In addition, interns are expected to demonstrate their knowledge of consultation models and practices in direct consultation with individuals and their families, other health-care professionals, interprofessional groups, or systems related to health and behavior.

Consultation shall involve:

1. Systematically applying the stages of problem-solving consultation approach.
2. Helping the consultee clearly identify problems and factors that might be contributing to the problem(s).
3. Developing consultation goals in collaboration with the consultee.
4. Developing and implementing a theoretically sound and practical intervention plan.
5. Evaluating the outcomes of and the consultee's satisfaction with consultation, and if
6. necessary adapting the intervention plan.
7. Communicating with others during design, implementation, and evaluation of the

consultation case appropriately (e.g., used active listening and expressed empathy;limited the length and number of tangential discussions; summarized the important points; conducted the meetings at an appropriate tempo; avoided speaking too much or too little.)

A report of one consultation case shall be included in the Internship Portfolio.

## 3. Academic Interventions and Instructional Supports (NASP Domain 3; APA II.B.1.b, IR C-8.D.VII)

Interns are expected to engage in a wide range of intervention activities to improve students’ academic outcomes that are (a) based on available assessment data, (b) empirically based and practical, and (c) formatively evaluated. Through these intervention activities, interns are expected to demonstrate competence across program competencies under Objective 3: Academic Interventions and Instructional Supports (see Appendix A of School Psychology Program Handbook).

Although no single situation will require all the intervention approaches listed below, it is expected that the intern will attain competency with all the methods by the end of the internship experience:

1. Assessing the student's problems and the relevant context of the academic problems, and identifying the student's strengths.
2. Identifying an empirically supported, appropriate, and practical intervention plan in one or more academic areas such as:
   1. Reading (basic skills, fluency, comprehension)
   2. Mathematics (calculation, problem solving)
   3. Written expression
   4. Oral expression
   5. Listening comprehension
3. Formatively evaluating the outcomes of the intervention through multiple measures and multiple sources, and, if necessary, revising the plan.
4. Documenting the intervention outcomes by data (e.g., pre and post tests, improvement in learning, skills demonstrated, etc.).

A report of one academic intervention case shall be included in the Internship Portfolio.

## 4. Mental and Behavioral Health Services and Interventions (NASP Domain 3; APA II.B.1.b, IR C-8.D.VII)

Interns are expected to engage in a wide range of intervention activities to improve students’ behavioral, mental health, social, and life skills outcomes that are (a) based on available assessment data, (b) empirically based and practical, and (c) formatively evaluated. Through these intervention activities, interns are expected to demonstrate competence across program competencies under Objective 4: Mental and Behavioral Health Services and Interventions (see Appendix A of School Psychology Program Handbook).

Although no single situation will require all the intervention approaches listed below, it is expected that the intern will attain competency with all the methods by the end of the internship experience:

1. Assessing the student's problems and the relevant context of the problems, and identifying the student's strengths.
2. Identifying an empirically supported, appropriate, and practical intervention plan:
   1. Counseling: Developing counseling goals for the student in collaboration with students and relevant others. Developing and implementing a theoretically sound and practical counseling plan for the student(s) that is evidence-based and data-driven.
   2. Behavior intervention plan: Identifying the antecedents and consequences of problem behavior, developing hypotheses regarding the function of problem behavior, developing and implementing a comprehensive, function-aligned behavior intervention plan.
   3. School-wide or small group behavior supports: Identifying the students, locations, etc. in need of behavioral support; developing and implementing feasible supports to address the identified needs.
3. Formatively evaluating the outcomes of the intervention through multiple measures and multiple sources, and, if necessary, revising the plan.
4. Documenting the intervention outcomes by data (e.g., pre and post tests, improvement in learning, social interaction, decreased calling out, etc.).

A report of one behavior intervention case shall be included in the Internship Portfolio.

## 5. School-wide Practices to Promote Learning (NASP Domain 5; APA Program-Defined Competency)

Interns are expected to engage in school-wide intervention activities to promote all students’ learning through addressing behavioral, social, and/or academic outcomes that are (a) based on available assessment data, (b) empirically based and practical, and (c) formatively evaluated.

Interns are expected to be involved with the evaluation of at least one school-wide program that promotes students’ learning. Intern activities should encompass:

1. Identifying a school-wide practice or program
2. Evaluating available data regarding implementation and outcomes
3. Identifying areas in need of improvement
4. Making specific, feasible, practical, and evidence- or theory-based recommendations for improvement.

A report of the evaluation of one school-wide prevention or early intervention practice or program shall be included in the Internship Portfolio.

## 6. Services to Promote Safe and Supportive Schools (NASP Domain 6; APA Program-Defined Competency)

Interns are expected to become familiar with the prevention programs conducted in the internship site, including (a) school-wide, grade-level, or classroom-level prevention programs, and (b) procedures for crisis intervention and prevention in the school system.

Interns are expected to be involved with (a) committee(s) dedicated to prevention or responsive services, (b) parent/teacher training, and/or (c) crisis prevention and intervention, as available. Through their involvement or their own initiative in collaboration with their supervisor they may:

1. Identify a service delivery or training need
2. Set or modify program/training goals
3. Design or redesign a prevention program / training
4. Evaluate the program’s / training’s implementation and outcomes

## 7. Family, School, and Community Collaboration (NASP Domain 7; APA II.B.1b, IR C-8.D.IX)

Interns are expected to demonstrate knowledge and skills to (a) increase collaboration among guardians, educators, and other stakeholders and (b) implement and evaluate evidence-based practices that support positive family functioning and promote children’s development to improve student outcomes. This may include application of conjoint behavioral consultation, increasing home-school communication, or providing parent training to increase consistency in intervention delivery.

## 8. Supervision (NASP Domain 10; APA II.B.1.b, IR C-8.D.VIII)

Interns are expected to apply their knowledge of supervision models and practices in direct or simulated supervision of practicum students, or paraeducators with whom they work and supervise at their internship site.

## 9. Equitable Practices for Diverse Student Populations (NASP Domain 8; APA II.B.1.b, IR C-8.D.III)

Interns are expected to demonstrate competence across program competencies under Objective 9: Equitable Practices for Diverse Student Populations (see Appendix A of School Psychology Program Handbook). In addition, interns are expected to demonstrate the ability to independently apply their knowledge and demonstrate effectiveness in working with the range of diverse individuals and groups encountered during internship. Interns are expected to demonstrate multicultural competencies in all aspects of their internship experiences, including assessment, intervention, counseling, prevention and consultation. The culturally competent school psychologist can sensitively deliver services to students and parents from diverse cultural, racial, and linguistic backgrounds. The three broad-based areas of multicultural competencies include: (a) attitudes and beliefs, (b) knowledge, and (c) skills. The ability to apply knowledge and skills in working with diverse individuals and groups must be reflected in materials submitted as part of the Internship Portfolio.

***10. Research and Evidence-based Practice*** (NASP Domain 9; APA II.B.1.b, IR C-8.D.I)

Interns are expected to demonstrate the substantially independent ability to critically evaluate and disseminate research or other scholarly activities (e.g., case conference, presentation, publications) at the local (including the host institution), regional, or national level. At a minimum, interns are expected to (a) share their knowledge about empirically-supported practices through presentations, handouts for parents and staff, and other means, and (b) be involved in evaluating the implementation and outcomes of at least one prevention or intervention program.

## 11. Legal, Ethical, and Professional Practice (NASP Domain 10; APA II.B.1.b; IR C-8.D.II)

Interns are expected to demonstrate competence across program competencies under Objective 11: Legal, Ethical, and Professional Practice (see Appendix A of School Psychology Program Handbook). As such, interns are expected to demonstrate knowledge of and consistent adherence to the ethical standards established by the National Association of School Psychologists and the American Psychological Association and state and federal laws relevant to school psychology practice. Interns are expected to recognize ethical dilemmas when they arise and apply decision-making processes to solve dilemmas. Students shall demonstrate sensitivity to possible biases (e.g., cognitive, ethnic, racial, sexual) and conduct themselves in an ethical manner at all times.

## 12. Professionalism, Communications, and Interpersonal Skills (NASP Domain 10; APA II.B.1.b; IR C-8.D.IV,IR C-8.D.V, )

Interns are expected to demonstrate competence across program competencies under Objective 12: Professionalism, Communications, and Interpersonal Skills (see Appendix A of School Psychology Program Handbook).Interns are expected to demonstrate commitment to the profession of school psychology and comport themselves in a professional manner. This includes, but is not limited to (a) engaging in self-reflection regarding one’s personal and professional functioning, seeking out professional development opportunities; (b) seeking and being responsive to supervisor feedback and supervision; (c) developing effective relationships with a wide range of individuals (e.g., colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services); (d) demonstrating effective interpersonal skills; (e) producing oral, nonverbal and written communications that are informative and well-integrated; (f) demonstrating consistent punctuality and attendance across all activities; and (g) engaging in consistent self-care, maintaining well-being and demonstrating professional appearance and demeanor across all activities at which you represent the graduate program.

# University/Site Contacts

During the internship year, a minimum of three formal contacts between the university supervisor, the field supervisor, and the intern will occur during the school year to discuss the intern’s progress. In addition, the Internship Director, site-based supervisor, and intern will communicate via email and telephone on an ongoing basis to address needs as they arise.

During the first contact, which will occur during the beginning of the fall semester, the requirements for internship and the UConn School Psychology competencies will be discussed. An *Internship Training and Supervision Plan* [(Appendix C)](https://docs.google.com/document/d/1PSdc0TaycNf-ZT1cSdm0w_e9oVB0yjLIf6CqUF0m3WM/edit?usp=sharing) must be completed either prior to or during this meeting.

At the second contact, which will occur at the beginning of the spring semester, the intern’s progress relative to training goals will be discussed. If deficiencies are noted with respect to the internship setting or intern’s progress, a plan will be developed to address the deficiencies. At the third contact, the Internship Director and the site-based supervisor will determine whether the intern attained the competency level needed to function independently as a school psychologist. **If the intern has not attained competency in one or more areas, they may be required to complete additional internship hours.**

# Internship Requirements and Evaluation

Although internships are highly individualized with respect to the type of population that may be served as well as the nature of the services that are to be provided, some requirements apply to all internships. These requirements include systematic and comprehensive assessment to ensure that interns demonstrate professional work characteristics and attain competencies needed for effective practice as school psychologists. In addition to the evaluations of interns, internship sites are also evaluated. The overarching purpose of the school psychology internship requirements and evaluation system is to provide data so that judgments can be made about different elements of the internship program. The obtained data are used to assess the intern’s progress and to further develop and improve the internship program and the overall school psychology program at UConn. The requirements and evaluations include the following:

## Group Supervision Seminar Meetings

During the internship, interns are required to attend internship group supervision seminars either in person or via video conference. Internship group supervision seminar will meet approximately six times per semester (see syllabus for exact dates). These class meetings will be devoted to clinical supervision and issues relevant to students' placement sites (e.g., individual cases, assessment issues, interventions, and district and school policies). In addition, advanced topics will be presented to prompt discussion and further extend interns’ professional development.

## Required Internship Hours & Hours Logs

### Required Internship Hours

**All interns must complete 1500 hours of internship** across 1 year full-time or 2 years part-time. Of these 1500 hours, **600 hours must be in a school-based setting** (unless on an approved APA/APPIC internship, see above) and **375 hours must be direct client /consultee contact**.

**All interns must receive an average of at least 2 hours of face-to-face individual supervision per full-time week from their field-based supervisor.**

In addition to the individual supervision, **doctoral-level interns spend at least two additional hours per week in group or individual supervision** with a certified school psychologist or licensed psychologist.

### Internship Hours Logs

Interns must maintain an internship hours log that succinctly and accurately describes all the activities they perform throughout their internships. **At the end of each month,** the intern will sign and date the log and submit it to the site supervisor and Internship Director for review and signature via DocHub or similar platform. Once signed, the intern is responsible for uploading the signed hours log to Husky CT. Interns must keep a copy of their logs for their records. Throughout the internship, interns must document their activities and maintain records of the supervision they receive. To pass internship, interns must meet the hours requirements outlined above. If there is any concern about not meeting the hours requirements overall or in a specific area (e.g., supervision, direct contact), contact the Internship Director immediately.

## Internship Portfolio (required for non-APA/APPIC internships only)

Internship is the culminating experience of graduate study in school psychology. As such, one of the main internship completion requirements is the creation of a portfolio in which students demonstrate their ability to integrate knowledge and professional skills while delivering a range of services to children, families, and schools. This portfolio consists of a minimum of 10 artifacts, which are representative of the nature and quality of the work completed during internship and demonstrate students’ competence across the School Psychology Program Objectives and NASP (2010) domains. It is submitted for review by the Internship Director during the internship year. The following six artifacts are required of all students: (a) two psychoeducational reports, (b) one academic case study, (c) one behavioral case study, (d) one consultation case study, and (e) one systems/prevention project. Additional artifacts may be required to demonstrate competence of all program objectives. Further details regarding the (a) portfolio (i.e., purpose, content, structure, review policies and timeline), (b) paperwork, and (c) additional documents, are available in the *Internship Portfolio Manual.* **To pass internship, interns on non-APA-accredited internships must meet the Portfolio requirements at the end of year review - all artifacts rated as 3-Distinguished. In the unlikely event that a student does not meet the portfolio requirement in May, a meeting with the Internship Director, student, and the student’s major advisor will be convened immediately.**

## Field-based Supervisor Evaluations & Intern Self-evaluations

At two times during the internship experience, field-based supervisors and interns will be emailed evaluations to complete.

The field supervisor shall complete the *“*School Psychology Field Evaluation: Internship” questionnaire two times during the internship experience: immediately prior to the end of the fall semester and during May of the spring semester. This evaluation will provide data on the intern’s progress with respect to important school psychology knowledge and skills.

The intern shall complete the “School Psychology Field Evaluation: Interns” questionnaire two times during the internship experience: immediately prior to the end of the fall semester and during May of the spring semester. This evaluation will provide data on the intern’s perception of (a) their progress with respect to important school psychology knowledge and skills and (b) the quality of the internship site’s training offerings and supervision

**To pass internship, interns must receive an “overall” rating of 4 or higher on the end-of-year evaluation and all competencies must be rated 4 or higher. If there is any concern about not achieving such ratings, contact the Internship Director immediately.**

# Certificate of Completion

Upon successful completion of the internship, the Internship Director will provide interns with a UConn Statement of Internship Completion. This statement will include, (a) the aggregate number of hours of work that were performed during the internship, (b) name and location of the site where the internship occurred, (c) the dates of initiation and completion, (d) the name of the site supervisor, (e) the state in which the site supervisor holds certification/licensure, (f) the name and state of certification/licensure of the university supervisor, (g) indication that two or more hours of on-site supervision occurred during each week of internship, and (h) indicate that the intern completed the terms of his/her contract and behaved in an ethical and professional way.

# Certification

The Office of the Dean in the Neag School of Education will process all requests for Connecticut certification as a school psychologist at one time. Typically, students will receive an email from the Program Director and/or a program Graduate Assistant asking for the information the Dean’s office requires to complete the ED 170-A. Please respond to this email thoroughly and promptly. Students applying for certification outside of Connecticut should determine what paperwork is needed and work with their advisor, the Internship Director, and the Program Director to obtain the necessary signatures, letters, and other information. NASP maintains a list of links to each state’s requirements for certification here: <http://www.nasponline.org/standards-and-certification/state-school-psychology-credentialing-requirements>

# Licensure

Doctoral students who plan to obtain licensure as a psychologist in Connecticut must meet state-level requirements including (a) completion of 1-year of post-doctoral, supervised practice;(b) pass the Examination for Professional Practice in Psychology (EPPP); (c ) pass the Connecticut Jurisprudence Examination. See all requirements and associated application forms on the Connecticut Department of Public Health website: <https://portal.ct.gov/DPH/Practitioner-Licensing--Investigations/Psychology/Psychologist-Licensure-Requirements> . Students who plan to obtain licensure as a psychologist in a state other than Connecticut should carefully review the state’s requirements. NASP maintains a list of links to each state’s requirements for licensure here: <http://www.nasponline.org/standards-and-certification/state-school-psychology-credentialing-requirements>

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