

Indiana University of Pennsylvania (IUP) Internship Site Requirements

Here at IUP in the Department of Educational and School Psychology we believe that our students have basic assessment and consultation skills when they begin internship. The purpose of the internship is to refine and expand their skills so that they possess the competencies required for entry into the profession when they have completed the field experience. The internship should be structured to lead to competent practice through advice and feedback, behavior modeling opportunities, and a variety of supervised experiences. Student exposure to a broad range of roles is most meaningful when these experiences involve a variety of special and regular education children of various ages.

Supervision should be more intensive during the early stages of the internship and reduced gradually as the student demonstrates readiness for more independent functioning. The movement toward independent performance should be advanced or delayed in relation to the intern's professional growth during the year. Interns are expected to return to campus one day every other month to review their progress with the university supervisor and to attend an internship meeting.

We expect that the intern will provide services to assist in meeting your program needs during the school year. However, it is important that these services do not compromise the goal of providing a diversified, well-rounded supervised experience to the intern. The following outline of activities should be included in the internship experience with your program. These activities are in addition to those usual school psychological services provided by your program and attend to the intern's needs for training and experience. Please note that, even if an intern receives a stipend, (his or her) training needs remain primary.

Observation of classroom teaching: During the school year, the intern should have the opportunity to observe at all levels of regular classroom instruction. This requirement is intended to include secondary as well as elementary opportunities.

Observation of special education facilities: The intern should become acquainted with all special education programs and facilities in the school district during the first semester.

Work with diverse populations: To the greatest extent possible, the intern should have the opportunity to work with multicultural populations.

In-service Education: Since the intern's experience is limited in this area, (he or she) should have an opportunity to participate in the in-service education program provided by the school psychology services in the school district.

Research: The intern is required to carry out a small research project of importance to the school district and/or I.U. The project is to have prior approval of the field supervisor and university supervisor.

Team Problem Solving: Inclusion in school teams, such as Child Study Teams as appropriate, is an integral part of the intern's training.

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Consultation with parents and teachers: The intern's activities in this area should emphasize refinement of skills rather than extensiveness of experience.

Personality assessment and development of behavior management plans: The intern has been introduced to this process and should be given the opportunity to refine these skills.

Counseling: Opportunities to practice short term, goal oriented, student and family counseling for school related problems should be provided.

Awareness of social agencies: The intern should have opportunities to become aware of the various social service agencies in the district and the role and function of the agencies in relation to the schools.

It is expected that the intern's skills will be observed by the supervising school psychologist during his initial involvement in an activity, and when ready, (he or she) will perform the skills independently.

To facilitate monitoring of these skills and learning activities, the intern will:

1. Maintain a daily log of activities, (one copy of the log sent to IUP at the end of each month), which shows meetings with the site supervisor of at least two (2) hours per week.
2. Communicate with the university supervisor on a regularly scheduled basis during the school year.
3. Complete a semester report at the end of the first semester (to be filed with the university supervisor).
4. Prepare an evaluation of the internship experience at the end of the year (to be submitted to the university supervisor).

The site will support the intern, at a minimum, through provision of secretarial services and mileage for travel from central office to school and between schools, when possible. See the attached page for specifics of schedule and stipend agreements.

In addition, it is expected that the intern will be permitted to attend state school psychology association meetings. Awareness of professional organizations and involvement in activities of state and national associations of the profession are considered part of professional development. School Psychology conferences are viewed as one avenue of introducing the school psychology intern to this aspect of professional development.

The University faculty supervisor will remain available to both the site supervisor and the intern to assist, as needed, with the internship experience. Internship field supervisors will be notified of the assigned faculty supervisor at the beginning of each internship semester. Please contact me at any time with questions or suggestions at 724-357-4757 or lblack@iup.edu.