

Indiana University of Pennsylvania
Department of Educational and School Psychology
Internship in School Psychology

Certification Internship Requirements

The certification internship (EDSP 852) consists of six credits taken over two consecutive terms, which are typically taken immediately after the student's last term of coursework. All of the following provisions must be in place before a student may begin an internship, including the registration for internship credits. For the purposes of these guidelines, the term "agency" refers to the school district or other agency in which the internship will take place.

1. Signed Agreement

The designated IUP official and an agency functionary who has signatory authority must sign an official IUP Internship Agreement. If the internship host agency requires its own agreement or wishes to alter the IUP agreement, procedures for approval of these changes must be followed before signatures can be affixed. Internship agreements are typically in effect for five years. It is permissible for a signed agreement to be in effect for more than one IUP student within the period of coverage.

2. Approved Internship Supervisor

The internship supervisor must meet the following criteria:

- a. work as an employee of the host agency;
- b. have a minimum of one year of experience in the host agency;
- c. be certified as a school psychologist in the state where the internship will take place;
- d. have a minimum of three years of experience as a school psychologist in the state in which the supervisor is practicing (or three years of experience with the NCSP credential);
- e. have overall responsibility for the school psychological services provided by the intern;
- f. develop with the intern goals to be achieved during supervision;
- g. be accessible to the intern for consultation and to the clients of the intern to answer questions and respond to concerns;
- h. use appropriate methods of supervision, including observations and review of audio- or video-recordings, and review of reports, at the discretion of the supervisor;
- i. provide two hours per week of face-to-face supervision to the intern;
- j. be authorized to terminate services provided by the intern to a client and if necessary, terminate the supervisory relationship;
- k. have access to educational records of the intern's clients;
- l. provide an evaluation to the IUP Certification Program in School Psychology of the intern's performance at the end of each academic term during which the internship is in effect;
- m. countersign reports that are authored by the intern. If only multi-disciplinary reports are used, the supervisory relationship between the intern and the supervisor should be annotated on the report.

3. Registration

The student should register for the certification internship (EDSP 852) only after all of the aforementioned procedures have been completed and the documentation provided to the internship coordinator. Typically the student registers for three credits of EDSP 852 in the fall term immediately following the completion of their coursework, followed by three additional credits in the immediately following spring term. A total of 1200 clock hours of internship are required. Students are generally expected to complete these hours during the two terms during which credits are taken. However, the student will be allowed to continue to accrue hours and complete required internship activities beyond the second (spring) term if internship hours and/or tasks are not complete.

All internship hours and activities must be completed within one year of the first internship term. For example, if the internship began in fall term, all activities and hours must be completed by the end of the fall term that occurs one year from the original term. Failure to complete all hours and activities by that date will result in an F grade and a requirement to take another three credits of EDSP 852. In the event of unusual circumstances, the faculty member in charge of that section of internship may request an extension for the student with the Registrar. Students who desire to complete the doctoral internship on a part-time basis must request permission to do so from the School Psychology Committee. No more than 24 months would be allowed for the completion of a part-time internship. If approved, the sequence of internship requirements and the scheduling of credits may be altered.

4. Internship Logs

The intern is required to submit logs on a monthly basis to the faculty member who is responsible for the intern's section of EDSP 852, according to the prevailing format and instructions for submission.

5. Electronic Portfolio

The intern is required to submit reports identified on the Internship Electronic Portfolio Requirements to the faculty member who is responsible for the intern's section of EDSP 852, according to the prevailing format and instructions for submission.

6. Internship Supervisor's Evaluation

The internship coordinator will disseminate evaluation forms to the internship supervisors in each fall and spring term during which the student is serving the internship, including any terms that go beyond the original two credit-bearing terms. Evaluation forms may also be disseminated during any summer term during which internship hours are being accrued, as per the discretion of the internship coordinator, or upon request of the supervising faculty member.



Name: _____

**Indiana University of Pennsylvania
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Certification Internship in School Psychology

Electronic Portfolio Requirements

Internship Activities: In partial fulfillment of the requirements for the certification program in school psychology at Indiana University of Pennsylvania (IUP), students are required to engage in the following activities during their 1200-hour certification internship:

| Check for Completion | NASP Standard | Activity | Electronic Portfolio Products | Quality Indicators |
|----------------------|---------------|--|--|---|
| | 2.1 | 1. Conduct evaluations of students with disabilities. | Electronic portfolio should include one redacted evaluation report. | Ratings of the thoroughness of the evaluation: <ul style="list-style-type: none"> • Intern: Rating of his/her performance on a Likert scale. • Supervisor: Rating of intern's performance on a Likert scale. • Faculty: Rating of student performance on a Likert scale. |
| | 2.2 | 2. Participate in consultation and collaboration with teachers, administrators, and/or other service providers. | Electronic portfolio should include a reflection paper describing the intern's engagement in consultation. | Ratings of consultation effectiveness: <ul style="list-style-type: none"> • Intern: Student will rate his/her perceptions of effectiveness on a Likert scale. • Supervisor: District administrator or internship supervisor's appraisal of student's effectiveness on a Likert scale. • Faculty: Review of final report on a Likert-scale. |
| | 2.3 | 3. Develop an academic intervention and assess the student's response to intervention (RTI). | Electronic portfolio should include a redacted report describing the intervention and data documenting student progress. | Ratings of intervention effectiveness: <ul style="list-style-type: none"> • Intern: Rating of his/her ability to make critical decisions during the intervention implementation on a Likert scale. • Supervisor: Intern's rating of the child/adolescent's progress on a Likert scale. • Faculty: Rating of the child/adolescent's progress during the intervention on a Likert scale. |

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| | 2.4 | 4. Conduct a functional behavioral assessment (FBA), design a behavioral intervention plan (BIP), and track progress. | Electronic portfolio should include a report of the FBA and the BIP. The portfolio must also document of student progress. | Ratings of intervention effectiveness: <ul style="list-style-type: none"> • Intern: Rating of his/her ability to make critical decisions during the intervention implementation on a Likert scale. • Supervisor: Intern's rating of the child/adolescent's progress on a Likert scale. • Faculty: Rating of the child/adolescent's progress during the intervention on a Likert scale. |
| | 2.5 | 5. Participate in school-wide practices to promote learning. | Electronic portfolio should include a reflection paper summarizing the intern's participation in school-wide practices to promote learning. | Ratings of participation in school-wide practices to promote learning: <ul style="list-style-type: none"> • Intern: Self-rating of involvement on a Likert scale. • Supervisor/Administrator: Rating of the student's involvement on a Likert scale. • Faculty: Rating of family-school collaboration documentation on a Likert-scale. |
| | 2.6 | 6. Engage in counseling sessions with identified student(s) (specify individual and/or group format). | Electronic portfolio should include a treatment plan summarizing the individual(s) and/or group plan and progress. | Ratings of counseling effectiveness: <ul style="list-style-type: none"> • Intern: Rating of his/her ability to provide counseling services on a Likert scale. • Supervisor: Co-facilitator's or intern's rating of the child/adolescent's progress on a Likert scale. • Faculty: Rating of the child/adolescent's progress in counseling on a Likert scale. |
| | 2.7 | 7. Participate in family-school collaboration initiatives. | Electronic portfolio should include a reflection paper summarizing the participation in family-school collaboration initiatives. | Ratings of participation in family-school collaboration: <ul style="list-style-type: none"> • Intern: Self-rating of involvement on a Likert scale. • Supervisor/Administrator: Rating of the student's involvement on a Likert scale. • Faculty: Rating of family-school collaboration documentation on a Likert-scale. |
| | 2.8 | 8. Experience with learners from diverse developmental, cultural, and ethnic backgrounds in direct service delivery of school psychological services. | Logs should include frequency data of direct service delivery with learners from diverse developmental, cultural, and ethnic backgrounds. | Ratings of experiences with learners from diverse developmental, cultural, and ethnic backgrounds. <ul style="list-style-type: none"> • Intern: Self-rating of experiences on a Likert scale. • Supervisor/Administrator: Rating of the intern's experiences on a Likert scale. • Faculty: Rating of experiences according to the frequency data on a Likert-scale. |

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| | 2.9 | 9. Research a low incidence disability and evidence-based interventions used with individuals with the disability. | Electronic portfolio should include a paper summarizing the research. Electronic portfolio should also demonstrate inclusion of the research into an evaluation and/or intervention. | Ratings of research thoroughness and incorporation into an evaluation and/or intervention: <ul style="list-style-type: none"> • Intern: Self-rating of thoroughness and incorporation of the research on a Likert scale. • Supervisor/Administrator: Rating of the thoroughness and incorporation of the research on a Likert scale. • Faculty: Rating of final report and incorporation of the research on a Likert-scale. |
| | 2.10 | 10. Demonstration of legal, ethical, and professional practice. | Electronic portfolio should include a reflection paper summarizing a challenging ethical/legal/professional practice dilemma the intern faced with a description of the problem solving steps taken. | Ratings of problem solving steps taken in a legal/ethical/professional practice situation: <ul style="list-style-type: none"> • Intern: Self-rating of problem solving steps taken in a legal/ethical/professional practice situation on a Likert scale. • Supervisor/Administrator: Rating of the problem solving steps taken in a legal/ethical/professional practice situation on a Likert scale. • Faculty: Rating of final report of problem solving steps taken in a legal/ethical/professional practice on a Likert-scale. |