



NASP Standard IX Reference:

http://www.nasponline.org/standards/2010standards/1_Graduate_Preparation.pdf

STANDARD IX - PRACTICA AND INTERNSHIP IN SCHOOL PSYCHOLOGY

During systematic, comprehensive practica and internship experiences consistent with its goals and objectives, the school psychology program ensures that all candidates demonstrate application of knowledge and professional skills in relevant settings and under conditions of appropriate supervision, evaluation, and support. The school psychology program's practica and internship develop and enhance candidates' skills and professional characteristics needed for effective school psychology service delivery; integration of competencies across the Standards of professional preparation and practice outlined in Standards and elements II-VIII; and direct, measurable, positive impact on children, families, schools, and other consumers.

Element 9.1 – Practica: The school psychology program requires supervised practica experiences that are completed for academic credit or otherwise documented by the institution. Practica are distinct from, precede, and prepare candidates for the school psychology internship and include specific, required activities and systematic development and evaluation of skills that are consistent with goals of the program, emphasize human diversity, and are completed in settings relevant to program objectives for development of candidate skills. Practica require direct oversight by the program to ensure appropriateness of the placement, activities, supervision, and collaboration with the placement sites and practicum supervisors, as well as close supervision of candidates by program faculty and qualified practicum supervisors, including appropriate performance-based evaluation, to ensure that candidates are developing professional work characteristics and designated competencies.

Element 9.2 – Internship: The school psychology program requires a comprehensive, supervised, and carefully evaluated internship in school psychology that represents a culminating experience in the program's course of study and is completed for academic credit or otherwise documented by the institution. The internship has a primary emphasis on providing breadth and quality of experiences, attainment of comprehensive school psychology competencies, and integration and application of the full range of school psychology. The internship

requires completion of activities and attainment of school psychology competencies that are consistent with the goals and objectives of the program and emphasize human diversity, and provision of professional school psychology services that result in direct, measurable, and positive impact on children, families, schools, and/or other consumers. The internship includes inclusion of both formative and summative performance-based evaluations of interns that are completed by both program faculty and field-based supervisors, are systematic and comprehensive, and ensure that interns demonstrate professional work characteristics and attain competencies needed for effective practice as school psychologists.

Element 9.3 – Internship Hours: The school psychology program requires that the internship be completed for a sufficient time period and in appropriate settings to achieve program objectives. The internship requires a minimum of 1200 clock hours for specialist-level interns and 1500 clock hours for doctoral-level interns, including a minimum of 600 hours of the internship completed in a *school setting*. The internship requires a minimum of one academic year for internship, completed on a full-time basis over one year or at least a half-time basis over two consecutive years; and completion in settings relevant to program objectives for candidate competencies. The internship requires direct oversight by the program to ensure appropriateness of the placement, activities, supervision, and collaboration with the placement sites and intern supervisors.

Element 9.4 – Intern Supervision: The school psychology program requires that each intern receive appropriate and regularly scheduled field-based supervision. Field supervision is provided from a school psychologist holding the appropriate state school psychologist credential for practice in a school setting (If a portion of the internship is conducted in a another setting, as noted in Element 8.3, provision of field supervision from a psychologist holding the appropriate state psychology credential for practice in the internship setting). The internship requires an average of at least two hours of field-based supervision per full-time week or the equivalent for part-time placements, and preponderance of field-based supervision provided on at least a weekly, individual, face-to-face basis, with structured mentoring and evaluation that focus on the intern's attainment of competencies.

Element 9.5 – Internship Site Agreements: The school psychology internship represents a collaboration between the school psychology program and internship placement agency that is consistent with program goals and assures attainment of competencies by interns. The internship requires a written plan specifying collaborative responsibilities of the school psychology program and internship site in providing supervision and support and ensuring that internship objectives are achieved. The internship includes formative and summative performance-based evaluation of intern performance by program faculty and field-based supervisors and systematic, clearly articulated methods by which concerns about intern performance and attainment of competencies may be

addressed. Appropriate support for the internship by the placement agency is provided, including (a) commitment to the internship as a diversified *learning* experience for a candidate in a graduate school psychology program and opportunities for the intern to attain professional competencies through carefully supervised activities; (b) a written agreement that specifies the period of appointment and any terms of compensation for the intern and released time for the field based supervisor; (c) expense reimbursement, a safe and secure work environment, adequate office space, and support services for the intern consistent with that afforded agency school psychologists; and (d) provision for the intern's participation in continuing professional development activities.

Element 9.6 – Integration of Skills: The school psychology program employs a systematic, valid process in which program faculty ensure that interns, during their culminating internship experience, demonstrate competencies to begin effective practice as school psychologists. The program includes the integration of elements of knowledge and application of professional skills in school psychology for delivering a comprehensive range of services; and effective school psychology service delivery evidenced by direct, measurable, positive impact on children, families, schools, and other consumers.