

**ACADEMIC YEAR \_\_\_\_\_**  
**DEPARTMENT OF PSYCHOLOGY**  
**HUMBOLDT STATE UNIVERSITY**  
**SCHOOL PSYCHOLOGY INTERNSHIP AGREEMENT**

**INTERN INFORMATION**

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

Address: \_\_\_\_\_ E-Mail Address: \_\_\_\_\_

\_\_\_\_\_

Date of completion of coursework and 2<sup>nd</sup> year Portfolio Assessment: \_\_\_\_\_

Date application filed for Internship Credential: \_\_\_\_\_

**INTERNSHIP INFORMATION**

Employer Name and Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

University File Coordinator: Francis J. DeMatteo, Ed.D., NCSP

Phone: (707) 826-4047 E-Mail Address: Francis.DeMatteo@humboldt.edu

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

Phone: \_\_\_\_\_ E-Mail Address: \_\_\_\_\_

District Administrative Supervisor: \_\_\_\_\_  
(Name, Title)

Phone: \_\_\_\_\_ E-Mail Address: \_\_\_\_\_

District Professional Supervisor: \_\_\_\_\_

(Name, Title, Degree, License and/or Credential)  
(Professional supervisors must possess a current and valid credential authorizing service as a School Psychologist, with 2 years of full-time equivalent credentialed experience, excluding the internship)

Phone: \_\_\_\_\_ E-Mail Address: \_\_\_\_\_

Beginning date: \_\_\_\_\_ Ending date: \_\_\_\_\_

Hours per week: \_\_\_\_\_ Hours per week in a school setting \_\_\_\_\_

Total internship hours/School Setting hours: \_\_\_\_ / \_\_\_\_  
(Hours must total at least 1,200, 800 of which must be in a school setting.)

Terms of compensation, including sick leave and benefits:  
\_\_\_\_\_

### **INTERNSHIP DUTIES**

The internship is the culminating experience in the training of a school psychologist. During the internship, the candidate has the opportunity to demonstrate the full range of skills acquired during formal training, and to acquire additional knowledge and skills most appropriately gained through *supervised professional experience*. Interns must demonstrate that they can plan and carry out comprehensive school psychological services. Interns are given considerably more responsibility than are practica students for the delivery of services to pupils, parents and school staff, and for making decisions regarding the organization and the scope of their work. Under the supervision of a credentialed school psychologist and a cooperating HSU supervisor, candidates provide direct and indirect services to pupils, parents, and school staff in all areas of training.

#### Overall Goal of Graduate Training in School Psychology at Humboldt State University

At Humboldt State University, we believe that a primary goal for school psychology is the prevention of school failure for all children. We believe that school psychologists can be of enormous assistance in the design of developmentally appropriate school programs for children from California's diverse socioeconomic, cultural, and linguistic backgrounds; for children with and without disabilities or handicaps; and for those whose behavior or social-emotional skills impedes their own learning or the learning of others. HSU trained school psychologists, through the skilled application of their knowledge, work with children, parents, teachers and other school professionals to identify, clarify and resolve difficulties regarding the educational and mental health needs of children. Using academic knowledge and professional skills, school psychologists help solve problems through both direct work with children, and indirectly by assisting others to gain knowledge, skills and insight that can result in a more successful public school experience for all children.

The general objectives of the training program therefore progress along two lines: 1) the development of a sound theoretical and empirical knowledge base about the typical and atypical development of children; 2) the skilled application of this knowledge within the dynamic context of public education in an effort to maximize success and prevent school failure.

Faculty members recognize that knowledge in all domains related to the practice of school psychology is growing and evolving at a rapid pace. Expanding knowledge about child development, developmental psychopathology, curriculum and instruction, biomedical research,

new methods and tools for conducting culturally sensitive assessment and developing empirically sound interventions, and the evolving political and legal framework for public education require continual professional development and renewal. Perhaps the most important result of sound pre-service training is the recognition of the need to continue to learn new information and skills, and solve problems that were not encountered in formal training. HSU trained interns are able to plan for their continuing professional development by identifying areas where additional training is needed, and assimilating new information regarding best practices in the legal and ethical practice of professional school psychology within the public school system.

In collaboration with your district and university supervisor, use the following domains to organize and describe your responsibilities as an intern. Use the specific descriptors from the Humboldt State University School Psychology Student Portfolio Knowledge & Practice Standards for details regarding each area. As an intern, you are responsible for producing work reflective of each of the 10 areas of knowledge and practice described in the HSU portfolio. A primary purpose of this Internship Agreement is to assure that each HSU approved Internship will provide the intern the opportunity to demonstrate competence in all areas of training, and produce a portfolio containing work completed as an employee of the above district, SELPA, consortium or County Office of Education that will be used as a culminating product as one requirement for earning an M.A. in Psychology with a Concentration in School Psychology. Students should speak with their adviser to determine whether any aspects of their portfolio project may constitute human subjects research as defined in Humboldt State University's IRB policy. All school psychology students should review Humboldt State University's IRB policy and complete the online IRB training, available through Humboldt State University's IRB webpage, to obtain knowledge needed to evaluate IRB applicability for their project.

### **Breadth and Depth of the Internship Experience**

Comprehensive Practice as a School Psychologist *An HSU trained school psychologist understands the generalist nature of the role of the school psychologist. As our program is designed for training practitioners who may choose to practice in a rural setting, an intern must have the opportunity for practice with a diverse population, and in a comprehensive role. Each approved internship must allow the intern to practice in all areas of training, and to demonstrate that they can effectively plan and carry out comprehensive school psychological services. While each internship may be structured to meet the particular demands and opportunities offered in each district, this standard requires that no single activity or narrow range of activities will be used to define the intern role. Please describe the setting for this internship, noting the school(s), programs, age levels, and responsibilities for the internship. If you are serving in more than one district, school or setting, please describe each site or district separately.*

Intern Response:

### **Knowledge and Practice Domains for Professional School Psychology**

## **1. Psychological Foundations**

*An HSU trained school psychologist understands that development is the principal aim of education, and that facilitating optimal development for all children is a primary responsibility of the school psychologist. Each intern must demonstrate the ability to use knowledge of human development to assist parents and school personnel to understand typical and atypical development, the biology of normal human development as well as developmental psychopathology, and strategies for maximizing children's learning and development. HSU trained school psychologists demonstrate an ability to apply their knowledge of psychology to assist children who may be experiencing difficulty in school. Portfolio work products reflect knowledge of relevant psychological research, and empirically supported interventions to facilitate the scholastic and social-emotional development of all children.*

*Please describe the responsibilities for this internship that will allow supervisors to evaluate your knowledge of child development and the science of psychology to understand the development of children within an educational environment. Refer to the specific skills listed under domain 1 of the Humboldt State University School Psychology Student Portfolio Knowledge & Practice Standards for information regarding the specific activities and skills that must be demonstrated and documented in order to assess intern competence in this area.)*

Intern Response:

## **2. Educational Foundations**

*An HSU trained school psychologist possesses a depth of knowledge regarding general education, special education, pupil support services, and many other educational, school-related, and school-linked community services. An HSU trained school psychologist is able to use this knowledge to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.*

*Please describe the responsibilities for this internship that will allow supervisors to evaluate your knowledge of the educational system. Refer to the specific skills listed under domain 2 of the Humboldt State University School Psychology Student Portfolio Knowledge & Practice Standards for information regarding the specific activities and skills that must be demonstrated and documented in order to assess intern competence in this area.*

Intern Response:

## **3. Legal, Ethical and Professional Foundations**

*An HSU trained school psychologist possesses significant and current knowledge regarding the laws pertaining to regular and special education, confidentiality, child abuse reporting, duty to warn, client privilege, informed consent, dual relationships, school disciplinary practices and other aspects of professional practice. HSU interns, in all of their interactions with children, families, and members of the public, act in a manner that shows respect for human dignity, and*

*attempts to assure a high quality of professional service. Each intern must demonstrate appropriate knowledge of legal, ethical, and professional policies, and practices. Reports and other work products demonstrate a thorough and comprehensive understanding of legal and ethical standards that govern work with pupils, school employees, parents and community-based professionals.*

*Please describe the responsibilities for this internship that will allow supervisors to evaluate your knowledge of the legal and ethical practice of school psychology in this setting. Refer to the specific skills listed under domain 3 of the Humboldt State University School Psychology Student Portfolio Knowledge & Practice Standards for information regarding the specific activities and skills that must be demonstrated and documented in order to assess intern competence in this area.*

Intern Response:

#### **4. Data-based Decision Making and Accountability - Assessment/Intervention/Evaluation of Cognitive and Academic Skills**

*An HSU trained school psychologist understands the complex relationship between cognitive and academic development, and is able to use a variety of models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. Each intern must be able to collect, analyze and interpret multiple sources of information regarding the cognitive and scholastic development of pupils in order to assist parents and school personnel to make informed educational decisions regarding instructional needs. Each HSU intern must serve on at least one school-based intervention team working collaboratively with others to plan academic interventions for a diverse student population.*

*Please describe the cognitive and academic assessment and intervention responsibilities for this internship. Refer to the specific skills listed under domain 4 of the Humboldt State University School Psychology Student Portfolio Knowledge & Practice Standards for information regarding the specific activities and skills that must be demonstrated and documented in order to assess intern competence in this area.*

Intern Response:

#### **5. Data-based Decision Making and Accountability – Assessment & Intervention for Socialization, Emotional, Behavioral, and Life Skills**

*An HSU trained school psychologist understands the critical importance of social, emotional, behavioral, and adaptive skills to the success of all pupils. Interns are able to use a variety of models and methods of assessment to collect information useful in identifying social and emotional strengths and needs, in understanding the function of problem behaviors, and in measuring behavioral progress. Each intern must be able to collect, analyze and interpret multiple sources of information regarding the social, emotional and behavioral development of pupils in order to assist parents and school personnel to make informed decisions regarding behavioral needs.*

*Please describe the social, emotional and behavioral assessment and intervention responsibilities for this internship. Refer to the specific skills listed under domain 5 of the Humboldt State University School Psychology Student Portfolio Knowledge & Practice Standards for information regarding the specific activities and skills that must be demonstrated and documented in order to assess intern competence in this area.*

Intern Response:

## **6. Consultation and Collaboration**

*HSU trained school psychologists understand the importance of consultation and engage in consultation with teachers, parents, administrators and others on a regular basis for the purpose of solving school-related problems. HSU interns are expected to integrate consultation, collaboration and other forms of indirect service delivery into all aspects of their work. Interns are skilled in the application of both problem-solving (client-centered) and process-focused (consultee-centered) models of consultation. Interns are expected to collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.*

*Please describe the consultation responsibilities for this internship. Refer to the specific skills listed under domain 6 of the Humboldt State University School Psychology Student Portfolio Knowledge & Practice Standards for information regarding the specific activities and skills that must be demonstrated and documented in order to assess intern competence as a school-based consultant.*

Intern Response:

## **7. Mental Health**

*HSU trained school psychologists understand that positive mental health is essential to learning, and to the development of all life competencies. Intern school psychologists are credentialed school-employed mental health professionals who develop, provide, and contribute to mental health prevention and intervention programs that help children and youth overcome barriers to success in school, at home, and in life. Intern school psychologists are knowledgeable about the full range of school-based mental health programs – from preventative “wellness” programs, to school-based counseling and behavioral intervention, to crisis assessment and effective intervention.*

*Please describe the mental health responsibilities for this internship. Refer to the specific skills listed under domain 7 of the Humboldt State University School Psychology Student Portfolio Knowledge & Practice Standards for information regarding the specific activities and skills that must be demonstrated and documented in order to assess intern competence as a school-based mental health provider.*

Intern Response:

## **8. Human Diversity in Development and Learning**

*HSU trained school psychologists understand and appreciate the multiple influences of biological, developmental, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. Intern school psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse backgrounds, and to implement strategies selected or adapted based on individual characteristics, strengths, and needs.*

*Please describe the diversity that is available in this internship. Refer to the specific skills listed under domain 8 of the Humboldt State University School Psychology Student Portfolio Knowledge & Practice Standards for information regarding the specific activities and skills that must be demonstrated and documented in order to assess intern competence in providing services to a diverse school population.*

Intern Response:

## **9. Family, School and Community Collaboration**

*HSU trained school psychologists understand the critical importance of parental and familial involvement in school communities. Interns provide support and assistance for family members in order to help them become effective participants in all aspects of children's schooling. Interns facilitate home-school communication and collaboration when problems arise, and are knowledgeable about available school and community resources. Interns help create links between schools, families, and community agencies, and help coordinate services for children that involve outside agencies and community-based providers. HSU trained intern school psychologists work within the local system of care to provide for the coordination of health and mental health services for children.*

*Please describe the opportunities for facilitating home-school-community collaboration in this internship. Refer to the specific skills listed under domain 9 of the Humboldt State University School Psychology Student Portfolio Knowledge & Practice Standards for information regarding the specific activities and skills that must be demonstrated and documented in order to assess intern competence in this domain.*

Intern Response:

## **10. Research and Technology**

*HSU trained school psychologists possess the ability to critically evaluate as well as to collect, analyze and report research findings. Interns use their knowledge of research, statistics, and evaluation methods to inform all areas of practice; from choosing appropriate methods for collecting information to making recommendations for interventions based on empirical evidence.*

*Interns are able to differentiate high quality from inadequate research, and understand measurement and statistics in sufficient depth to evaluate published research, and, when appropriate, conduct investigations relevant to their work. Interns understand and utilize computer, telecommunication, and information technologies, and integrate the use of these technologies into their practice on a regular basis.*

*Please describe the research opportunities available in this internship. List the computer, telecommunication and information technologies that are available and necessary in this internship, Refer to the specific skills listed under domain 10 of the Humboldt State University School Psychology Student Portfolio Knowledge & Practice Standards for information regarding the specific activities and skills that must be demonstrated and documented in order to assess intern competence in this domain.*

Intern Response:

## **SUPERVISION**

- a) Arrangements for supervision with on-site supervisor. **A minimum of two hours per week of supervision is required, one of which is to be face-to-face.** Each intern is required to maintain a comprehensive weekly log documenting the actual number of hours of supervision received, and the topics discussed.

Arrangements:

- b) Arrangements for regular communication with university supervisor (Scheduled phone contacts, on-campus seminars, e-mail and internet arrangements. **(a minimum 1/2-hour per week, or an hour every other week of individual communication with your university supervisor is required.)**)

**Arrangements:**

- c) Arrangements for mid-term and final semester evaluation communication between on-site and university supervisors (Phone contacts, e-mail and any arrangements for scheduled site visitations), in addition to any other communication necessary to support the intern throughout the year.

Contact information:

Site Supervisor:

University Supervisor:

- d) Arrangements for regular contact with fellow HSU interns



**I have read, understand, and agree to the above program.**

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(Name, date)

Each of the individuals listed below has read, understands, and agrees to the above program. The participating district or agency agrees to provide immediate weekly supervision of the intern, and to provide adequate release time for both the intern and the supervisor to participate in supervision. The district also agrees to provide a safe and secure work environment, adequate office space, provisions for participation in continued professional development, and other forms of support consistent with that afforded district or agency employed school psychologists. The district further understands that work products completed by this intern will be used by the university to evaluate the competence of the intern in all areas of training and practice, and this work will be described in a culminating project to meet California Title 5 requirements for a graduate degree. The district and Humboldt State University agree that the primary purpose of the internship is to offer a training experience, and that while the intern may assume the functions of a fully credentialed school psychologist, that the intern will not displace the services of a certificated employee.

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District/County/SELPA Administrative supervisor, date

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District/County/SELPA Professional supervisor, date

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Humboldt State University Supervisor, date

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HSU Program Coordinator, HSU School Psychology Program, date

cc: Student  
Student File  
Student Taskstream Portfolio  
Professional supervisor  
University supervisor