



CASP POSITION STATEMENT REGARDING INTERNSHIP PLACEMENTS

The CASP Board acknowledges the critical importance of the internship as the culminating fieldwork experience of school psychology trainees. The internship provides a unique opportunity for school psychology candidates to demonstrate field-based competence in the learning goals of their respective training programs. As such, it is important that internship placements provide experiences that allow candidates to engage in a variety of activities utilizing the skills and knowledge they have developed in their training programs. Such skills and knowledge cover a wide range of competencies as outlined in the program standards from both the California Commission on Teacher Credentialing (CCTC) and the National Association of School Psychologists (NASP). Standards from CCTC and NASP require candidates to engage in a variety of activities related to the multiple areas of competency they are developing. In addition, the CASP Internship Manual stresses the importance of a broad range of experiences (California Association of School Psychologists Internship Task Force) during the internship. These statements include the following:

- ❑ *School psychology candidates have the opportunity to demonstrate, under conditions of appropriate supervision, their ability to apply their knowledge, to develop specific skills needed for effective school psychological service delivery, and to integrate competencies that address the domains of professional preparation outlined in these standards and the goals and objectives of their training program (NASP, 2000)*

- ❑ *(c) provision for participation in continuing professional development activities; (d) release time for supervision; and (e) a commitment to the internship as a diversified training experience (NASP, 2000)*

- ❑ *During the culminating field experience, candidates have 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. Under the supervision of a credentialed school psychologist, candidates provide direct and indirect services to pupils, parents, and school staff in all areas of training (CCTC, 2001).*

- ❑ *Competencies identified by CCTC that must be included in training school psychologists are broad and include areas relevant to all PPS programs (e.g. *knowledge of family-school collaboration, socio-cultural competence, comprehensive prevention and early intervention for achievement, consultation, human relations*) and areas of training specific to school psychology. Professional skills and training identified by CCTC which should be demonstrated during an internship (as noted above) include: *collaborative consultation; wellness promotion, crisis intervention and counseling; individual evaluation and assessment; program planning and evaluation; and research, measurement and technology* (CCTC, 2001)*

- ❑ *Seek a broad range of experiences for the intern, even if it is not within the typical assignment of school psychologists in the district (CASP, 2001)*
- ❑ *. . .develop a viable internship plan that addresses the CTC school psychology training standards (CASP, 2001).*
- ❑ CCTC Standards also note the importance of experience in more than one setting. Specifically candidates are to have a minimum of 200 hours field experience (including practica and internship) in two of the following settings: preschool, elementary, middle school, high school.

To encourage internships that allow candidates to provide the range of services for which they are capable, the Board strongly encourages districts to work with university trainers in developing comprehensive internship experiences. The CASP Board recognizes that individual assessment (including traditional psycho-educational evaluation, progress monitoring, and participation in school-wide testing) is perceived as a critical role for school psychologists and may likely constitute a significant portion of an internship. At the same time, the Board supports internship placements that adhere to the above guidelines by providing candidates with the opportunity to engage in an appropriate blend of direct and indirect services such as collaboration, consultation, intervention planning, crisis intervention, counseling, and program evaluation. These activities should involve, when appropriate, general and special education students.

The Board also recognizes that during an internship the psycho-educational evaluation process may be more time consuming than for experienced school psychologists. This fact should be considered when determining intern workload assignments. To encourage internships that allow candidates to provide the range of services for which they are capable, the Board strongly encourages districts to work with university trainers in developing comprehensive internship experiences. According to CCTC Standards, for each intern, a written plan *is prepared and agreed upon by the local educational agency* (CCTC, 2001). This plan can serve as a useful vehicle for clearly delineating the training goals for individual students. Finally, the CASP Board suggests that trainers and districts refer to the CASP Internship Manual for further guidelines in designing successful internship experiences.

References:

- California Association of School Psychologists Internship Task Force (2001). *School Psychology Internship Manual; 2nd Edition*. CASP
- California Commission on Teacher Credentialing (2001). *Standards of Quality and Effectiveness for Pupil Personnel Services Credentials*. Available at www.ctc.ca.gov
- National Association of School Psychologists (2000). *Standards for Training and Field Placement Programs in School Psychology*. Available at www.nasponline.org

Approved and Adopted by the CASP Board of Directors on March 5, 2003.