

## Colorado School Psychology Internships

**Helpful information for school districts interested in offering paid internships in School Psychology to students from the University of Colorado at Denver, University of Denver, and University of Northern Colorado.**

***What is a School Psychology Internship?***

The School Psychology Internship is a culminating training experience that occurs only after students have successfully completed their coursework and supervised practicum in School Psychology. A minimum 1200-hour supervised Ed.S. Internship or a 1500- hour Doctoral Internship is required for the CDE license in School Psychology. School Psychology Interns assume the full role of school psychologists in a placement site with appropriate supervision to support their practice. The Internship is administered jointly by the school district (or other internship setting) and the university that trained the student. Internships may occur at either the Educational Specialist or Doctoral level of training.

The School Psychology Internship facilitates an active role for school districts and practitioners in the training of the next generation of school psychologists. Moreover, participation in the Internship can greatly facilitate districts' recruitment of school psychologists by linking them to the graduating class and allows for an exchange of new ideas and practices.

***What Training has a Student Completed Before Starting the Internship at an NASP or APA accredited program?***

School Psychology Interns have typically completed a minimum of 60 graduate semester hours or 90 graduate quarter hours of coursework in the disciplines of education and psychology. They have completed coursework and supervised practicum experiences in the applied skills of assessment (intellectual, socio-emotional, and functional behavioral assessment), consultation (including behavioral consultation and academic and behavior planning) and therapeutic intervention (individual and group counseling, psycho-educational interventions, and applied behavior analysis). Doctoral students have completed additional coursework, specialized training, an advanced practicum or externship, and additional research competencies. If they have any outstanding grades of "incomplete" on their academic record, students will be expected to clear these before enrolling in the Internship.

	<p>Students ready for the School Psychology Internship also have successfully completed a variety of School Psychology Practica. The Practica are unpaid supervised experiences totaling a minimum of 500 clock hours in a school, clinic, or agency setting that serves children, adolescents, and families. During Practica, School Psychology students practice the skills learned in their courses under the direct supervision of a licensed school psychologist or licensed psychologist.</p> <p>Doctoral students may have completed an advanced practice or externship. This experience is generally assessment and intervention based with supervision from a licensed psychologist by Department of Regulatory Agencies. Please contact the intern's graduate program for more information.</p>
<p><b><i>What are Expected Standards for a School Psychology Internship?</i></b></p>	<p>School Psychology Internships should be located in settings where broadly defined school psychological services are offered to children and adolescents. At least half (i.e., 600 hours) of the internship must be completed in a school or school agency, and the other half may be completed in a clinic, hospital, agency, or other appropriate service setting. All settings must permit the intern to receive sufficient supervision from a licensed school psychologist (or in non-school settings from a licensed psychologist, licensed school psychologist, or other professional affirmed by the university); serve diverse groups of students; and engage in a full range of mental health, educational and psychological services with students from birth to age 21.</p>
<p><b><i>Can internships be split between two different locations or placements?</i></b></p>	<p>Yes, Interns are looking to broaden their experiences. Interns are able to spend part of their internship with a clinic, hospital, agency, or other appropriate service setting. The two placement model allows the Intern to develop a wider range of skills.</p>
<p><b><i>Best Practice Guidelines for School Psychology Internships</i></b></p>	<p><a href="https://www.nasponline.org/assets/Documents/Best_Practice_Guidelines_for_SP_Internships.pdf">https://www.nasponline.org/assets/Documents/Best_Practice_Guidelines_for_SP_Internships.pdf</a></p>
<p><b><i>What Internship Experiences are Required?</i></b></p>	<p>A School Psychology Internship should provide training in a range of school psychological services. Specifically, the Intern's time should be divided approximately equally</p>

	<p>among the activities of assessment, behavioral, academic and psychological intervention, consultation, and, should include experience with prevention programs or system-wide programming. The Intern should be engaged in providing services to children and adolescents of varying ages, ethnicity and presenting problems. Services to children with disabilities should incorporate varying degrees and kinds of disabling conditions. Interns should be involved in all major professional services provided by school psychologists employed at that site. Additionally, interns should have scheduled and unscheduled opportunities to interact with other professionals and be able to access a variety of training activities provided through the site including seminar, in-service programs, observation of other units, and attendance at professional conventions.</p>
<p><b><i>What are the Supervision Requirements for a School Psychology Internship?</i></b></p>	<p>The purpose of Internship supervision is to adequately mentor the Interns while they assume the full role of a school psychologist. This requires that they have regular, scheduled professional supervision (i.e., 2 hours per week) and immediate access to a supervisor in the event of difficult or unexpected circumstances.</p>
<p><b><i>Who can Supervise a School Psychology Intern?</i></b></p>	<p>To meet university and CDE Internship standards, the on-site supervision must be provided by a licensed school psychologist who has at least three years of experience and who preferably is an employee of the district or agency. Doctoral level school psychology interns will require a supervisor who has a doctorate in psychology and may request for supervision by a psychologist who is a licensed psychologist by Department of Regulatory Agencies in addition to a Colorado CDE license or NCSP. If a portion of the Internship is provided in a non-school setting, the supervisor must be a licensed school psychologist; a psychologist licensed by the Colorado Department of Regulatory Agencies, or must be approved by the university program.</p>
<p><b><i>Best Practice Guidelines for School Psychology Intern Field Supervision and Mentoring</i></b></p>	<p><a href="https://www.nasponline.org/Documents/Best_Practice_Guidelines_for_Intern_Supervision.pdf">https://www.nasponline.org/Documents/Best_Practice_Guidelines_for_Intern_Supervision.pdf</a></p>
<p><b><i>How much Supervision is</i></b></p>	<p>School Psychology Interns must receive an average of</p>

<b>Required?</b>	<b>2 hours weekly</b> of individual, face-to-face supervision from a licensed school psychologist, or approved field supervisor. Additional supervision may be provided through supervision groups, supervision by other professionals, or supervision received from the university supervisor, but these hours do not count toward the required 2 hours of weekly on-site supervision.
<b>What is the University Field/Faculty Supervisor's Role?</b>	<p>The University's supervision of the Internship serves three purposes: (1) to monitor and document the nature and quality of the Internship experience; (2) to assist interns and their field supervisors in resolving any unexpected problems that might occur; and (3) to conduct group seminars for Interns. To accomplish these, a university supervisor will make occasional visits to the Internship site, and will be available to support the Intern and the site supervisor as needed.</p> <p>Colorado's three School Psychology Program faculty work collaboratively with representatives from the CO Department of Education to oversee and facilitate Internship placements and other programmatic practice requirements for school psychology students in training within the state.</p> <p>Practicing school psychologists who supervise a School Psychology Intern commit to three different roles: (1) that of the intern's mentor, providing personal support and professional guidance; (2) that of the intern's critic, evaluating the intern's suitability for the professional role of school psychologist; and (3) that of the intern's instructor, providing instruction in skills that cannot be acquired in the university setting. Internship supervisors play an active role in the planning of the Internship and in evaluating the intern's performance within the role. The supervisor is responsible for insuring that the intern's practice complies with legal and ethical standards of practice.</p>
<b>How Will the School Psychology Intern be Evaluated?</b>	School Psychology Interns are responsible for documenting their Internship. To do so, they must create a written Internship plan in which they describe the Internship site, maintain a log of their Internship hours, their hours of individual face-to-face supervision by their licensed and approved site supervisor, and a general description of the activities they engaged in as an Intern.

	<p>Finally, the on-site supervisor completes a formative and summative evaluation provided by the university site of the intern's performance, after directly observing their practice and soliciting input from other colleagues.</p>
<p><b><i>How to License a School Psychology Intern?</i></b></p>	<p>Interns typically practice under an authorization from the Colorado Department of Education if they are to be paid. Because they are not fully eligible for the CDE Educator license until after the internship is complete, alternative credentials are used. Interns may receive a Special Service Provider Intern Authorization from the CDE licensing department. All three Colorado training programs have secured the authority to approve the Intern's authorization for their School Psychology students. In some cases, districts have chosen to request a Temporary Educator Eligibility Authorization (TEE) or Emergency Authorization for their intern. In this case, the University will arrange to sign the endorsement for the TEE upon request.</p> <p><a href="https://www.cde.state.co.us/cdeprof/checklist-initialspecialserviceintern">https://www.cde.state.co.us/cdeprof/checklist-initialspecialserviceintern</a></p> <p><a href="http://www.cde.state.co.us/cdeprof/checklist-initialtemppecialedspecialservices">http://www.cde.state.co.us/cdeprof/checklist-initialtemppecialedspecialservices</a></p>
<p><b><i>How are School Psychology Interns Paid?</i></b></p>	<p>Nationally and throughout Colorado, School Psychology Interns are paid a stipend by the school district or other sites that host the Internships. In recent years, the average Colorado Intern's stipend has ranged from \$10,000 to \$45,000. All neighboring states have internship salaries that are substantially higher. Most Interns should be offered district or agency benefits (health insurance, sick days, etc.) as a part of the compensation package.</p> <p>Districts have used funds from a variety of sources to support the Interns' stipends. In some cases, a small percentage of federal dollars from special projects (i.e. Drug-Free Schools) have been used to employ an intern. In other cases, School Psychology Interns are supported through IDEA flow-through funds, and their roles are planned to incorporate diverse services to students with severe disabilities. A vacancy in a district's school psychological services staff, due to retirements or service expansion has sometimes been filled with two Intern</p>

	<p>positions. Internship positions also have been established when a district's regular staff members are on extended leave due to illness or professional sabbatical.</p>
<p><b><i>How do I Recruit a School Psychology Intern for my District?</i></b></p>	<p>Most districts begin recruiting applicants for their Internship positions in December/January, and many Interns have already accepted an internship position by the 1<sup>st</sup> of March. Internship application procedures differ from district to district, but typically include a written letter of application, resume, and letters of recommendation including one from the practicum supervisor, and an interview with school psychologists in the district. Once an intern has program approval and has been offered and accepted the position, most districts secure a signed letter of acceptance that details the terms and compensation of the internship. Then, the intern will be responsible for writing an expanded internship plan that details the duties, supervision, and training conditions in more detail.</p> <p>Please note: The University of Denver has a policy on letters of recommendation. Students are not allowed to see the letters of recommendation. The recommender must be able to load or send the letter directly to the district.</p>
<p><b><i>How can District Teacher Union be Persuaded to Support School Psychology Internships?</i></b></p>	<p>Districts' teacher organizations can play an important role in supporting the integrity of a school district's internships once they understand that:</p> <ul style="list-style-type: none"> <li>• The School Psychology Internship is not equivalent to student teaching. School Psychology students have already completed an extensive, unpaid supervised practica experience, like student teaching, before they begin the Internship.</li> <li>• The School Psychology Internship need not replace regular, full-time positions. Instead, School Psychology Internships have been funded through Special Education flow-through funds, special project funds, or district and community funds.</li> <li>• Establishing an Internship provides district practitioners with an important role in the preparation of new practitioners, reinforcing the professionalism of the discipline and addressing</li> </ul>

	<p>critical shortages.</p> <p>Moreover, an effective School Psychology Internship will be planned in collaboration with district or agency practitioners, insuring that the quality and nature of the Internship is consistent with what staff consider to be “best practices.”</p>
<p><b><i>Colorado has three graduate training programs in School Psychology that collaborate to develop, advertise, and support paid Internships throughout the state.</i></b></p>	<p>Dr. Franci Crepeau-Hobson Univ. of Colorado at Denver 303-556-6749 <a href="mailto:franci_crepeau-hobson@cudenver.edu">franci_crepeau-hobson@cudenver.edu</a></p> <p>Dr. Jessica Reinhardt University of Denver 303-871-2838 <a href="mailto:jessica.reinhardt@du.edu">jessica.reinhardt@du.edu</a></p> <p>Dr. Robyn Hess Univ. of Northern Colorado 970-351-1636 <a href="mailto:robyn.hess@unco.edu">robyn.hess@unco.edu</a></p> <p>Julia Wigert, Ed.S. Colorado Department of Education 303-866-6933 <a href="mailto:Wigert_J@cde.state.co.us">Wigert_J@cde.state.co.us</a></p>