|  |  |
| --- | --- |
| A logo for a school psychology program  AI-generated content may be incorrect. | **Internship Agreement** |

The internship plan is based on the National Association of School Psychologists (NASP) and other professional guidelines for field experiences. In this endeavor, the internship agency provides (a.) a written agreement specifying the period of appointment and any terms of compensation; (b) a schedule of appointments, expense reimbursement, a safe and secure work environment, adequate office space, and support services consistent with that afforded agency school psychologists; (c) provision for participation in continuing professional development activities; (d) release time for internship supervision; and (e) a commitment to the internship as a diversified training experience.

The student completes the plan after consultation with the field-based supervisor(s). The plan is submitted to the university-based supervisor for review and approval. The plan describes experiences and explanations for each of the areas below.

University Supervisor: Ryan Farmer, Director, MA/EdS School Psychology Program

202 Psychology Bldg.

400 Innovation Dr.

University of Memphis

Memphis, TN 38152-3230

901-678-2313

[rlfarmer@memphis.edu](mailto:rlfarmer@memphis.edu)

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| Intern | Address | Phone | Email |
|  |  |  |  |
| Primary Supervisor | Address | Phone | Email |
|  |  |  |  |
| Secondary Supervisor | Address | Phone | Email |
|  |  |  |  |
| Term of Internship |  |  |  |

## **Description of Internship Agreement**

# **Schedule of the Internship**

Describe the manner in which the intern will complete the minimum 1200 clock hour requirement full-time over the school or calendar year; in some cases a part-time arrangement over two consecutive years will be approved. Describe how at least half the clock hours will be in a school setting.

# **Contract and Salary**

What contract or written agreement will link the intern to the internship site(s)? Give the specific schedule of appointment, how travel expenses will be reimbursed, and what salary arrangements will be made. NOTE: Some interns will be placed and supervised in local school districts but compensated according to an agreement between the UM training program and the Tennessee Department of Education. These interns are paid monthly by the Psychology Department and sign a departmental contract comparable to a graduate or research assistantship. It is expected that these interns will also sign an employment agreement with the local district; that employment agreement may provide additional compensation, but that agreement is independent of the UM contract.

# **Characteristics of the Work Environment**

Describe how the intern will be considered a part of the services team, with appropriate office facilities, materials, secretarial support, assessment, and intervention tools, etc.

# **Supervision**

Describe the way, on average, a minimum of two contact hours per week of supervision will be conducted and any other supervisory arrangements. Identify the qualifications of each primary and secondary supervisor to ensure the supervisor(s) are appropriately credentialed as a school psychologist. [Note: If you intend to seek non-school practice licensure as a Certified Psychological Assistant, according to the Rules of the Tennessee Board of Examiners in Psychology your internship and/or practicum hours must be supervised by a licensed Health Services Provider]

# **On-Campus Meeting and Visitation**

The intern is to be permitted to return to campus for a meeting at least once during the internship, usually in February. The university supervisor will visit the internship site and meet with the supervisor(s) at least once during the year, usually in April or May.

# **Professional Development**

The intern is expected to attend at least one state or national level conference on school psychology.

## **Description of Objectives/Activities**

For each NASP 2020 competency domain below, please describe how the internship will provide experience and preparation.

**Domain 1: Data-Based Decision Making:** School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

**Domain 2: Consultation and Collaboration:**  School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

**Domain 3**: **Academic Interventions and Instructional Supports:** School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

**Domain 4**: **Mental and Behavioral Health Services and Interventions:** School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

**Domain 5**: **School-Wide Practices to Promote Learning:** School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

**Domain 6**: **Services to Promote Safe and Supportive Schools:** School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

**Domain 7**: **Family, School, and Community Collaboration:** School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

**Domain 8**: **Equitable Practices for Diverse Student Populations:** School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

**Domain 9**: **Research and Evidence-Based Practice:** School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

**Domain 10**: **Legal, Ethical, and Professional Practice:** School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

**Proposed Activities for the First 6 Weeks of the Internship**

Often the beginning portion of the internship is less structured and busy than other periods. It has been suggested that this period of the internship be used for visiting district-based and community-based referral agencies, conducting follow-up cases of previously referred students, and conducting classroom evaluations as part of reevaluation cases. Please indicate what activities are planned for the first several weeks of the internship in addition to the typical activities in this period (district orientation, observations of testing skills by supervisor) and those spread over the entire year.

Evaluations

At the midpoint and completion of the internship, the primary supervisor will send the university program director an evaluation of the intern and recommendation regarding the intern's progress and readiness for entry-level credentialing. The evaluation form is sent to the on-site supervisor by the training program director. Evaluations are related to the specific characteristics of the intern, the training experiences of the program, and the competency domains of the NASP as identified in the Internship Plan.

As part of the university program’s assessments for NASP/CAEP approval, interns submit to the university supervisor two case studies (academic and social-behavioral) and a research project conducted during the internship. Guidelines for these two projects are shared with the intern at the beginning of the internship and the projects are completed and submitted to the university supervisor in early April.

Following completion of the internship, the university supervisor sends to each intern a “School Psychology Intern Supervisor Evaluation Form” which is completed and may be part of the program’s accreditation assessments.

Statement Regarding Conflicts and Problems

It is understood that no conflicts of interest exist for the parties involved and that there are no prior or current circumstances of the intern which may impede the intern's progress (e.g., the intern is a former student in the setting; relatives of the intern have administrative or other control over the intern and or the supervisor; the intern has a negative record of performance as a previous employee of the setting). It is also understood that the field-based supervisor has interviewed the intern, communicated with the training MA/EdS Director, and has assurance that the local internship setting is in full agreement with, and committed to, the internship plan. Finally, in instances where problems arise during the internship, it is understood that the field-based supervisor(s) will communicate such concerns to the university supervisor immediately and work cooperatively toward a resolution of the problem.

Internship Plan Approvals

|  |  |
| --- | --- |
|  |  |
| Intern | Date |
|  |  |
| Primary Field Supervisor | Date |
|  |  |
| Secondary Field Supervisor (if any) | Date |
|  |  |
| Agency or District Administrator | Date |
|  |  |
| Dr. Ryan Farmer, University Supervisor | Date |