

# **INTERNSHIP HANDBOOK**

## **SCHOOL PSYCHOLOGY PROGRAM (Ed.S & PPS)**

**2019-2020**



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# **Section 1: Introduction**

## **Welcome to the Fieldwork/Internship year**

The School Psychology Program at CSUSB, located within the Special Education, Rehabilitation, and Counseling Department (SRC), recognizes the importance of educationally relevant fieldwork experiences occurring under close supervision as a mandatory requirement of a student's training. Fieldwork experiences with students from diverse cultural and socioeconomic backgrounds and with students experiencing a variety of difficulties is critical in the development of competent school psychologists. Fieldwork experiences will provide students opportunities to apply skills and theoretical concepts discussed in previous coursework.

This handbook was developed to assist students in obtaining a fieldwork experience/internship placement, and to make students aware of the policies and procedures that are to be followed during the fieldwork/internship year. This handbook also provides information regarding program requirements to successfully complete the fieldwork/internship experience, as well as the various methods used to evaluate students' progress relative to program and state requirements. This handbook complies with the requirements set forward by the California Teaching Commission (CTC) and the National Association of School Psychologist (NASP). Students are strongly encouraged to read this handbook carefully and refer to it often as a resource and guide. In addition, students are encouraged to read the CSUSB College of Education Professional Expectations and Dismissal Procedures before reading subsequent information in this handbook (Appendix A).

The following section provides a brief summary of the requirements and activities for completing the fieldwork/internship experience. Additional information and instructions are provided in subsequent sections.

## **Summary of the Fieldwork/Internship Experience**

Before starting the fieldwork/internship experience, program faculty will have reviewed each students' readiness to competently perform tasks required during the fieldwork/internship

experience using the following criteria:

1. Students obtained a B or higher in each of the 8 core classes.
2. Students consistently demonstrated professional and ethical behavior in accordance with University policies and expectations explained in each course syllabus.
3. Students demonstrated competent written, verbal, and clinical skills.

After completing required coursework and demonstrating competencies described above, students will begin the fieldwork/internship experience and complete the National School psychology exam proctored by Praxis. The fieldwork/internship experience is comprised of two components: enrollment in EDSP 689, and on-site experiences in a public school setting. The specific requirements during the fieldwork/internship experience are outlined by the CTC (see Appendix B). The general requirements include:

1. Students must complete a minimum of twelve hundred (1200) hours of field experience/internship in a public-school setting, preschool through twelfth grade (Note: If appropriately supervised, 400 hours may be completed in a clinic setting).
2. Fieldwork/internship hours must be supervised, at your internship site, a minimum of two hours per week by a credentialed school psychologist who has had at least three years of experience as a School Psychologist.
3. Students must complete a minimum of 18 quarter units of EDSP 689. This class will satisfy the CTC requirements that students are also supervised on the university site two hours per week during the fieldwork/internship year.
4. Students must pass the National School Psychology exam proctored by Praxis and successfully receive credit in EDSP 999.

Proper steps must be taken in advance of the fieldwork/internship year to successfully obtain a school placement. Information about how to obtain a school placement are described in the following section (Section 2). Section 3 of this handbook includes information specific to EDSP 689, as well as the student's work and experiences in public schools (e.g., on-site supervision and competency requirements). Section 4 describes the Praxis examination. Section 5 describes the process for obtaining the Pupil Personnel Services (PPS) Credential. Section 6 includes appendices and required forms.

## **Section 2: Obtaining a School Placement**

### **Where Students May Work**

School Psychology students may accrue fieldwork/internship hours in any public-school district within the Inland Empire. Students must obtain a supervisor who agrees to provide appropriate field experiences relative to the standards. Field supervisors must hold a valid PPS in School Psychology and have a minimum of three years practicing School Psychology. Placements must be within one and a half hours from campus for university supervision. This means placement must be within 90 miles of CSUSB. Paid positions are referred to as internships and require an “Internship credential.” Unpaid positions (referred to as fieldwork) simply require written agreement to supervise the students (Appendix C). If students intend to obtain a paid internship in School Psychology, they must apply for the internship credential **after** obtaining a commitment and contract from the district. Information regarding the Internship Credential is discussed in more detail later in this handbook.

### **How to Apply for a Fieldwork Position**

Most districts in the Inland Empire cooperate with the university and utilize field experience students. Students have historically advocated for the right to choose their own supervisor so that a good fit is ensured for supervision. To accrue hours under a credentialed school psychologist, students must obtain a Memorandum of Understanding (MOU) in advance of the fieldwork/internship experience.

### **Memorandum of Understanding (MOU)**

MOU is the abbreviation for Memorandum of Understanding. MOUs are legal documents between CSUSB and the School District that outlines liability and contractual concerns associated with placing non-credentialed workers in a school district. There must be a current MOU between CSUSB and the school district in place before students may begin accruing the requisite 1200 hours as part of the fieldwork/internship experience.

Currently, CSUSB has MOUs with every public school district in San Bernardino and Riverside Counties. If students choose a fieldwork site that is within 90 miles of campus, but outside of the Inland Empire, OR if students choose a private school as a fieldwork site, they will need to complete the following steps to obtain a MOU:

1. Obtain a letter from the School/school district's HR department that indicates the student has been selected as a fieldworker or hired as an intern. This letter must include the date of hire and an end date. This letter is also needed to obtain the Internship Credential.
2. Obtain a faculty sponsor that is willing to provide university supervision. It is suggested that students meet with the faculty during office hours to discuss the logistics of supervision. It is important to obtain a faculty sponsor for university supervision because of the potential need for a faculty member to visit the student at their school site.
3. Complete the MOU form (Appendix D) and submit the form along with an attached copy of the School/school district's letter to the School Psychology Coordinator ([sward@csusb.edu](mailto:sward@csusb.edu)).

After the appropriate documents have been submitted and received, the coordinator will secure approval from the department chair and the COE. Students must be aware that in some cases their request may not be granted (this is rare but may occur if the distance is deemed too far from campus). Once CSUSB approves the request, CSUSB will forward the MOU to the School District. Many school districts require a School Board approval, so this process can take 3-8 weeks. Students are strongly encouraged to submit their materials as early as possible.

## **How to Apply for a Paid Internship Position**

It is possible to obtain paid internships in place of the fieldwork experience. However, students may not be hired as a paid intern to replace a laid-off or RIFFED (Reduction in Force) school psychologist within a school district. CTC is very clear about this policy, and districts are not to create internships to save money by firing employees and hiring trainees.

For students to obtain a paid internship, they will need to obtain an Internship Credential (see instructions below).

## **The Internship Credential**

In order to be recommended for the Internship Credential the following steps must be completed:

1. Obtain a letter of eligibility from the coordinator (Dr. Ward).
2. Find and obtain a job within a school district. Students will need the letter from Dr. Ward that verifies credential eligibility.
3. Obtain, from the district, a letter stating 1) that the student has been hired, and 2) the hiring start and end dates.
4. Bring a copy of Dr. Ward's letter and the district's letter to COE 102. Students will complete an application and pay a fee in COE 102. The application form and additional information about the application process can be found at: <https://coe.csusb.edu/teacher-education/credential-processing>.

## **Section 3: Fieldwork/Internship**

### **Requirements**

The fieldwork/internship experience is comprised of two components: enrollment in EDSP 689, and on-site experiences in a public school setting.

#### **EDSP 689: Seminar/Internship in School Psychology**

Students must be enrolled in EDSP 689 while working as a Fieldwork student or intern. To complete the School Psychology program, a minimum of 18 quarter units of EDSP 689 is required. Hours accrued at a Fieldwork site while not enrolled in EDSP 689 cannot be counted towards the 1200-hour requirement.

EDSP 689 is graded Credit/No Credit. To receive credit for the class students must complete a minimum of 400 hours each quarter (fewer hours are required during summer sessions), attend weekly supervision, participate in case presentations, and receive a competent rating by the field supervisor. Additional information about course requirements is provided in the EDSP 689 syllabus.

Note: CSUSB will convert from a quarter system to a semester system on August 24, 2020. The School Psychology program will offer EDSP 689 during summer session II in 2019 and will offer a brief section of EDSP 689 in summer 2020 for those students needing additional quarters of supervision. Students who take 2 years to complete the fieldwork/internship experience will finish the program on a 15-week semester.

#### **University Supervision**

The EDSP 689 course instructor provides two hours of weekly applied, clinical supervision to students as their university supervisor. Students are expected to participate and discuss ongoing cases, with data, and provide weekly fieldwork/internship experience logs (see Appendix E). In addition, the university supervisor will communicate with on-site supervisors during the first



month of the fieldwork experience, may visit each fieldworker/intern and their supervisor (as necessary), monitors the distribution and collection of program related to fieldwork evaluations, and conducts fieldwork seminars. At the conclusion of a fieldworker's/intern's experiences, the university supervisor reviews the on-site supervisor's evaluations of the fieldworker's/intern's performance with the program coordinator, who is responsible for approving each candidate's application for the credential.

## **On-Site Supervision**

It is required that students receive on-site supervision for at least two hours per week from a person who holds a valid California Pupil Personnel Services School Psychologist credential. Supervision means at least the following: mentoring, teaching, advising, coaching, correcting when necessary, and reinforcing. The supervisor and the student develop a close working relationship wherein the supervisor is aware of all the activities of the student, assigns tasks and responsibilities, checks the accuracy and value of the students' work, and monitors the students' progress towards state-mandated standards and program goals.

CTC requires a written plan for the culminating fieldwork/internship experience. This plan must be prepared and agreed upon by the field supervisor(s) and the student, and should identify the goals and objectives as well as describe appropriate experiences that will allow demonstration of competencies across all School Psychology CTC standards. This plan should also outline the evaluation plan for determining the competencies (performance expectations) of the fieldworker/intern (see Appendix F).

During the first month of the field experience, the university supervisor (EDSP 689 instructor) provides the student with a letter to the site supervisor, thanking them for their support and cooperation (see Appendix C). In addition, a copy of the Student Competency Rating Form (Appendix G) and a contract verifying that the supervisor agrees to provide supervision in a legal and ethical manner is also given to the student to share with the on-site supervisor (Appendix H). *(By signing this form the student is acknowledging that they have read the contract AND this Handbook and understand and agree to follow Program policies and procedures).* The student shares these documents, discusses the goals and objectives of the on-site field experience, and

reviews the fieldwork competency standards. The on-site supervisor signs the form, and the student returns it to the university supervisor for placement in the student's file.

Optimally, students should be expected to make contributions to elementary and secondary students, teachers, and parents as soon as possible. However, students may serve in a secondary capacity early in the school year, and gradually be given more responsibilities, depending on their skill development. Each student develops at an individual pace, and certain students have previous expertise which may allow more involvement and independence. Clearly, students ethically should not complete psychological assessments until they develop the required skills from formal class work at the university.

### **Recording Field Work Hours**

Students will need to log their fieldwork/internship hours accurately and frequently. Quality of training is crucial, and students must have a variety of clinical training experiences to ethically prepare them for the field of School Psychology. In addition to the weekly log provided to the university supervisor during EDSP 689 (Appendix E), students summarize "standard" activities and time commitment accrued during each quarter (see Appendix I). This data is approved by students' on-site supervisor and delivered to the university supervisor at the end of each quarter by the student.

### **Evaluation of Fieldwork and Internship Experiences**

At the end of each quarter, students will meet with on-site supervisors to receive evaluations concerning their performance as a fieldworker/intern (see Appendix G). Student competencies are ranked on a likert scale across quarters. It is expected that students will obtain a minimum of "competency" ratings by the end of their final quarter in the program. Students who do not meet minimum "competency" ratings will meet with program faculty to develop a remediation plan.

# **Section 4: Praxis Examination**

## **NASP Examination and EDSP 999 (Ed.S. Only)**

In addition to completing required field work experiences, students must enroll in EDSP 999 and pass the National School Psychology Examination proctored through PRAXIS (many students call this “the Praxis exam”). To enroll in EDSP 999, students must have advanced to candidacy and filed a graduation requirement check (“grad check”).

To do this, students must request a graduation requirement check through the Office of the Registrar (UH-171) at least one quarter **prior** to the end of the term of their expected graduation. To avoid late fees, the grad check should be filed by the established deadlines posted online. While the grad check may be filed early to avoid late fees, Advancement to Candidacy is **required** before the grad check can be completed.

Once the grad check has been filed, students will contact Shani Sims to get the EDSP 999 class code. EDSP 999 is graded credit/no credit, depending on whether the student passes or fails the exam. A score of 147 is the minimum score to pass EDSP 999. After passing the exam, the student will forward a copy of the results to Dr. Ward. Students who fail the exam on their first attempt may take it a second time. However, if the student fails again on their second attempt, the student will need approval from the Dean of Graduate Studies to take it a third time. Failure to pass the exam on the third attempt will result in dismissal from the program. Additional information on this exam can be found at <https://www.ets.org/s/praxis/pdf/5402.pdf>

To summarize, the following steps must be taken to take and pass the Praxis Examination:

1. Complete advancement to candidacy
2. File a grad check one quarter before expected graduation
3. Contact Shani Sims to register for EDSP 999
4. Register for and take the National School Psychology Examination

## **Section 5: Obtaining the PPS Credential**

Once students have completed all fieldwork/internship requirements and passed the Praxis Examination, they are eligible to apply for the Clear Credential and the Pupil Personnel Service Credential (PPS) to practice as a school psychologist in schools in the state of California.

### **Clear Credential**

Candidates who have completed all credential requirements must apply for the credential recommendation in the College of Education, Jim and Judy Watson Student Services Center in COE-102 from the Credential Processing staff. Forms and instructions are available online at: <https://coe.csusb.edu/teacher-education/credential-processing>. Students may complete the application during their final quarter; however, the credential will not clear until the student's grades and degree has been posted.

### **PPS Credential**

The application packet with full instructions for applying for the PPS credential can be downloaded from: <https://coe.csusb.edu/sites/default/files/PPS%20Packet%205-15.pdf>.

To apply for the PPS Credential, the following requirements must be met:

1. The student completed all prescribed coursework with a grade of "B" (3.0) or better.
2. The student completed all requirements for the 1200-hour fieldwork/internship, including the specific competencies in the program as mandated by the CTC.
3. The university and on-site supervisors must sign all necessary forms to indicate the student's satisfactory completion of field work experiences.
4. The student completed a minimum of 18 quarter units of EDSP 689.
5. The student passed the National School Psychology exam proctored by Praxis and successfully receive credit in EDSP 999. All of this information is verified using the Affirmation of Fieldwork/Internship Experiences form (Appendix J), which is given to the program coordinator.
5. The student completed the exit survey for the School Psychology program.

6. Appendix K includes information intended to help the student complete all necessary documentation described in this handbook in a timely manner. Appendix K includes information such as the title of the form/document needed, instructions regarding what to do with that form, whose signatures are needed to complete that form, and what to do with the form once all necessary components are completed.

The School Psychology program at CSUSB is regulated and prescribed by CTC, which is modeled after NASP. Hence, the curriculum is competitive with the more rigorous “specialist programs” in the nation and meets requirements to obtain a valid PPS credential to work as a school psychologist in the state of California. Graduates with a valid PPS credential are allowed to practice in schools, but not in private practice. However, graduates with a valid PPS credential may apply for the license in Educational Psychology from the licensing board in Sacramento, California after working in the field for a predetermined period of time. This license allows graduates to conduct private assessments (e.g., Independent Educational Examinations) in the role of school psychologist.

Students who may be interested in working as a school psychologist in other states are encouraged to identify what those states require to practice as a school psychologist, as they may be different than California state requirements.

## **Keep in Touch**

Students are encouraged to maintain professional contact with faculty and staff at CSUSB by providing administrative staff with current contact information.

## **Section 6: Appendices**

Appendices are available on the program website.