

## Guidelines for Student Supervision

### **Internship:**

The internship in school psychology allows the intern to participate in activities and demonstrate skills and proficiencies acquired during formal coursework and to acquire additional knowledge and skill most appropriately gained through field placement settings. The typical internship is a continuous two semester, 1200+ hour program for Ed.S. students or a 1800+ hour program for PhD students.

The culminating field experience is called an “internship”. The types and breadth of activities the candidate obtains in the culminating field experience is the same regardless of whether or not the candidate receives a salary. Internships may be offered collaboratively by universities and school districts for prospective school psychologists. Interns are enrolled in an approved school psychology credential program while they serve under the supervision of experienced credentialed school psychologists (NV Department of Education) from the district AND university trainers.

A quality school psychology internship:

- Demands adherence to ethical principles and professional behaviors;
- Ensures intern’s progress through developmental stages in skill acquisition and self-knowledge;
- Provides interns with consistent and regular supervision by a credentialed school psychologist;
- Maximizes the intern’s learning by careful workload management;
- Allows the intern a broad range of experiences with diverse student populations in regular and special education;
- Promotes intern’s development of data-based decision making;
- Develops knowledge of intervention methodologies, and provides opportunities to use those methodologies.
- Promotes emerging knowledge and skills in research; and
- Does **NOT** supplant credentialed school psychologists.

The supervisor creates an optimal environment that includes:

- Support and reassurance.
- Discussion of fears and anxieties.
- On-going evaluation and monitoring.

- Movement from close supervision to increasing autonomy.
- Access to district and professional organization training opportunities.

### **Managing Workload and Expectations**

The field supervisor, university trainer, and the intern work together to establish, monitor and adjust the intern's workload throughout the internship placement. The intern's professional strengths and weaknesses and previous experience in education determine the amount of work an intern can be expected to undertake and the readiness to assume added responsibilities.

The intern's workload or assignment must be designed to optimize the intern's learning without undue or debilitating stress.

- Adjust and monitor load for interns based on current experiential level (e.g., an inexperienced intern may take twice as long to complete an assignment).
- Monitor the intern's perceptions of the pressures of their assignments and adjust the workload to facilitate optimal learning and growth.
- As the intern progresses, a greater workload should successively be completed.
- By completion of the internship, the intern's workload should approximate that of a beginning staff school psychologist in a school district.
- During the first semester the intern will be under direct supervision daily. By second semester they will be assigned their own school with continued supervision.

### **Responsibilities of Supervisor**

The supervisor has responsibilities in the assessment, report writing, and decision-making processes. However, the supervisor should incorporate the following points to encourage greater independence.

- Delegate appropriately, coach, and support.
- Provide opportunity for informal on-going dialogue regarding cases and intern progress.
- Encourage accountability; periodically review a log of experiences.
- Involve the intern in cases that include a variety of disabilities, languages and age groups.
- Jointly process more difficult cases together.
- Provide an overview of formal/informal organizational structure of agency, district, and/or school.
- Introduce intern to school and district personnel.
- Provide an appropriate working environment.
- Specify an alternate supervisor when primary supervisor is unavailable.
- Review ethical considerations and cautions (e.g., male adult working with female student, when can student be left alone).