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*NOTE: All items *italicized in RED* can be found on the School Psychology Team SAKAI site.
SECTION I. Practicum

Overview and Purpose of Practicum/Field Experience

Practicum involves a developmental sequence of weekly, supervised experiences in schools, community agency sites, or the department’s campus-based Psychological Consultation Center (e.g., child anxiety team). Credit for practicum experience is obtained via registration for PSY 670 in each semester.

For the Master’s Program:

Individual school-based practica in Years 1 and 2 of the program are supervised and organized either by cohort or using a “vertical team” model, based on year of entry into the program. A minimum of 600 hours of field-based practica distinct from and prior to internship is required in the MS Program. Credit for practicum experience is obtained via registration for PSY 670 in each semester. The typical expectation for fulfilling this requirement is approximately 1 to 1 and 1/2 days per week of field experiences, or 300 hours per year over the first 2 years of training. Students are not required to be involved in practica activities during school holidays and examination periods. However, many students find that completing hours during these times helps them accumulate the program’s required minimum number of hours. Students completing practicum activities during school holidays and examination periods must obtain permission from the program director and on-site supervisor due to liability issues. Additionally, if students intend to complete practicum experiences over the summer, when not enrolled in PSY 670, they must obtain written permission from the site supervisor and the program director. Supervised practicum experiences include opportunities to learn and practice skills in the areas of assessment, intervention, consultation, counseling, multidisciplinary teams, early intervention, prevention, and program development and evaluation. In some cases students in the MS Program may also complete practica in community agency sites, or the department’s campus-based Psychological Consultation Center with permission of supervising psychologists (e.g., child anxiety team)—however, this is not typically the case.

For the Doctoral Program:

A minimum of 900 hours of field-based practica distinct from and prior to internship is required in the Ph.D. Program. The typical expectation for fulfilling this requirement is approximately 1 to 1 and 1/2 days per week of field experiences, or 300 hours per year over the first 3 years of training. Typically, students complete 600 hours in school-based settings in their first two years in the program, and then complete their remaining required hours in advanced practica settings. In addition, students often complete advanced practica, leading to the accumulation of additional hours beyond those 900 required hours. Students are not required to be involved in practica activities during school holidays and examination periods. However, many students find that completing hours during these times helps them accumulate the program’s required minimum number of hours. Students completing practicum activities during school holidays and
examination periods must obtain permission from the program director and on-site supervisor due to liability issues. Additionally, if students intend to complete practicum experiences over the summer, when not enrolled in PSY 670, they must obtain written permission from the site supervisor and the program director. Doctoral students are expected to seek advanced practicum and accrue additional hours (for example, in the areas of teaching and supervision) in preparation for internship. For example, students can enroll in PSY 695 (Teaching of Psychology) and PSY 696 (Practicum in the Teaching of Psychology). Supervised practicum experiences include opportunities to learn and practice skills in the areas of assessment, intervention, consultation, counseling, multidisciplinary teams, early intervention, prevention, and program development and evaluation.

Individual school-based practica in Year 1 of the program are supervised and organized by cohort, based on year of entry into the program. In subsequent years, students participate in practica experiences organized around a cooperative learning teams format designed to provide direct practicum experience and to help students integrate theory and research with their professional work. The teams are "vertical" in the sense that each comprises students at a variety of levels of training. An example is the currently operating team focusing on delivering a violence prevention curriculum in elementary school classrooms. Thus, more advanced students have the opportunity to model and practice supervision skills and less experienced students have the opportunity to observe and team up with more experienced individuals.

All students meet regularly under faculty supervision to discuss issues arising from their professional work. Meetings involving advanced students and interns may include guest speakers such as local psychologists, attorneys, special education directors, and other professionals. Various topics are discussed (e.g., crisis intervention, creating individualized education program goals, serving diverse students, ethical and legal concerns, etc.).

Students also participate in faculty directed practicum teams through School Psychology Research Interest Groups (SPRIG). Participation in these team practica continues for a minimum of three years, and is optional beyond that time. These teams have staffed projects in the Central Falls Public Schools, with foci on violence prevention, early language and literacy development, and parent involvement in education.

**Sequence of Practicum**

Practicum experiences are arranged to provide opportunities for students to meet the following expectations in a graduated sequence of experiences, progressing from introduction, orientation, and observation to basic skill acquisition, assuming professional responsibilities, and development of proficiency in multiple areas of competence. Practical work in the field is preceded by and integrated with the professional course sequence. Therefore, field experiences should offer numerous activities to translate course knowledge into best practices. The sequence of field experiences is meant to serve as a general guide and should allow flexibility for each student to establish individual training goals based on prior education and professional experiences.
**YEAR 1 Fall Semester:**

Gain an orientation to schools, the community, special education, and the roles and functions of the school psychologist through the following experiences:

- Become familiar with the demographics of the community and its economic and cultural characteristics;
- Become familiar with the demographics of the student population; the number, size, and levels of individual schools; the size of the school staff; the size of the special education population; the administrative hierarchy; and the range of school programs and services;
- Participate in a series of classroom observations (for example in regular and special education settings ranging from preschool to the twelfth grade) gaining a greater understanding of child/adolescent development and form conclusions about the developmental appropriateness of school curriculum and instructional methods; and
- Interview and interact with a variety of school personnel including administrators, school committee members, teachers, specialists such as guidance counselors, speech and language pathologists, and/or other professional staff, to understand their roles, functions, and relationships to psychological services.

Accompany and observe a school psychologist. Notice the school psychologist’s professional problem solving and decision making while functioning in the following roles:

- Consulting with teachers about academic and behavioral issues;
- Designing, implementing, and evaluating classroom-based interventions;
- Conducting individual and/or group counseling;
- Participating in student services teams including attending IEP, MDT, and 504 meetings;
- Conducting all phases of the pre-referral, referral, evaluation, and multidisciplinary team processes in the schools

**YEAR 1 Spring Semester:**

In addition to continuing objectives from the preceding semester:

- Become familiar with how to establish rapport and interact effectively with children by engaging in a one-on-one role with at least one student (e.g., as a tutor or homework buddy),
- Carry out activities to accompany coursework such as conducting classroom observations, reviewing files, and/or observing the case study or cognitive assessment of students,
- Learn more about multicultural issues in schools by assisting students and teachers who are culturally/linguistically different than you.
- Investigate how schools identify and respond to childhood disorders and observe how behavioral principles are used to intervene with discipline problems.

**YEAR 2 Fall Semester:**
Having completed some of the basic coursework students should be prepared to become involved in more direct service activities under the supervision of an on-site school psychologist. As they proceed through the remaining courses in the professional training sequence, practicum experiences should provide valuable opportunities to integrate knowledge while learning and practicing more advanced skills.

- Participate in assessments such as conducting cognitive testing, interviewing students and parents, conducting classroom observations, and reviewing files,
- Practice basic skills in the assessment of children’s social and emotional difficulties, linking your findings to the design, implementation, and evaluation of classroom-based interventions,
- Facilitate or co-facilitate group and/or individual counseling,
- Participate in student services teams such as IEP, MDT, and 504 meetings and become familiar with legal and ethical issues relevant to guidelines, policies, and regulations.

**YEAR 2 Spring Semester:**

As students continue to complete the professional course sequence, they should begin to extend direct service skills into broader indirect service activities.

- Practice consultation and indirect service with teachers and parents regarding academic and behavioral problems,
- Practice how to integrate your assessment, intervention, and consultation skills while assuming more independent responsibilities under the guidance of your site supervisor,
- Develop skills in creating integrated case reports, making case presentations, and facilitating team meetings, and functioning in leadership roles.

**YEAR 3 Fall and Spring Semesters (Doctoral Students):**

In the final semesters of practicum, students identify skill areas needing more practice and development. Also, this is a time for pursuing specialized interests or applied research topics in connection with research and comprehensive exams. Advanced practicum experiences should be arranged with the student’s interests in mind. They also should provide students with opportunities to practice supervision skills. These final practica experiences will help to integrate knowledge of science and practice and develop previously untried skills that students may need to prepare for internship.

- Serve as a team leader for a practicum team and gain supervision experiences,
- Look for opportunities to practice systems-oriented indirect services,
- Become involved with school-wide needs assessment, program/policy development, and evaluation research,
- Seek out new roles for practicing skills with which you are unfamiliar, in different contexts (e.g., medical and community settings), and with different populations (i.e., ages, problems, cultures),
- Pursue specialty areas of interest to your future career goals and/or your research (i.e.,
consultation, crisis counseling, early intervention, program evaluation, etc.).

YEAR 4 Fall and Spring Semesters (Doctoral Students):

In addition to continuing objectives from the preceding year, students may also complete teaching and/or supervision training and advanced practicum experiences.

Liability Insurance

All students must have liability insurance during their time in the program. Student liability insurance is available through NASP or APA sponsored programs.

Note: The Forrest T. Jones insurance is more appropriate for students working in public school settings only. Students participating in other clinical sites (i.e., PCC) are required to obtain the APA insurance as the Forrest T. Jones plan does not cover clinical settings.

National Association of School Psychologists:

A plan endorsed by NASP is available from Forrest T. Jones & Co:

The Student Educator Professional Liability Plan provides the protection young educators need to perform with confidence during student teaching, an internship or practicum. Value-priced at $25 for one year of coverage.

- Provides up to $1 million for damages arising from professional liability lawsuits.
- Pays defense costs in addition to the $1 million limit of liability.
- Plan covers claims brought at any time, as long as the act or omission that resulted in the claim occurred while your policy was in effect.
- The policy term is one year.

The Student Educator Professional Liability Plan protects you against a broad range of exposures (whether you are found guilty or not guilty) such as:

- Injuries to students under your supervision
- Improper placement of students
- Defamation
- Failure to educate
- Violation of student civil rights
- Negative consequences in implementing the recommendations of research studies

After a $100 deductible, the plan also pays 90 percent of your attorney’s fees if you:

- Are accused of sexual misconduct, provided you are found not guilty or the charges are
discriminated ($35,000 maximum per policy period).

- **Face criminal charges arising out of corporal punishment**, provided you are found not guilty or the charges are dismissed ($10,000 maximum per policy period).
- **Are named in a lawsuit seeking non-monetary relief** ($35,000 maximum per policy period).  

The insurance provided by the Student Educator Professional Liability Plan is excess of any other valid and collectible insurance or indemnity you might have with regard to the claim, including coverage provided by your school district and/or school board.

**Eligibility:**
You must be: a) a member in good standing of an educational association affiliated with the Trust for Insuring Educators; b) a student preparing for employment; and c) performing educational duties under the supervision of a licensed educator.

The plan costs **$25 for one year of coverage**. A surplus lines tax or fee may be included in this premium. The plan becomes effective the first day of the next month after receipt of your enrollment form and premium payment. Your plan provides coverage for claims brought at any time, as long as the act or omission that resulted in the claim occurred while the policy was in effect.

**How to Enroll:**

**Online:** Available through SAKAI or www.ftj.com. Complete the enrollment form and submit it online along with credit card payment information.

**American Psychological Association:**

A plan endorsed by APA is available from the **American Psychological Association Insurance Trust**.

The Trust offers Liability Insurance especially for graduate students, designed to cover activities such as practicum and internship. With your Trust Occurrence-type coverage, you'll always be protected from lawsuits resulting from participation in graduate curriculum, no matter when the suits are filed, subject to the terms and conditions of the policy. **The plan costs $35 for one year of coverage.**

The **American Psychological Association Insurance Trust** online application is available at the APA site.

**Background Check Information**

All students must complete a background check at the beginning of each year during which they are completing a practicum or internship. The type of background check required may vary from state to state, thus necessitating that students complete a background check that will be valid in the state they are going to work. Students should contact their placement prior to the start of
school to identify and fulfill the needed background check requirements.

A background check is a procedure that provides educational institutions with more information about an applicant or prospective school psychologist. The information gathered through the investigation potentially includes criminal records, past employment records, civil records, educational certification, health and medical records, current and previous addresses, court records, and criminal records, among others. Working in Education may be one of the few settings where experience and professional history are as closely scrutinized as personal history. An educational institution carries out a background check as part of its pre-screening process to guarantee the safety of the students. This procedure is legally mandated in the 50 states of the USA.

For a graduate student or new school psychologist the application process may include several elements that enable a complete background check. Drug and alcohol tests are not uncommon, for example. Calling references provided and checking on previous work experience is also something that will be done as part of a background check. Especially in public school districts in the United States, fingerprints are usually taken and submitted to a national organization, like the FBI, for checking.

Background checks are valid for one year from the date that they are issued and can be obtained at the attorney general’s office in Providence, online through the website certifiedbackground.com, and in some cases, through your local police department.

The Attorney General’s office in Providence ($5, payable by check, money order, or card for in-person transactions; cash not accepted). To complete the BCI in Providence, visit the Attorney General’s office at 150 South Main Street in Providence. They are open from 8:30 to 4:30. Driving directions are available by calling 274-4400 and selecting that option. Make sure to bring a photo ID with your birth date. Parking here can be especially difficult, so students sometimes go together and take turns. Please allow for extra time and be cognizant of parking restrictions. The AG’s office will provide your review letter to you before you leave.

Castlebranch.com. ($18). BCI's can be completed online. Students click "Place Order"; enter the URI package code (UB06), click GO and follow instructions. A few RI districts do NOT accept the online option. These include Barrington, Chariho, Narragansett, and Pawtucket. Additionally, Chariho requires a BCI from Rhode Island and the student's home state.

Your local police station (price varies). Call ahead because some towns do not offer this service, it may take weeks to get the result, or hours may be limited to one or two days a week. NOTE: The South Kingstown Police Department does not do background checks for students.

As the type of background check may vary from state to state, students should contact their placement prior to the start of school to identify and fulfill the needed background check requirements.
**Practicum Contract/Agreement**

Practicum students are required to secure a completed practicum contract with their sponsoring school department/organization. A *sample practicum contract* is available on SAKAI. Practicum contracts should be signed by a school department/organization supervisor, and the School Psychology Program Director. Students required to attend on-campus practicum supervision must also have their contracts signed by the URI Field Supervisor. The completed/signed contract should be maintained in your student file in the Psychology Department at URI.

**Keeping a Log of Practicum Hours**

Practicum students are expected to maintain a log of all relevant activities during the course of their practicum experiences. Logs are due at the end of each semester and should be reviewed by the site supervisor. Students are free to utilize a log format that is appropriate for both the setting and activities anticipated in the practicum. *Sample logs* are available for review on the SAKAI. Students may prefer using an electronic log-tracking device. Two such examples are: *Time2Track* ($48/year) and *MyPsychTrack* (free to all students).

NOTE: If the student is interested in seeking an APPIC or APA-approved internship site, using *Time2Track* and *MyPsychTrack* is accepted, though *MyPsychTrack* is free for users.

**University Provided Supervision**

All students completing practicum experiences under PSY 670 are required to participate in program/university-provided supervision. Students in their first two years of the program are required to attend university-based supervision weekly. Advanced students completing practicum under the supervision of a licensed psychologist will not be required to attend university-based supervision weekly, but will meet with a university supervisor once per month to discuss practicum experiences. In addition, all practicum experiences for which students wish to count their hours toward program requirements or toward their APPIC application should involve students registering for PSY 670. The university field supervisor is responsible for the practicum placements. On-campus supervision with the university field supervisor will occur on a regular basis. Practicum students are expected to schedule time to meet individually with the university field supervisor. Furthermore, the university field supervisor will schedule regular group supervision meetings throughout each semester, and facilitate discussions of important practicum-related topics.

The primary responsibilities of the university field supervisor(s) are outlined below:

- Meet with practicum students on a weekly or bi-weekly basis, depending on the practicum student’s needs and the current demands of the placement.
- Provide timely feedback to practicum students regarding skill development. Identify areas of strength as well as those in need of improvement.
• Communicate regularly with the site-based supervisors regarding practicum student’s performance.
• Monitor the adequacy of field-based experiences and supervision on a regular basis.

**Evaluation and Remediation Policies**

Practicum students are evaluated each semester. The evaluation tool employed directly reflects the competencies endorsed by the URI School Psychology Program as well as the year of the practicum experience. Samples of the *evaluation tools* currently in use are available for review. Practicum students are also asked to complete an evaluation of supervision of their practicum experience biannually.

Should concerns arise regarding a practicum student’s skills or performance, the university practicum supervisor, the on-site supervisor, the URI program director, and the student may develop a Remediation Plan. This plan will include input from the student’s major professor and may include input from other program faculty. The university practicum supervisor and the URI program director will have primary responsibility for designing, implementing, and monitoring the plan. If the plan includes increased on-campus supervised activity, coursework, or additional practicum hours, the student’s major professor and the School Psychology Program faculty must approve the plan. The plan will specify how the remediation objectives will be accomplished and evaluated, and a timeline for completion. Practicum grades will be withheld until this plan is fulfilled to the satisfaction of all parties.
SECTION II. Internship

Internship Overview

In addition to coursework, research, and practicum experiences, all students must complete an approved psychology internship prior to graduation. The School Psychology Program adheres to the *Internship Guidelines of the National Association of School Psychologists (M.S. Program)* and the *Council of Directors of School Psychology Programs (Ph.D. Program)* (See Section III). Internship experiences are distinct from practica in that they come at the conclusion of the training program after all coursework, practica, and comprehensive examinations (for doctoral students) have been completed successfully.

During internship, all students register for 1 credit per semester of the School Psychology section of *PSY 698: Internship in Professional Psychology*. Some doctoral students, in consultation with their major professors, will apply for and seek acceptance at APPIC/APA-accredited internship training sites relevant to school psychology. Typically, the deadline for internship application through the APPIC process is in early November of each year, requiring well in advance planning.

Philosophy

The internship in school psychology should be guided by the scientist-practitioner model of graduate education of our program, and as such, should provide the opportunity for the integration of science and practice within the context of professional development. The internship should be a comprehensive learning experience that offers opportunities to practice direct and indirect psychological services in response to various problems experienced across a range of age and grade levels and diverse student populations in varying school and community contexts.

Timing and Sequence

The internship is designed to be a culminating fieldwork experience. Therefore, to be eligible for internship, all students must complete required coursework according to a sequence as outlined in their program of study and approved by their major professor and committee. For doctoral students, experience has shown that students whose research is either well underway, nearing completion, or fully completed and ready for defense, can devote full attention to internship without the added stress and pressure of attempting to simultaneously conduct their dissertation study while meeting the demands of a full-time internship. Therefore, to encourage timely completion of research, students are expected to gain formal approval of at least a dissertation research proposal before beginning internship. Collection and analysis of data is strongly encouraged prior to internship. Completion of most or all of the dissertation requirement before
beginning one's internship is an optimal plan and allows interns to devote all the time and energy necessary for maximizing the internship training experience.

**Professional Standards**

The *program requirements for the master's internship* are in accordance with guidelines and standards set forth by the National Association of School Psychologists (See Section III). The *program requirements for the doctoral internship* are in accordance with guidelines and standards set forth by the Council of Directors of School Psychology Doctoral Programs (CDSPP) (See Section III). The internship should be designed to provide a planned sequence of supervised professional experiences consistent with the mission of the internship site, the intern’s professional goals, and the goals of the URI School Psychology Program. When internships are arranged outside of approved and accredited sites, a similar plan of supervised experiences should be designed in a manner that is consistent with the CDSPP standards.

**General Requirements**

Several major features of the internship requirement derived from the standards and guidelines previously mentioned are outlined below:

**Length of Internship.** Students must complete a one-year full-time internship in a school setting or other appropriate setting relevant to the provision of psychological services to children and adolescents. Internships that are approved to be completed entirely in school settings may be completed within a 10-month academic year. Under special circumstances, the internship may be completed on a half-time basis over two consecutive years (e.g., approximately 20 hours per week over two academic years completed within a 24 month period).

**Clock Hours.** The master’s internship must include a minimum of 1200 clock hours of supervised experience. The doctoral internship must include a minimum of 1500 clock hours of supervised experience. Licensing and certification credentials in certain states may require additional clock hours beyond the minimum required by the program; students are advised to plan their internship accordingly.

**Planned Training Activities.** The internship must be a planned and organized sequence of training and not just the performance of routine and repetitive functions devoid of individual benefit or professional development, nor should it be a disjointed collection of clock hours in unrelated settings. The internship should be a comprehensive learning experience that offers opportunities to practice direct and indirect psychological services in response to various problems experienced across a range of age and grade levels and diverse student populations in varying school and community contexts.

**Supervision.** The site supervisor must be an appropriately credentialed/certified school psychologist or licensed psychologist employed where the internship services are provided. This supervisor must have oversight and responsibility for the nature and quality of the psychological
services provided by the intern. The site supervisor provides **two hours per week** of face-to-face supervision to the intern. A licensed, doctoral level psychologist who holds the appropriate credentials for independent practice in the internship setting must supervise the pre-doctoral intern. In addition to the field supervisor, a member of the URI Program faculty is designated as the coordinator of field experiences. The coordinator is responsible for coordinating internships and serves as a university-based supervisor. The university-based supervisor is responsible for maintaining communication with and receiving feedback from the field supervisor, conducting regular on-campus supervision sessions for local interns, maintaining contact with students completing out-of-state internships, and awarding internship credit when the experience has been successfully completed and all required documentation and evaluations are on file.

**Documentation of Compliance with Professional Standards.** Legal and ethical guidelines and standards relevant to the profession of school psychology and the internship are provided to students in professional courses, as well as reviewed in regularly scheduled seminar meetings for all students on internship. It is the responsibility of the student intern to become knowledgeable of these guidelines and to understand fully how their internship plans and their individual program of study must comply with these guidelines and standards. To this end, students are encouraged early on in their program to discuss their plans for internship with their major professor, as well as the coordinator of field experiences. Internship logs and documentation of training experiences should reflect adherence to program goals and professional standards.

**Steps For Applying To, Obtaining, and Completing an Internship.** In addition to the standards, students are expected to become familiar with the established procedures and specific steps for applying to, obtaining, and completing an internship. Throughout this process students should work closely and communicate often with three key faculty members: their major professor, the coordinator of field experiences, and the program director. The remaining information in the sections below pertains mainly to the procedures and necessary steps for students to follow regarding internship eligibility, approval, application, selection, evaluation, and documentation.

**Eligibility**

In order to be eligible for internship, at a minimum, students must complete all required coursework satisfactorily. For doctoral students, the comprehensive examination must be successfully completed and the dissertation proposal must be approved prior to internship. Eligibility for internship is approved by the major professor and verified by the coordinator of field experiences.

**Planning the Internship**

No later than the semester prior to the start of an internship, the coordinator of field experiences will organize an orientation meeting with students to review eligibility and internship plans. Relevant policies and procedures will be discussed. Students will be surveyed and asked to specify prior experiences, desired goals, rankings of preferred internship sites, and any individual
considerations or constraints. At this time students are requested to self-evaluate their skills in areas such as assessment, intervention, counseling, consultation, and program evaluation. This information is used in advising students about potential internship sites and in final decision-making about placements. The coordinator assists in the preparation of applications and interviewing as needed. Every effort is made to match student interests and needs with internship sites and supervision. In addition, the coordinator of field experiences and the program director maintain and distribute to students copies of the CDSPP guide to internships in school psychology (published yearly).

**Approval and Application Process**

Potential internship placements should be reviewed with the coordinator and approved by the student's major professor. Final approval of available internship sites rests with the coordinator of applied training, and the program director according to program standards and guidelines endorsed by the full program faculty.

Once eligibility for internship has been determined and site preferences have been submitted, students are approved to proceed to the application stage. The coordinator identifies internships that meet all parameters for approval and students may apply to those designated sites. To ensure that sites meet the necessary requirements, the coordinator initiates contact with site supervisors or administrators and enters into contractual discussions about possible internships. Both site supervisors and school administrators may interview prospective interns before final placements are determined. Students are advised to prepare a current résumé and work samples in the event that they are needed during the interview process.

Doctoral students seeking *APA-APPIC-approved internship sites* providing experiences relevant to school psychology should contact potential sites and request information and application materials. Most sites now participate in the APPIC computerized matching process and use a standard internship application form. Applications are created and developed on the AAPI Online Applicant Portal. Students that are judged as acceptable for certain sites are invited for interviews. Final offers are made by means of a national computer matching process, typically conducted in February of each year. Final arrangements are formalized with an internship contract and training plan. Approval of the program director usually is requested and confirmed by co-signing the contract.

For students seeking alternative locally arranged internships in the tri-state region (CT, RI, MA), the coordinator assists students in identifying potential sites from a list of previously approved locations or helps develop such sites. In these cases the coordinator typically initiates contact with site supervisors or administrators and enters into contractual discussions about possible internships. Formal applications and interviews may or may not be required depending on the preferred selection process of the internship site. Both site supervisors and school administrators may interview prospective interns before final placements are determined.
Final Selection and Placement

Final determination and placements are a joint decision of the program, the site supervisor, and the intern. Doctoral students participating in the APPIC national matching and selection process are notified directly of their selection.

Internship Contract and Plan

The placement agreement is formally described and approved through the development of an Internship Contract (see sample in appendix). The contract specifies the nature of the internship training activities, the beginning and ending dates, amount of stipend or compensation, supervision arrangements, etc. Contracts typically require approval signatures from five persons: the intern, the on-site supervisor, a site administrator, the Program coordinator of field experiences, and the program director. Subsequently, an Internship Plan is developed in collaboration with the student, the field supervisor, and the university coordinator for field experiences. The plan must specify the goals and objectives for internship training, the nature of the internship experiences to be provided to meet those goals and objectives, and the scheduled activities and responsibilities of the intern. An internship plan must be submitted, approved by the coordinator, and kept in the student's record in the departmental graduate student files.

Evaluation and Remediation Policies

Regular progress evaluations are conducted of interns in terms of meeting the goals and objectives as stated in the internship plan. The field supervisor at both mid-year and end-of-year completes these evaluations. Students are encouraged to participate in a progress review with their supervisors as a means of identifying areas of improvement and establishing goals for professional development.

Should there be areas of weakness or concern in an intern's skills or performance, the university internship coordinator, the on-site supervisor, the URI program director, and the intern may develop a Remediation Plan. The URI program director and the intern’s advisor must be notified and may work in cooperation with the university internship coordinator and on-site supervisor to determine appropriate goals and actions to take. This plan may include more on-site supervised activity or hours. The university internship coordinator and on-site supervisors must approve any remediation activity that would require school fieldwork opportunities. The plan will specify how the remediation objectives will be accomplished and evaluated, and a timeline that will specify when these objectives should be accomplished. The university will withhold internship grades until this plan is fulfilled to the satisfaction of all parties. Although each situation will be considered individually and remedial activities may be pursued, receiving a failing grade for internship may result in a student’s termination from the University of Rhode Island School Psychology Program.
Documentation

The following materials and documentation should be on file in the department files for graduate students:

- Eligibility for Internship
- Internship Contract
- Internship Plan
- Evaluations (Mid-Year and End-of-Year)
- Log of Activities and Summary of Clock Hours
- Completion of Internship (Verification) Letter
SECTION III. Program and Professional Related Information

Criteria for Field Sites

Placements will be made in school districts where:

1. Candidate placements are guided by the scientist-practitioner model and should provide the opportunity for the integration of science and practice. Opportunities to practice direct and indirect psychological services, in response to various problems experienced across a range of age and grade levels, delivered to diverse student populations within various school and community contexts and settings.

2. Candidates have the opportunity to participate in individual student, classroom, and district level activities/interventions.

3. Candidates are also enrolled in a minimum of 1 credit of PSY 698 each semester of their internship and participate at least monthly in the supervision seminar conducted at the University.

4. Candidates will be supervised by a credentialed School Psychologist who provides weekly face-to-face supervision.

5. Candidates will develop both a Contract with consultation from their site supervisor. The Contract will establish the expected work for length of the school year and compensation as applicable.

6. Candidates will review the program goals and objectives with the site supervisor to establish the basis for evaluation of progress in the internship. Evaluations by site supervisors will be conducted each semester.


8. Cooperating school psychologists must employ a variety of appropriate diagnostic, consultation, and therapeutic practices.

9. Cooperating school psychologists demonstrate and employ a variety of current technologies into their practice.
Site Selection Process

*Fall*

September/October/November
- Meet with site supervisors with their associated graduate students at their site, to review progress and facilitate completion of practicum/internship plans.

December
- Survey of Prospective Site Supervisors to determine availability for the following academic year.
- Review of student evaluations/logs.

*Spring*

January
- Compile listing of available site supervisors.
- Contact Directors in cooperating districts to determine potential for funding in their districts.

February/March
- Meet with all graduate students to determine progress in current placement and determine needs for placement for the coming year. Review requests for location, and preferences regarding available student populations.
- Conduct general meeting with all graduate students to establish guidelines for contacting districts and arranging for interviews.
- Maintain constant e-mail contact with students to determine progress in soliciting placements.
- Maintain e-mail and phone contacts for students who have approached districts that require contact with the university in order to proceed with an offer.

April
- Maintain site contacts/visits with supervisors/students.
- Continue support of students as they interview for practicum/internship sites.

May
- Finalize placements for the Fall.
- Review logs/final student evaluation.
Practicum and Internship Sites for 2017/2018 Academic Year

*Potential Practicum and Internship Placements:*

- The Bradley School, South Kingstown, RI
- Bradley Hospital, Riverside, RI
- Burrillville Schools, RI
- Butler Hospital, Providence, RI
- Central Falls Schools, RI
- Coventry Schools, RI
- Cumberland Public Schools, RI
- The Groden Center, Providence, RI
- Hasbro Children’s Hospital, Providence, RI
- Highlander Charter School, RI
- Jamestown Public Schools, RI
- Middletown Public Schools, RI
- Metropolitan Regional Career and Technical Center, Providence, RI
- Moses Brown School, Providence, RI
- Narragansett Schools, RI
- New London Schools, CT
- North Kingstown Schools, RI
- North Stonington Schools, CT
- Portsmouth Schools, RI
- Providence Schools, RI
- Rhode Island Training School, Providence, RI
- Smithfield Public Schools, RI
- South Kingstown Schools, RI
- Stonington Schools, CT
- Warwick Schools, RI
- West Warwick Public Schools, RI

*Non-Local Internship Sites*

- Atlanta, GA
- Baltimore City, MD
- Burlington, VT
- Loudoun County, VA
- New York City, NY
- Prince George’s County, MD
- Scarsdale, NY
- St. Louis, MO

*Have taken URI students in the past three years*
Sample Logs

*Sample logs* are available on SAKAI. Each log has a different format and topics listed, demonstrating the various ways that practicum/internship activities can be organized. A new log is filled out each week of practicum/internship.

*Notes on log keeping:* It is possible and likely beneficial to keep more than one type of log, in order to record sufficient details on practicum activities over time as well as more general summative information. For example, a student might use a weekly log that documents activities specific to school psychology, while also keeping track of his/her total assessment/intervention/supervision hours for the APPIC submission process.

It is important to record the specific types of assessments and interventions one gives in practicum, as well as documenting the demographic information of the students that you are working with (e.g. 3rd grade Caucasian male with Autism, etc.).

Always keep second copies of signed logs within one’s personal records, separate to those kept in the department office.
NASP Best Practice Guidelines for School Psychology Internships

I. Principles, Conceptualization, and Management of the Internship

1.1 The internship is conceptualized as a culminating training experience* in which the primary focus is on providing high-quality experiences, attainment of comprehensive school psychology competencies, and integration and application of the full range of domains of school psychology.*

1.2 The internship supervisor, school psychology faculty, and intern adhere to NASP Principles for Professional Ethics (2010b).

1.3 The internship site, university program, and intern have a written agreement* that includes a clear statement of the expectations and responsibilities of each party (including total hours and duties to be performed by the intern), benefits and support to be provided by the internship site, and the process by which interns are to be supervised and evaluated.

1.4 If the site solicits direct applications from prospective interns, it provides information about the site and the internship application and selection process. It notifies applicants whether or not they have been selected in a timely manner.

1.5 The site uses a title, such as “school psychology intern,” that designates the training status of the intern. Psychological reports or similar professional reports to consumers, other professionals, or other audiences must be signed by the credentialed intern supervisor.

1.6 In states in which provisional certification or an intern certificate is required for internship, the site makes the training program and intern aware of such requirements and assists the preparing program and intern as necessary in applying for or securing such credential.

II. Depth, Breadth, and Focus of the Internship

2.1 The internship for specialist-level interns includes at least 1,200 hours, and the internship for doctoral interns includes at least 1,500 hours completed on a full-time basis over 1 academic year or on a half-time basis over 2 years.*

2.2 At least 600 hours of the internship occur “in a school setting” as defined in NASP standards.* Nonschool settings that serve children, youth, and families may serve as appropriate internship sites as long as the intern has already completed or has the opportunity to complete at least 600 hours of supervised experience in a school setting. Virtual schools are not considered suitable training environments for a school psychology internship.

2.3 The internship site provides opportunities for a range of school psychological services consistent with the NASP Standards for graduate preparation of school psychologists (2010c) and NASP Model for comprehensive and integrated school psychological services (2010a).

2.4 The internship site provides the intern with the opportunities and supervision needed to integrate domains of knowledge and apply professional skills in school psychology in delivering a comprehensive range of services evidenced by direct, measurable, positive impact on children, families, schools, and other consumers.*
2.5 Most of the intern’s time is spent providing direct and indirect psychological services to children, youth, and/or families. In order to ensure breadth of training, activities in no single major function predominates the intern’s time.

2.6 The internship site endeavors to provide opportunities to work with children and adolescents of varying ages, ethnicities, socioeconomic backgrounds, and with varying abilities and disabilities, characteristics, and needs.

2.7 In assigning duties to the intern, the internship site recognizes and supports the internship as an educational experience. An intern to student ratio that is less than NASP guidelines for credentialed, full-time school psychologists (1 to 500–700) is expected, with the actual assignments based on such factors as the needs of students to be served, the intern’s expertise and prior experience, and the intensity of intern supervision and support.

III. Supervision, Mentoring, and Collaboration

3.1 Professional field supervision of each intern is provided by a credentialed school psychologist or, in a nonschool setting, by a psychologist credentialed for that setting.* Field supervision may be shared with other appropriately credentialed personnel in the unit, but the credentialed school psychologist or psychologist provides the preponderance of direct supervision and assumes full responsibility for the supervision provided.

3.2 The intern field supervisor has at least 3 years of full-time experience as a credentialed school psychologist or psychologist and is employed as a regular employee or consultant by the district or agency.

3.3 Unless supervisors have been assigned a significant portion of their time to devote to supervising interns, each supervisor is assigned to no more than two interns at any one time. Intern supervision is taken into account when determining supervisor workload.

3.4 The internship includes an average of at least 2 hours of supervision per full-time week. The preponderance of field supervision is provided on at least a weekly, individual, face-to-face basis, with structured mentoring and evaluation that focus on development of the intern’s competencies.* Supervision time may be adjusted proportionately for less than a full-time week or schedule.

3.5 The university program assigns to each intern a faculty supervisor* with training in school psychology who maintains regular communication with the intern and field supervisor. Such communication may occur through face-to-face meetings and/or faculty supervisor visits to the internship site (if geographically feasible), telephone or video conferencing, e-mails, and other means.

3.6 Interns have the opportunity to develop an affiliation with colleagues and the field* through regularly scheduled training activities with (a) other interns at the site, (b) interns at other sites in the immediate area, and/or (c) school psychologists at the site and/or in the immediate area.

3.7 The university school psychology program provides field supervisors with information and support for supervision as well as documentation needed to verify supervision activities for such
purposes as continuing professional development.

IV. Intern Evaluation, Feedback, and Support

4.1 The internship field supervisor provides the intern and university program formative and summative evaluations of intern performance that are systematic and comprehensive, and ensures that interns demonstrate professional work characteristics and attain competencies needed for effective practice as school psychologists.*

4.2 The internship site, in collaboration with the university program, has a process for addressing possible serious concerns regarding an intern’s performance that protects the rights of clients to receive quality services, assures adequate feedback and opportunities for improvement to the intern, and provides due process protection in cases of possible termination of the internship.

4.3 The internship site provides expense reimbursement, a safe and secure work environment, adequate office space, and support services for the intern consistent with that afforded agency school psychologists* and the organizational principles in the NASP Practice Model (2010a). Sites are strongly encouraged to provide interns a stipend that recognizes their graduate level of training and the value of services they provide.

4.4 The internship site affords interns opportunities for continuing professional development comparable to those provided to school psychologists in the district/agency.

4.5 Upon conclusion of the internship, the field supervisor verifies both the completion of required internship hours and activities and the quality of intern performance. Verification of the satisfactory internship completion is the responsibility of the intern’s graduate program.

Note. An asterisk (*) signifies the existence of a corresponding standard in the NASP Standards for graduate preparation of school psychologists (NASP, 2010c).

REFERENCES:


CDSPP and APPIC Criteria for Doctoral Internships

*Council of Directors of School Psychology Programs (CDSPP)*

**Doctoral Level Internship Guidelines**

*Initial Version Approved by the Membership, May, 1998*

*Revised Version approved and ratified by the Membership, November, 2012*

The doctoral internship is an important culminating professional practice experience in doctoral level education and training in school psychology. Following are guidelines for school psychology doctoral internships that will provide the basis for high quality internship experiences.

Although these guidelines set forth basic quality standards for doctoral level school psychology internships, internship requirements for licensure and certification are set at the state level and vary from state to state. Therefore, graduate students and training programs should consult relevant state licensure and certification requirements when considering the nature of a specific internship.

CDSPP is an organization of doctoral level school psychology programs. It is not an official accrediting body and does not evaluate, approve, or accredit internships or training programs. CDSPP guidelines may be useful for prospective interns who are evaluating the quality of school psychology doctoral internships. These guidelines may also be useful to doctoral training programs in making program development and internship approval decisions. They may also be used by organizations authorized to approve or accredit internships or training programs. Doctoral training programs and internship sites that are interested in accreditation by the American Psychological Association should refer to the *Guidelines and Principles for Accreditation of Programs in Professional Psychology* published by the APA Office of Program Consultation and Accreditation.

In the absence of special circumstances, a doctoral internship program in School Psychology meeting these guidelines will also be considered as meeting the “Guidelines for Defining an Internship or Organized Health Service Training Program in Psychology” developed in 1980 by the National Register of Health Service Providers in Psychology to identify an acceptable internship, which is one of several requirements for credentialing by The National Register of Health Service Providers in Psychology.

1. A School Psychology doctoral internship is an organized training program that, in contrast to supervised experience (e.g., practica) or on-the-job training, is designed to provide the intern with a planned, programmed sequence of training experiences. The internship is the culminating supervised professional practice training experience prior to the granting of the doctoral degree. It follows a programmed sequence of coursework, practica, and field experiences and occurs after the substantial completion of the coursework leading to the degree. Its primary focus and
purpose is ensuring breadth and quality of training, meeting the needs of the graduate student/intern, and providing an extension of education and supervised training from the university program. The internship consists of a range of activities including assessment, evidence-based intervention, consultation, program development and program evaluation, supervision, and research designed to meet the psychological, educational, and health needs of the clients. Interns should have experiences with prevention and development of system supports, as well as with direct intervention for client problems, and should have experiences dealing with cultural and individual diversity.

2. The intern, whether full-time or part-time, spends at least 25% of his or her time in providing direct (face-to-face) psychological services to clients, patients or consultees, such as teachers or other mental health service providers, which translates to a minimum of 375 hours out of 1500 doctoral internship hours. The intern engages in research activity which includes the evaluation of services delivered and the effectiveness of the intern’s own training.

3. The internship agency provides a dated written statement, brochure, or website that describes the goals and content of the doctoral internship program, states clear expectations for the quality of trainees’ work, training, and supervision, and is made available in advance to prospective interns. The internship agency, preparing institution, and intern have a written agreement that describes the goals and content of the internship including clearly stated expectations for the nature of experiences offered in the agency and for the quantity and quality of the work. Each intern is given a written statement that includes salary, benefits, reimbursable travel, holidays, and other relevant data.

4. Interns receive a formal, written evaluation minimally at the end of each university semester, trimester, or quarter course grading period. The format for that evaluation is agreed upon in advance by the internship agency and the intern’s university training program. The areas evaluated are consistent with doctoral program objectives and competencies and include evaluation of intern skills in assessment, intervention, consultation, program evaluation, and ability to deal with issues of cultural and individual diversity. Communication between doctoral training programs and internship programs is of critical importance to the overall development of competent psychologists. The doctoral internship is a required part of the doctoral degree, and while the internship supervisor assesses student performance during the internship year, the doctoral program is ultimately responsible for evaluation of the student’s readiness for graduation and entrance into the profession. Therefore, intern performance is discussed among the training partners: the internship site and the university.

5. Due process procedures for interns are made available to interns prior to the beginning of the training period. If due process procedures are initiated related to intern behaviors, intern activities, or internship conditions, the university-based director of the school psychology doctoral program in which the intern is enrolled is notified by the supervisor at the internship site.

6. Full-time internships are completed in no less than 10 months; part-time internships may extend to no more than 24 months. The internship includes a minimum of 1,500 hours in
activities described above. Interns and university training programs should consult relevant credentialing (e.g., state licensure, certification) requirements to determine the number of internship hours required for licensure and other desired credentials. In addition, the National Association of School Psychologists (NASP) has established requirements for internship (e.g., completion of at least 600 hours in a school setting). For more information, consult the relevant NASP standards and credentialing documents.

7. Internship agencies and the intern’s university training program jointly issue to the intern written documentation (e.g., a certificate, letter, or “Certificate of Completion”) reflecting successful completion of the psychology doctoral internship.

8. The internship agency employs a clearly designated doctoral-level psychologist, who: (a) is currently licensed by the state regulatory board of psychology to practice at the independent level and (b) is responsible for the integrity and quality of the internship program. The internship agency has at least two psychologists on staff available as supervisors, at least one of whom is actively licensed as a psychologist by the state regulatory board of psychology. However, internship agencies such as school districts that have the capacity for only one staff psychologist may meet the spirit of this criterion (breadth of training experience) by entering into consortium agreements with other agencies, such as other school districts or university doctoral programs. Such consortium agreements must ensure supervision of the intern by two or more psychologists, one of whom is actively licensed to practice at the independent level by the state regulatory board of psychology and who provides at least half of the required internship supervision.

9. The full-time internship includes at least two hours per week of regularly scheduled individual supervision by a doctoral level psychologist licensed for practice at the independent level with the specific intent of evaluating the psychological services rendered directly by the intern and supporting the intern in the role of psychological service provider.

10. In addition to the individual supervision (as described in #9 above), the intern spends at least two additional hours per week in scheduled group or individual supervision, conducted by a doctoral level psychologist who is either licensed for practice at the independent level or certified by the state department of education to practice as a school psychologist in schools.

11. The intern has regularly scheduled, supervised, and documented training activities with other doctoral psychology interns such as professional development/in-service training; case conferences involving a case in which an intern is actively involved; seminars dealing with professional issues; or observing delivery of health, educational, and/or child/adolescent services. These activities may be in conjunction with appropriately credentialed professionals other than school psychologists. The internship agency has two or more interns engaged in training at the same time. However, agencies having the capacity for only one intern may meet the spirit of this criterion (i.e., the socialization of doctoral-level psychology interns) by having regularly scheduled and documented training activities with psychology interns at other sites in the immediate geographic area or, when internship sites are at a significant distance from each other, by making arrangements for regularly scheduled meetings of interns for several hours on a
monthly basis.

12. Internship supervision may be provided through synchronous audio and video format where the supervisor is not in the same physical facility as the intern. Supervision through electronic means may not account for more than one hour (50%) of the minimum required two weekly hours of individual supervision (as described in #9 above), and two hours (50%) of the minimum required four total weekly hours of supervision (as described in #9 and #10 above). The use of telesupervision should be consistent with the program’s overall model and philosophy of training, with assurance that relationships between supervisors and trainees are established prior to engaging in telesupervision. The rationale for the use of telesupervision with interns at a particular site, and the scheduling and means for telesupervision should be clearly articulated. As with usual forms of supervision, the supervisor will retain full professional responsibility for all clinical services provided by the intern(s). Programs utilizing any form of telesupervision have a formal policy that includes procedures to address issues of non-scheduled consultation, crisis coverage, and handling of privacy and confidentiality. These policies and procedures are established in advance and shared among the training program, the internship site, and the intern(s). Technology and quality requirements, as well as training in the use of the technology, are available for the supervisor and the intern. Internships using telesupervision adhere to best practices and ethical, legal, and professional guidelines.

13. Reports and documents prepared by the doctoral intern for consumers, other agency or school personnel, or other relevant publics are co-signed by the licensed psychologist supervisor for the intern.

14. The trainee has a title such as “intern,” “resident,” or other designation of trainee status.
Internships that are accredited by the American Psychological Association or the Canadian Psychological Association are recognized as meeting APPIC membership criteria and are required to meet APPIC membership criteria at all times. All others must meet all of the following criteria (i.e., 1 through 16 below) and are reviewed for adherence to the criteria every three years.

EDUCATIONAL NOTE: A program's adherence to APPIC membership criteria does not guarantee that the trainees in the program will meet individual state, provincial, or territorial licensing requirements.

1. A psychology internship is an organized training program, which in contrast to supervised experience or on-the-job training, is designed to provide the intern with a planned, programmed sequence of training experiences. The primary focus and purpose is assuring breadth and quality of training.
   Clarification: The organization of an internship program is evident in a clear:
   a. Statement of the goals and objectives of the training activities.
   b. Description of the plan, location, and sequence of direct service experiences.
   c. Description of the training curriculum; i.e., the content, duration, and frequency of the training activities.
   d. Description of how the psychology training program is integrated into the larger organization.

   For programs with multiple sites, the services rendered by interns, the supervision offered, and the training director's involvement is clearly described at each site.

2. The internship agency has a clearly designated doctoral level staff psychologist who is responsible for the integrity and quality of the training program. This person is actively licensed, certified, or registered by the State Board of Examiners in the jurisdiction where the program exists, and is present at the training facility for a minimum of 20 hours a week.
   Clarification: The internship is administered by a doctoral level licensed (certified or registered for independent practice) psychologist who:
   a. Is responsible for selection of interns.
   b. Monitors and evaluates the training program's goals and activities.
   c. Documents and maintains interns' training records.

3. The internship agency training staff consists of at least two full-time equivalent doctoral level psychologists who serve as primary supervisors and who are actively licensed,
certified, or registered as a psychologist by the Board of Examiners in the jurisdiction where the program exists.

Clarification: "Full time equivalent" typically refers to 40 hours/week. However, there may be a range of hours that qualify as "full time equivalent" depending on the norms of the program. 35 hours/week is the minimum that will qualify for "full time equivalent" for APPIC member programs. "Full time" for interns could also be set at 35 hours/week if this meets licensure requirements in your jurisdiction. APPIC believes supervisor expectations should be similar to intern expectations.

It is expected that interns receive supervision during the year from at least two different supervisors. Interns' primary clinical supervision and role modeling must be provided by psychologists on the program's staff members who are licensed (certified or registered) for independent practice at the doctoral level and who are:

a. Significantly involved in the operation of the training program.

4. Intern supervision is provided by staff members of the internship agency or by qualified affiliates of that agency who carry clinical responsibility for the cases being supervised. Regularly scheduled individual supervision is provided by one or more doctoral level licensed psychologists, at a ratio of no less than one hour of supervision for every 20 internship hours. Supervision is provided with the specific intent of dealing with psychological services rendered directly by the intern.

Clarification: Supervisors need to be clearly designated by the agency as clinically responsible for the cases (for example, countersigning documentation or having their name on the treatment plan or case summary). Depending on clinical needs, increased hours of supervision are expected. The required hours shall be through face-to-face individual supervision (rural sites may use visual telecommunication technology in unusual circumstances and when face-to-face supervision is impractical, but must demonstrate that such technology provides sufficient oversight). Programs shall adhere to all requirements of their state licensing boards.

5. The internship provides training in a range of psychological assessment and intervention activities conducted directly with recipients of psychological services.

Clarification: Internship training in Psychology is primarily based on experiential learning which:

- Provides psychological services directly to consumers in the form of psychological assessment, treatment, and consultation.

a. Exposes interns to a variety of types of psychological services and consumers.

6. At least 25% of trainees' time is in face-to-face psychological services to patients/clients.

7. The internship must provide at least two hours per week in didactic activities such as case conferences, seminars, in-service training, or grand rounds.

Clarification: The Psychology training program should have scheduled didactic experiences available to meet the training needs of their interns, a minimum of 2 hours per week on average with not less than 8 hours in any given month. "Didactic activities" refers to actual training opportunities and should include training activities beyond Intern Case Presentations. Formal processes must be in place to encourage intern socialization.

8. Internship training is at post-clerkship, post-practicum, and post-externship level, and precedes the granting of the doctoral degree.

Clarification: Interns must have completed adequate and appropriate prerequisite training prior to the internship. This would include both:
Completion of formal academic coursework at a degree-granting program in professional psychology (clinical, counseling, school), and

a. Closely supervised experiential training in professional psychology skills conducted in non-classroom settings.

9. The internship agency has a minimum of two interns at the predoctoral level of training during any training year. These interns must be at least half-time (i.e., 20 hours per week). The minimum number of interns must be on site and in training at the time of the initial application for APPIC membership.

*Clarification:* The intention of this criterion is to allow opportunities for personal (face-to-face) interaction with peers in formal settings in the training program and on the training site during each training week. Part-time internships must ensure that intern schedules sufficiently overlap to allow substantial and meaningful peer contact.

10. The internship level psychology trainees have a title such as "intern," "resident," "fellow," or other designation of trainee status.

11. The internship agency has a written statement or brochure which provides a clear description of the nature of the training program, including the goals and content of the internship and clear expectations for quantity and quality of the trainee's work. It is made available to prospective interns.

*Clarification:* Internship programs must make available descriptions of their training program which give their applicants and interns a clear understanding of the program in terms of:

- The program's training goals and objectives.
- The program's training methods, content, and curriculum (for example, required rotations, sample weekly schedules, or available training seminars).
- The program's training resources (e.g., training/supervisory staff, physical facilities and training equipment, clerical support, etc.)
- The sites at which training and services are provided. For programs with multiple sites, clear descriptions are given for each site of services rendered by interns, supervision offered, and involvement of the training director.

*Clarification:* APPIC must be notified in writing of substantive changes to the training program (personnel, placements, etc.) that have the potential to impact quality of training or which substantially alters the advertised training experience. The training program is likewise responsible for maintaining an up-to-date and accurate description of the program in the APPIC Directory.

12. Internship programs have documented due process procedures that describe separately how programs deal with (1) concerns about intern performance, and (2) interns' concerns about training. These procedures include the steps of notice, hearing, and appeal, and are given to the interns at the beginning of the training period.

*Clarification:* Due process procedures describe how an agency deals with intern deficiencies and how the interns' handle grievances with the training program. The documentation would include:

- Description of formal evaluation and complaint procedures.
- The program's and intern's responsibilities and rights in the process.
- The appeal process.
- Description of procedures if interns have grievances about their training or supervision.
Programs need two written policies: (1) Due Process and (2) Grievance Process. The procedures must be specific to the internship training program; reliance on a more general HR policy is insufficient. Both procedures should be provided to interns at the commencement of training. Due Process is a written procedure that comes into use when an intern’s behavior is problematic. (The use of the term "impaired" is discouraged because if one identifies an intern by that term, legal issues having to do with the Americans with Disabilities Act (ADA) could be invoked.) Due process must include three elements: Notice (i.e. the intern must be notified that problematic behavior has been identified and that the internship is addressing the problem); Hearing (i.e. the program must have a formal process by which the identified problematic intern has an opportunity to hear concerns and to respond to the concerns); and Appeal (i.e. the intern must have an opportunity to appeal the actions taken by the program in regards to the identified problematic behavior. The appeal should extend at least one step beyond the Training Director). Grievance Procedure is a process that is invoked when an intern has a complaint against the training program. The procedure should include specific steps an intern takes in the complaint process and be broad enough to cover any and all complaints that may arise for interns (e.g. complaints about evaluations, supervision, stipends/salary, harassment, etc.). The APPIC Board has provided some additional "elements of due process and grievance" that is available for your review by downloading this PDF file. Click Here.

13. The internship experience (minimum 1500 hours) must be completed in no less than 9 months and no more than 24 months.
   Clarification: Internships may be conducted on a full or part-time basis. Only School Psychology programs will be accepted at 1500 hour or for 9-10 month internships. It is required that internships provide training that meets the requirements for licensure eligibility in the state, province, territory or jurisdiction in which it is located.

14. APPIC member programs are required to issue a certificate of internship completion, which includes the word "Psychology," to all interns who have successfully completed the program.

15. At least twice a year the internship program conducts formal written evaluations of each trainee’s performance.
   Clarification: The written evaluation process provides comprehensive evaluative feedback to doctoral psychology interns as follows:
   The evaluation provides summary information of performance in all major competence areas that are a focus of internship training.
   a. Interns have the opportunity to review their evaluation with supervisors to ensure the fullest possible communication between supervisors and interns.
   b. Evaluation procedures provide feedback that validates trainees’ achievements by noting areas of unusual strength and excellence and facilitate trainees’ further growth by identifying areas that would benefit from additional training.
   c. The program provides the doctoral psychology intern’s graduate training director with feedback concerning the intern’s progress in the internship program.

16. The program has the necessary financial resources to achieve its training goals and objectives. Intern stipends shall be reasonable, fair, and stated clearly in advance.
   Unfunded internship positions are allowable only in unusual and infrequent circumstances.
   Clarification: APPIC requires internship positions to be equitably funded across the site. Intern stipends shall be set at a level that is representative and fair in relationship to the geographic location and clinical setting of the training site. Stipends should be reasonable based on a comparison with other APPIC member programs in your area. Unfunded or poorly funded
internship positions are allowed only in unusual and infrequent circumstances in which the creation of such a position would serve to alleviate a hardship for the potential intern candidate. The "burden of evidence" lies with the program to demonstrate that the lack of funding does not adversely affect morale or quality of training. In addition, training resources should be sufficient to afford the same training for an unfunded or poorly funded position as for fully funded positions.

The payment of a stipend is a concrete acknowledgment that a trainee in the agency is valued and emphasizes that the primary task of the year is educational in nature. Stipends are generally lower than a salary received by a regular employee and implies that there is a significant training component in addition to experiential learning. Stipends are equal among trainees unless there is an extenuating circumstance (e.g., specialized skills, consortia agreements). This distinction between trainee and regular employee emphasizes that an internship is "an organized training program, in contrast to supervised experience or on-the-job training."
Rhode Island Guidelines for School Psychology Credentialing

Department of Education Credential:

School Psychologist – (Two levels of certification) (See SAKAI or visit this webpage)

Board of Psychology Credential:

Licensed Psychologist – Requires doctoral degree in psychology, 2 years supervised experience (one year of which must be post-doctoral), full time (35 hours per week) or its equivalent of 1500 clock hours per year for a minimum of 3000 hours and under the supervision of a licensed psychologist, (with 1 hour per week face-to-face supervision), and passing score of 70% on EPPP. Board does not license non-doctoral psychologists.

Scope of Practice and Title Protection for School Psychologists:

School psychologists certified by the Department of Education and working in schools are exempt from licensure requirements set by the psychology board. The RI Department of Health regulates licensure at the doctoral level.

Only doctoral level psychologists are eligible for state licensure.

Psychology Certification:

Department of Education
Telephone: 401-222-4600

Psychology Licensing Board:

RI Department of Health
Telephone: 401-222-5960

Association of State & Provincial Psychology (ASPBB)
Telephone: 678-216-1175 or 1-800-448-4069
Ethical Guidelines of NASP and APA

National Association of School Psychology Principles for Professional Ethics (2010)

I. RESPECTING THE DIGNITY AND RIGHTS OF ALL PERSONS

School psychologists engage only in professional practices that maintain the dignity of all individuals. In their words and actions, school psychologists demonstrate respect for the autonomy of persons and their right to self-determination, respect for privacy, and a commitment to just and fair treatment of all persons.

*Principle I.1. Autonomy and Self-Determination (Consent and Assent)*
*Principle I.2. Privacy and Confidentiality*
*Principle I.3. Fairness and Justice*

II. PROFESSIONAL COMPETENCE AND RESPONSIBILITY

Beneficence, or responsible caring, means that the school psychologist acts to benefit others. To do this, school psychologists must practice within the boundaries of their competence, use scientific knowledge from psychology and education to help clients and others make informed choices, and accept responsibility for their work.

*Principle II.1. Competence*
*Principle II.2. Accepting Responsibility for Actions*
*Principle II.3. Responsible Assessment and Intervention Practices*
*Principle II.4. Responsible School-Based Record Keeping*
*Principle II.5. Responsible Use of Materials*

III. HONESTY AND INTEGRITY IN PROFESSIONAL RELATIONSHIPS

To foster and maintain trust, school psychologists must be faithful to the truth and adhere to their professional promises. They are forthright about their qualifications, competencies, and roles; work in full cooperation with other professional disciplines to meet the needs of students and families; and avoid multiple relationships that diminish their professional effectiveness.

*Principle III.1. Accurate Presentation of Professional Qualifications*
*Principle III.2. Forthright Explanation of Professional Services, Roles, and Priorities*
*Principle III.3. Respecting Other Professionals*
*Principle III.4. Multiple Relationships and Conflicts of Interest*

IV. RESPONSIBILITY TO SCHOOLS, FAMILIES, COMMUNITIES, THE PROFESSION, AND SOCIETY

School psychologists promote healthy school, family, and community environments. They
maintain the public trust in school psychologists by respecting law and encouraging ethical conduct. School psychologists advance professional excellence by mentoring less experienced practitioners and contributing to the school psychology knowledge base.

*Principle IV.1. Promoting Healthy School, Family, and Community Environments*
*Principle IV.2. Respect for Law and the Relationship of Law and Ethics*
*Principle IV.4. Contributing to the Profession by Mentoring, Teaching, and Supervision*
*Principle IV.5. Contributing to the School Psychology Knowledge Base*

**General Principals from the American Psychological Association: Ethical Principles of Psychologists and Code of Conduct (2017)**

**Principle A: Beneficence and Nonmaleficence**

Psychologists strive to benefit those with whom they work and take care to do no harm. In their professional actions, psychologists seek to safeguard the welfare and rights of those with whom they interact professionally and other affected persons, and the welfare of animal subjects of research. When conflicts occur among psychologists' obligations or concerns, they attempt to resolve these conflicts in a responsible fashion that avoids or minimizes harm. Because psychologists' scientific and professional judgments and actions may affect the lives of others, they are alert to and guard against personal, financial, social, organizational, or political factors that might lead to misuse of their influence. Psychologists strive to be aware of the possible effect of their own physical and mental health on their ability to help those with whom they work.

**Principle B: Fidelity and Responsibility**

Psychologists establish relationships of trust with those with whom they work. They are aware of their professional and scientific responsibilities to society and to the specific communities in which they work. Psychologists uphold professional standards of conduct, clarify their professional roles and obligations, accept appropriate responsibility for their behavior, and seek to manage conflicts of interest that could lead to exploitation or harm. Psychologists consult with, refer to, or cooperate with other professionals and institutions to the extent needed to serve the best interests of those with whom they work. They are concerned about the ethical compliance of their colleagues' scientific and professional conduct. Psychologists strive to contribute a portion of their professional time for little or no compensation or personal advantage.

**Principle C: Integrity**

Psychologists seek to promote accuracy, honesty, and truthfulness in the science, teaching, and practice of psychology. In these activities psychologists do not steal, cheat, or engage in fraud, subterfuge, or intentional misrepresentation of fact. Psychologists strive to keep their promises and to avoid unwise or unclear commitments. In situations in which deception may be ethically justifiable to maximize benefits and minimize harm, psychologists have a serious obligation to consider the need for, the possible consequences of, and their responsibility to correct any resulting mistrust or other harmful effects that arise from the use of such techniques.

**Principle D: Justice**

Psychologists recognize that fairness and justice entitle all persons to access to and benefit from the contributions of psychology and to equal quality in the processes, procedures, and services being conducted by psychologists. Psychologists exercise reasonable judgment and take
precautions to ensure that their potential biases, the boundaries of their competence, and the limitations of their expertise do not lead to or condone unjust practices.

**Principle E: Respect for People's Rights and Dignity**

Psychologists respect the dignity and worth of all people, and the rights of individuals to privacy, confidentiality, and self-determination. Psychologists are aware that special safeguards may be necessary to protect the rights and welfare of persons or communities whose vulnerabilities impair autonomous decision making. Psychologists are aware of and respect cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status and consider these factors when working with members of such groups. Psychologists try to eliminate the effect on their work of biases based on those factors, and they do not knowingly participate in or condone activities of others based upon such prejudices.

The full APA *Ethical Principals of Psychologists and Code of Conduct* (2017) document can be found [here](#).