

**MURRAY STATE UNIVERSITY**

**SCHOOL PSYCHOLOGY PROGRAMS**

**INTERNSHIP HANDBOOK**



**MURRAY STATE**  
UNIVERSITY

Prepared by:

MSU School Psychology Programs  
Dept. of Educational Studies, Leadership, & Counseling  
Murray State University  
Murray, Kentucky  
Revised: Fall 2023



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## **I. INTRODUCTION**

Congratulations on beginning your internship! We are excited that you have made this far in your training and are ready to conclude the final stage of our program. The school psychology internship is a required experience that comes at the end of your coursework and practicum experiences. The purpose of the internship is to assist you in integrating your training by generalizing your many skill sets to educational settings. You are also expected to solidify a professional identity as an independent school psychologist and move toward assuming that role throughout the internship. Additionally, the internship provides you, the student, and us, your program faculty, with the opportunity to evaluate your skills and knowledge within a controlled, supervised setting. The policies outlined within this handbook are designed to be consistent with the standards for internship of the accrediting institutions (i.e., NASP, CAEP).

### **Purpose of the Handbook**

This handbook is a guide for the internship experience and is designed to ensure the quality and professionalism of the school psychology internship. The goal of this manual is to facilitate the planning, organization, and implementation of the internship experience for the student, the field supervisor, and the university supervisor.

### **Purpose of the School Psychology Internship**

Consistent with [\*The Professional Standards of the National Association of School Psychologists\*](#) (NASP, 2020), the internship is the culmination of graduate preparation that requires the student to integrate and demonstrate, under supervision, their acquired knowledge and applied skills of school psychological principles. The internship provides an opportunity for the student to apply their skills learned through coursework and practicum experiences, to acquire new skills in addressing the needs of children, families, and school personnel, and to demonstrate their professionalism in meeting the mental health and educational needs of children with whom they work. The internship is provided at the end of the formal training period and occurs on a full-time basis over a period of one academic year (or for 2 years on a part-time basis). In addition to evaluation and consultation experiences, the school psychology internship is designed to provide a broad array of indirect service delivery and program development opportunities with diverse populations.

### **The Internship Experience: Definitions**

The internship experience follows a formal written contract (often referred to as a Memorandum of Agreement, or MOA), which is agreed to by all persons involved, and is provided in a setting consistent with the training objectives of Murray State University. Field supervision is provided by an appropriately credentialed school psychologist for at least 2 hours per week of individual, direct supervision. Exceptions to the credential requirement for field supervisors will be made and approved on an individual basis. University internship supervisors are available for site visits upon request.

The internship contract is an agreement among the internship student, the field supervisor, and the university supervisor regarding the goals, guidelines, and expectations of the experience. The evaluation of the student's performance is primarily based upon the internship student's plan, which includes a list of responsibilities, objectives, and activities required to fulfill those objectives, and which is to be completed early in the internship. Lastly, the internship experience is recognized through the awarding of graduate academic credit. Final evaluations will be determined by the University supervisor with input from the field supervisor.

The field supervisor is responsible for providing the appropriate and necessary supervision while the student is working for the school district. The university supervisor is responsible for the evaluation of the student during internship as well as the approval of the internship site. In order to effectively monitor the student's progress, the university supervisor will meet with the field supervisor at the beginning and end of each academic semester while the student is enrolled in the internship.

### **The Internship Experience: Requirements**

1. Prior to beginning internship, students must satisfy the following conditions:
  - Be in good academic standing with the program. Students who are on probation are not permitted to begin their internship.
  - All required coursework must be completed prior to the beginning of the internship, including practica (Note: students experiencing adverse, unexpected circumstances may request permission to take no more than one required course during internship)
  - Obtain a passing score on the Praxis ® II exam in school psychology
  - Have no account holds with the Registrar's office
2. Twelve semester credit hours of fieldwork experience are required to meet the requirements of school psychology certification (6 credit hours of practicum, 6 credit hours of internship). Students are advised to arrange their internship during the semester prior to the semester they enroll in their internship.
2. Students must complete a minimum of 1,200 on-site hours of internship experience over the course of two semesters. This averages to approximately 40 hours per week for 15 weeks during a fall or spring semester. At least five percent of the hours documented must be in the form of supervision.
3. Up to 600 hours of internship may be completed in an applied, non-school setting in accordance with the NASP *Graduate Preparation and Credentialing for School Psychologists* guidelines. Interns who wish to accrue internship hours outside of a school setting must receive approval from the program director prior to accruing

internship hours in this setting. All other internship requirements described in this handbook apply to non-school setting internship experiences.

3. Students are considered interns at least until the end of the regular school semester. The completion of 1,200 hours is not the sole criteria for termination of the internship.
4. Schools are under no obligation to provide continued employment beyond the internship.

Note: If the internship were to be completed over 2 years, the requirements would be six hundred (600) on-site hours for six credit hours with an average of 20 hours per week for 15 weeks during a regular fall or spring semester. This must be repeated to total 1,200 hours within two consecutive academic years.

## **II. INTERNSHIP RESPONSIBILITIES**

### **The Intern**

#### **1. Orientation and Planning**

- a. The student is responsible for assisting in making arrangements necessary to insure appropriate placement.
- b. Prior to the beginning of the internship the student should become familiar with this Handbook and NASP *Graduate Preparation and Credentialing for School Psychologists*. Prior to or at the commencement of the internship, the student should become familiar with the relevant agency materials and procedures (e.g., referral process, report format, pertinent documentation of exceptionalities, etc.).
- c. The faculty supervisor and the internship student will meet with the field supervisor prior to or at the beginning of the internship and formally sign internship agreements. If necessary, the formal agreement may be accomplished through the use of facsimile.

With assistance from the faculty supervisor, the student should prepare a tentative plan for the semester's experience prior to or at the beginning of the internship. This working document includes the student's internship goals, the methods to achieve those goals, and a plan for assessing the experience. This plan must be completed within the first month of the internship.

- d. The student is expected to arrange for reliable and regular transportation to and from the assigned school/agency.

- e. The student must make arrangements to schedule 2 hour weekly meetings for supervision with the field supervisor and to discuss accomplishing the goals established in the internship plan.
- f. The intern is expected to obtain student malpractice insurance before beginning the fieldwork, including internship. The minimum coverage should be \$1,000,000/\$3,000,000. Proof of insurance should be emailed to the supervising university faculty before beginning fieldwork.

## 2. Professionalism

- a. The student is expected to perform all school psychological services in the same professional manner as a certified school psychologist working under contract in that district.
- b. The student is expected to take an active role in seeking out and acquiring the appropriate professional experiences during the internship.
- c. The internship student will be expected to discharge all responsibilities at the school/agency in a professional manner and in accordance with local community standards of behavior and the NASP [\*Principles for Professional Ethics\*](#). The student must adhere to all rules of conduct applicable to the school's employees. Similarly, the student is expected to follow the agency calendar rather than the university calendar for holidays and semester breaks.

## 3. Evaluation/Documentation

- a. The student must carefully document each month's activities using the supervised fieldwork log. The fieldwork log provides documentation regarding the extent to which the intern student is meeting the goals established in their plan, is acquiring a broad spectrum of professional experiences with diverse student populations, and is meeting the required number of supervision hours. An example fieldwork log can be found in Appendix E. Currently, our program collects fieldwork logs using a Google Form with the add-on Form Approvals for electronically routing logs to both the fieldwork supervisor and university faculty.
- b. The internship student must submit a portfolio of work samples and a written summary of their experiences, including fieldwork logs, by the end of the semester, which clearly states the extent to which they are meeting the expectations outlined in their plan.

## **The Field Supervisor**

Note: The field supervisor is selected by the supervising faculty and the cooperating school/agency and is well versed in current theory and practice in the field of school psychology.

## 1. Orientation

- a. The field supervisor is expected to meet with the faculty supervisor and the intern to discuss the internship and then sign the formal agreement to provide supervision.
- b. The field supervisor must possess and maintain appropriate practice credentials for supervising the intern's professional activities (e.g., school psychologist, licensed psychologist).
- c. The field supervisor will orient the student to the assigned school/agency. This includes the identification of the various components and pertinent persons of the school, organization of the school, and procedures for acquiring materials and reimbursement for travel.
- d. The field supervisor is expected to meet with the internship student at the beginning of the internship to provide assistance in the development of the internship student's plan.
- e. The field supervisor is expected to secure adequate work space, materials, and technology that are necessary for the intern to complete their fieldwork.

## 2. Professionalism/Supervision

- a. The field supervisor is expected to provide the intern with at least 2 hours per full-time week (or equivalent for part-time placement) of individual, face-to-face supervision. Supervision should be designed to facilitate and guide their professional growth and to refine and implement their internship plan.
- b. The field supervisor will provide opportunities for professional growth, such as supervised experiences with diverse populations of students, interventions with families, experience in preparing and delivering oral and written reports, consultation with teachers and other professionals, and attendance at workshops.
- c. The field supervisor is expected to provide a positive environment in the school/agency so that the student can function as a school psychologist-in-training.
- d. The field supervisor is expected to facilitate the student's professional growth and transition into the role of a professional school psychologist, and should provide frequent guidance and opportunities for feedback regarding their skill development.

## 3. Evaluation/Documentation

- a. The field supervisor will conduct two (mid-term and end-of-term) summative evaluations of the intern's performance. These documents, along with

- recommendations, will be included in the intern's student portfolio (see Appendix C).
- b. The field supervisor will complete a verification form that summarizes the intern's overall performance throughout internship (see Appendix D).
  - c. The field supervisor will review and countersign monthly fieldwork logs completed by the intern (see Appendix E).
  - d. Lastly, the field supervisor will be expected to maintain regular contact with the faculty supervisor to discuss the internship student's performance and progress.

### **The Faculty Supervisor**

#### **1. Orientation**

- a. The faculty supervisor will coordinate student placement with the school/agency setting
- b. The faculty supervisor will meet with the internship student and field supervisor at the beginning and end of each academic semester. Additional visits will be arranged as needed.
- c. The faculty supervisor will assist the internship student in preparing the internship plan.

#### **2. Professionalism/Supervision**

- a. The faculty supervisor will endorse and continually evaluate the intern's plan for the semester.
- b. The faculty supervisor will help arrange seminars, activities, projects, and conferences for the internship student that is developmental in nature.
- c. The faculty supervisor will arrange regular contacts with the field supervisor to share expectations for the internship student and the internship experiences.
- d. The faculty supervisor will provide additional group or individual supervision throughout the semester as needed.

#### **3. Documentation/Evaluation**

- a. At the end of each semester the faculty supervisor will review the evaluation materials, progress in meeting the guidelines established in the internship student's plan, and the student's documentation log book.



- b. With consultation and input from the field supervisor, the faculty supervisor will assign course grades at the end of each semester.

### **III. INTERNSHIP EVALUATIONS**

Detailed evaluation of the internship is an important part of the student's learning experiences. The general criterion for evaluation are: (1) quality of on-job performance, including evidence of need for less supervision as the internship progresses; (2) estimate of the student's ability to carry out increasingly complex responsibilities; (3) the student's demonstrated awareness of his/her effect on others; and (4) scope and depth of professional insights gained through the internship.

#### **Intern Evaluation Form**

Field supervisors conduct a summative evaluation with the intern at the end of each semester of internship (i.e., mid-term, end-of-term). The intern evaluation addresses each of our program's objectives as well as dispositions needed for professional school psychological practice (see Appendix C). The intern evaluation should be completed at both the mid-term and end of internship, reviewed with the intern, signed by all parties, and returned to the supervising faculty.

#### **Internship Completion Form**

Field supervisors must also complete and submit the Internship Completion Form at the conclusion of the internship experience (see Appendix D). The Internship Completion Form addresses fieldwork hours, practices and activities, professional behavior, and discharge of duties from the Fieldwork Supervisor Internship Contract and Student Internship Contract. Completed forms can be given to the intern or returned directly to the supervising faculty.

#### **Supervised Fieldwork Log**

Interns must maintain detailed monthly logs of their internship activities (see Appendix E). The Supervised Fieldwork Log for internship uses the same method as in practicum, utilizing an electronic file to auto-tabulate fieldwork hours. The monthly Supervised Fieldwork Log must be countersigned by your fieldwork supervisor and submit to your supervising faculty before final course grades will be issued.

#### **Intern Evaluation of Supervision and Internship**

Our program greatly values input from students on their overall internship experience. While interns are encouraged to voice their concerns directly with both their field supervisor and faculty supervisor at any point during the internship, it is equally important to collect ongoing evidence of intern satisfaction with both their field supervisor and broader internship experience. Interns are asked to complete the Intern Evaluation of Supervision and Internship form at the conclusion of their internship (see Appendix F) and return to the supervising faculty.

## APPENDIX A

### MURRAY STATE UNIVERSITY FIELD SUPERVISION INTERNSHIP CONTRACT

I have read the MSU School Psychology Programs Internship Handbook, including the expectations of “The Field Supervisor” and agree to supervise \_\_\_\_\_ (“intern”) during her/his internship in the school psychology programs at Murray State University. I further agree to provide the professional experiences as outlined in the MSU School Psychology Programs Internship Handbook. Consistent with the NASP *Professional Standards*, I understand that my intern must complete 600 hours of service each semester and that at least 30 of these hours must be documented in the form of direct supervision.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Position/Title: \_\_\_\_\_

School/Agency: \_\_\_\_\_

Email: \_\_\_\_\_

Phone: \_\_\_\_\_

Intern Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **APPENDIX B**

### **MURRAY STATE UNIVERSITY STUDENT INTERNSHIP CONTRACT**

I have read and understand the expectations of my school psychology internship. I know I must complete at least 600 hours of internship experience, 30 of which must be direct supervision, each semester. I agree to abide by all the requirements and expectations of outlined in the MSU School Psychology Internship Handbook and to fulfill my legal and ethical responsibilities of the profession and school/agency.

In addition to the regularly scheduled supervision with my field supervisor, I agree to seek additional professional consultation as needed and to maintain clear and accurate records of all internship experiences.

Intern Signature: \_\_\_\_\_ Date: \_\_\_\_\_

University Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Field Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX C

### MSU SCHOOL PSYCHOLOGY PROGRAMS INTERN EVALUATION FORM

Date of Evaluation: \_\_\_\_\_

Intern: \_\_\_\_\_

Field Supervisor: \_\_\_\_\_

**Directions:** Ratings of the intern should be based upon actual observation and/or reports from staff, clients, families, other professionals, etc. Please rate the intern's competence as indicated using the following criteria.

Rating	Description of Ratings
1	<b>Unacceptable:</b> Competence is considered to be in need of further training. Intern lacks basic professional maturation in this area. Skill development seems doubtful.
2	<b>Requires Supervision:</b> Competence is currently considered below average but supervision and experience are expected to develop the skill. Close supervision is still required.
3	<b>Meets Expectations:</b> Competence is at an average level for functioning. Intern is able to practice independently with minimal supervision. No concerns about skill development.
4	<b>Exceeds Expectations:</b> Competence is above average and represents a strength area. Intern is able to practice autonomously in this area. Intern may be able to provide supervision to others.

### PROGRAM COMPETENCIES

<b>Competencies for Standard #1:</b> Students conduct data collection for intervention planning and for diagnostic assessment by selecting assessment techniques relevant to the referral concerns using multiple methods from multiple sources. Students employ formal and informal assessment measures to formulate appropriate special education eligibility decisions as well as to describe clients' current functioning. Students use a problem-solving framework to monitor academic, social, emotional, and behavioral progress, to evaluate intervention effectiveness, and to determine when to modify or change an intervention.		
	Mid-term	End-of-Term
Uses multi-trait/multimethod assessment strategies to identify strengths and needs	1 2 3 4	1 2 3 4
Applies knowledge of reliability and validity of assessment instruments	1 2 3 4	1 2 3 4
Understands ability and limits of tests to measure construct for particular persons in particular settings	1 2 3 4	1 2 3 4
Appropriately administers and scores a variety of psychological instruments including cognitive, achievement, adaptive, social/emotional, behavioral, and narrow band assessments (e.g., ADHD, ASD)	1 2 3 4	1 2 3 4
Appropriately administers and scores a variety of curriculum-based assessments	1 2 3 4	1 2 3 4
Uses structured, semi-structured and informal interviewing techniques	1 2 3 4	1 2 3 4
Appropriately interprets assessment information	1 2 3 4	1 2 3 4
Writes professional assessment reports that integrate assessment data from multiple methods and sources	1 2 3 4	1 2 3 4
Accurately applies assessment information to placement decisions	1 2 3 4	1 2 3 4

Appropriately communicates and applies assessment results in staffings	1 2 3 4	1 2 3 4
Comments on Standard #1:		
<b>Competencies for Standard #2:</b> Students develop competency in a variety of consultative techniques at the system, group, and individual level. Student develop and apply techniques for prevention, problem-solving, and crisis intervention in the areas of behavioral, academic, cognitive, developmental, social and emotional functioning Student develop skills in the evaluation of the efficacy of interventions both directly and in a supportive role.		
	<b>Mid-term</b>	<b>End-of-Term</b>
Applies a consultative problem-solving process for planning, implementing, and evaluating indirect services	1 2 3 4	1 2 3 4
Displays competency with different types of consultation (e.g., instructional, behavioral, mental health, systems-level) at the individual and group level	1 2 3 4	
Uses systematic assessment and data-based plans at the individual, group, and systems levels	1 2 3 4	1 2 3 4
Uses or promotes evidence-based practices with considerations for its limits with particular persons and settings	1 2 3 4	1 2 3 4
Consultation addresses all referral concerns, strengths, and competencies of the client and consultee	1 2 3 4	1 2 3 4
Uses effective oral communication	1 2 3 4	1 2 3 4
Uses effective written communication	1 2 3 4	1 2 3 4
Advocates for necessary change (including best practices) at all levels, ranging from individual student to district	1 2 3 4	1 2 3 4
Openly collaborates with others, known as a problem-solver	1 2 3 4	1 2 3 4
Understands models of supervision, developmental stages, and steps in supervision process	1 2 3 4	1 2 3 4
Comments for Standard #2:		
<b>Competencies for Standard #3:</b> Students, in collaboration with others, use assessment and data collection methods to implement, evaluate, and advocate for services that support academic skill development in children. Students promote interventions and accommodations to help students enhance their capacity to be self-regulated learners, fostering their ability to set learning goals, design a learning process to achieve those goals, and assess outcomes to determine whether the goals were achieved.		
	<b>Mid-term</b>	<b>End-of-Term</b>
Appropriately interprets assessment information to inform intervention	1 2 3 4	1 2 3 4
Consults the evidence base when designing intervention supports	1 2 3 4	1 2 3 4
Selects appropriate design for evaluating intervention effectiveness	1 2 3 4	1 2 3 4
Uses data as the primary tool when making decisions	1 2 3 4	1 2 3 4
Appropriately modifies and intensifies ineffective intervention supports	1 2 3 4	1 2 3 4
Plans for generalization and maintenance of skills across contexts and persons	1 2 3 4	1 2 3 4

Comments for Standard #3:		
<b>Competencies for Standard #4:</b> Students, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health. Students understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidence-based strategies to promote social–emotional functioning.		
	<b>Mid-term</b>	<b>End-of-Term</b>
Uses culturally responsive and developmentally appropriate assessment techniques to identify emotional and behavioral disabilities	1 2 3 4	1 2 3 4
Consults the evidence base when designing intervention supports	1 2 3 4	1 2 3 4
Use assessment data to select and implement evidence-based mental and behavioral health interventions	1 2 3 4	1 2 3 4
Demonstrates commitment to positive behavioral supports including ecological and behavioral approaches	1 2 3 4	1 2 3 4
Demonstrates an understanding of the impact of trauma on social, emotional, and behavioral functioning	1 2 3 4	1 2 3 4
Integrates behavioral supports and mental health services with academic and learning goals for children		
Selects appropriate design for evaluating intervention effectiveness		
Uses data as the primary tool when making decisions	1 2 3 4	1 2 3 4
Appropriately modifies and intensifies ineffective intervention supports	1 2 3 4	1 2 3 4
Programs for generalization and maintenance of skills across contexts and persons	1 2 3 4	1 2 3 4
Comments for Standard #4:		
<b>Competencies for Standard #5:</b> Students understand school systems’ structures, organization, and theory; general and special education programming; implementation science; and evidence-based school-wide practices that promote learning, positive behavior, and mental health. Students support practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.		
	<b>Mid-term</b>	<b>End-of-Term</b>
Understands, functions well in, and facilitates positive school policy, practice, and climate	1 2 3 4	1 2 3 4
Interacts with a wide variety of school stakeholders and personnel on a regular basis	1 2 3 4	1 2 3 4
Demonstrates involvement in administering needs assessments and developing school improvement plans	1 2 3 4	1 2 3 4
Works with others to develop and maintain positive school climates and learning environments		

Advocates for school psychology as a profession and practice in schools and the community	1 2 3 4	1 2 3 4
Uses standard technology tools (Word processing, data management, etc.)	1 2 3 4	1 2 3 4
Comments for Standard #5:		

<b>Competencies for Standard #6:</b> Students demonstrate knowledge and skills in developing, implementing, and evaluating prevention and responsive programs for children and families that enhance learning, mental and behavioral health, and psychological and physical safety.		
	<b>Mid-term</b>	<b>End-of-Term</b>
Demonstrates leadership skills in making schools healthy and safe environments	1 2 3 4	1 2 3 4
Addresses systemic risk to students such as academic failure, truancy, violence (school, home), bullying, and suicide	1 2 3 4	1 2 3 4
Aware of and participates on school crisis team, when appropriate	1 2 3 4	1 2 3 4
Leads or participates in conducting risk assessments with stakeholders	1 2 3 4	1 2 3 4
Knowledgeable of and collaborates with personnel regarding multi-tiered systems of support	1 2 3 4	1 2 3 4
Comments for Standard #6:		
<b>Competencies for Standard #7:</b> Students demonstrate knowledge and skills designing, implementing, and evaluating services that optimize academic and social-behavioral outcomes for children while fostering a collaborative, inclusive relationship with students' families.		
	<b>Mid-term</b>	<b>End-of-Term</b>
Facilitates home/school/community collaboration and parent involvement	1 2 3 4	1 2 3 4
Utilizes family strengths and identifies needs relevant to successful functioning	1 2 3 4	1 2 3 4
Considers ecological factors such as social support, secondary stressors, and traumatic experiences	1 2 3 4	1 2 3 4
Maintains positive rapport with parents and families	1 2 3 4	1 2 3 4
Comments for Standard #7:		
<b>Competencies for Standard #8:</b> Students become knowledgeable of developmental and individual differences and consider developmental variables when conducting research and practice. Students develop knowledge of individual differences related to psychopathological functioning. Students will demonstrate multicultural competence in the practice of school psychology.		

	Mid-term	End-of-Term
Interprets situations with developmental/behavioral norms for persons of diverse backgrounds	1 2 3 4	1 2 3 4
Avoids and confronts prejudice and stereotyping	1 2 3 4	1 2 3 4
Develops strengths/success across social, cultural, ethnic, SES, gender, and linguistic experiences	1 2 3 4	1 2 3 4
Shows a commitment to serving diverse populations	1 2 3 4	1 2 3 4
Applies knowledge of human development and individual differences across a wide age-span	1 2 3 4	1 2 3 4
Applies knowledge of psychopathology and disabilities across a variety of developmental delays	1 2 3 4	1 2 3 4
Develops goals for successful short and long-term development	1 2 3 4	1 2 3 4
Promotes fairness and social justice	1 2 3 4	1 2 3 4
Advocates for effective resource utilization for underserved and underrepresented populations	1 2 3 4	1 2 3 4
Comments for Standard #8:		
<b>Competencies for Standard #9:</b> Students adopt a practitioner-scholar professional orientation by evaluating and applying research as a foundation for service delivery. Students, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels. Students develop proficiency with various group and single-case methodologies.		
	Mid-term	End-of-Term
Synthesizes the current literature base in order to clearly communicate best practices	1 2 3 4	1 2 3 4
Develops appropriate questions, hypotheses and means to evaluate programming	1 2 3 4	1 2 3 4
Able to analyze data for program evaluation	1 2 3 4	1 2 3 4
Uses appropriate single-subject research designs	1 2 3 4	1 2 3 4
Displays data clearly that results in accurate interpretation of performance	1 2 3 4	1 2 3 4
Comments for Standard #9:		
<b>Competencies for Standard #10:</b> Students develop and maintain interpersonal and professional disposition for identity as professional school psychologists. Students demonstrate knowledge of legal and ethical issues and professional standards of psychologists.		
	Mid-term	End-of-Term
Understands, implements, and contributes to standards of professional school psychology	1 2 3 4	1 2 3 4
Seeks and values ongoing professional development	1 2 3 4	1 2 3 4
Participates in professional organizations with supervisors	1 2 3 4	1 2 3 4



Maintains high ethical values (beneficence, nonmaleficence, integrity, fidelity, justice, respect for autonomy)	1 2 3 4	1 2 3 4
Understands, seeks, and applies information regarding legal and ethical standards	1 2 3 4	1 2 3 4
Displays ethical behavior when working with confidential educational records	1 2 3 4	1 2 3 4
Willingly integrates feedback from supervision	1 2 3 4	1 2 3 4
Assists others in understanding and adhering to laws and regulations in education	1 2 3 4	1 2 3 4
Advocates for effective practices that enhance the learning and mental health of students	1 2 3 4	1 2 3 4
Is enthusiastic	1 2 3 4	1 2 3 4
Is conscientious, punctual, and reliable	1 2 3 4	1 2 3 4
Has good time management skills	1 2 3 4	1 2 3 4
Deals effectively with stress and difficult situations	1 2 3 4	1 2 3 4
Has good interpersonal skills with clients and other stakeholders	1 2 3 4	1 2 3 4
Has appropriate demeanor, is respectful of others, and listens	1 2 3 4	1 2 3 4
Is able to tolerate ambiguity and use long-term strategies for successful outcomes	1 2 3 4	1 2 3 4
Maintains confidentiality	1 2 3 4	1 2 3 4
Establishes appropriate boundaries and avoids conflict of interest/multiple relationships	1 2 3 4	1 2 3 4
Uses ethical decision-making, especially in situations where values conflict	1 2 3 4	1 2 3 4
Seeks supervision for ethical dilemmas	1 2 3 4	1 2 3 4
Able to anticipate and prevent difficulties and improve professional climate	1 2 3 4	1 2 3 4
Comments for Standard #10:		

**Please summarize any strengths or limitations not mentioned on the above rating scale. Note any training experiences that should be planned for the future for the intern.**

Mid-Term Feedback:

End-of-Term Feedback:

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\_\_\_\_\_By signing below, I have read and understand the results of this evaluation. I have reviewed the results with my supervisor/supervisee and all of my questions have been answered.

### **Mid-Term Review**

\_\_\_\_\_  
\_\_\_\_\_  
Intern Name

\_\_\_\_\_  
\_\_\_\_\_  
Date

\_\_\_\_\_  
\_\_\_\_\_  
Signature

\_\_\_\_\_  
\_\_\_\_\_  
Field Supervisor Name

\_\_\_\_\_  
\_\_\_\_\_  
Date

\_\_\_\_\_  
\_\_\_\_\_  
Signature

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### **End-of-Term Review**

\_\_\_\_\_  
\_\_\_\_\_  
Intern Name

\_\_\_\_\_  
\_\_\_\_\_  
Date

\_\_\_\_\_  
\_\_\_\_\_  
Signature

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Field Supervisor Name

---

---

Date

---

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Signature

\*Please scan and email a signed copy to [ssimons2@murraystate.edu](mailto:ssimons2@murraystate.edu) or mail a signed hard copy to the following address:

Dr. Sean Simons  
MSU School Psychology Programs  
3201 Alexander Hall  
Murray, KY 42071

## APPENDIX D

### MSU SCHOOL PSYCHOLOGY PROGRAMS INTERNSHIP COMPLETION FORM

Intern: \_\_\_\_\_

Academic Year: \_\_\_\_\_

Internship Site/District: \_\_\_\_\_

Field Supervisor: \_\_\_\_\_

**Directions:** Please initial the blank space beside each item indicating completion. Write a comment(s) or an explanation for each item that is not initiated/not met.

\_\_\_\_\_ The intern completed at least 1,200 hours of internship this academic year.

\_\_\_\_\_ Internship assignments were completed in a manner consistent with NASP (2020) Professional Standards, state and federal laws and regulations, and school district policies and procedures.

\_\_\_\_\_ Field supervision comprised at least two hours per week.

\_\_\_\_\_ The intern was provided with support and resources comparable to that provided to school psychology staff.

\_\_\_\_\_ The intern provided services to a diverse range of students (e g., with and without disabilities; diverse backgrounds; wide range of ages).

\_\_\_\_\_ The internship activities and responsibilities included a range of professional services consistent with MSU internship activities as described in the MSU School Psychology Programs Internship Handbook.

\_\_\_\_\_ The intern does not evidence dispositions or characteristics that would prevent or significantly impair his/her ability to competently function as a school psychologist.

\_\_\_\_\_ The intern has completed all professional obligations or has made arrangements for follow-up. If needed, please describe any further work needed on the part of the intern to satisfactorily meet professional obligations and complete internship requirements:

Comments/Explanation \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signature of Field Supervisor \_\_\_\_\_

Date \_\_\_\_\_

Supervisor Credentials (check all that apply)

\_\_\_\_\_ State Certified School Psychologist

\_\_\_\_\_ Nationally Certified School Psychologist

\_\_\_\_\_ Licensed Psychologist

\_\_\_\_\_ Other, Please specify:

Reviewed by \_\_\_\_\_

MSU Faculty Supervisor

**APPENDIX E**  
**MSU SCHOOL PSYCHOLOGY PROGRAMS**  
**SUPERVISED FIELDWORK LOG**

Student \_\_\_\_\_  
Course Number \_\_\_\_\_ Credit Hours \_\_\_\_\_ Semester/Year \_\_\_\_\_  
Internship/Faculty Instructor \_\_\_\_\_  
Field Instructor \_\_\_\_\_  
Academic Advisor \_\_\_\_\_  
Setting \_\_\_\_\_

**HOURS SPENT THIS MONTH:** \_\_\_\_\_ *(write month here)*

- |   |            |
|---|------------|
| 1. In general collaborative meeting   | _____ hrs. |
| 2. In client planning activities  | _____ hrs. |
| 3. In parent staffings  | _____ hrs. |
| 4. In assessment activities   | _____ hrs. |
| 5. In direct social-emotional intervention<br>(counseling/behavior therapy) | _____ hrs. |
| 6. In consultation activities   | _____ hrs. |
| 1. In report writing  | _____ hrs. |
| 2. In supervision (individual)  | _____ hrs. |
| 3. In supervision (group)   | _____ hrs. |
| 4. In self-study/research/workshops   | _____ hrs. |
| 5. In presenting training/workshops   | _____ hrs. |
| 6. Other (list on back of this page)  | _____ hrs. |

**TOTAL NUMBER OF DIRECT HOURS** \_\_\_\_\_ hrs.

(add items 3, 4, 5, and 6)

**TOTAL NUMBER OF INDIRECT HOURS** \_\_\_\_\_ hrs.

(add all other items)

**OVERALL TOTAL OF HOURS COMPLETED THIS MONTH** \_\_\_\_\_ hrs.

Signatures:

\_\_\_\_\_  
Internship Student

\_\_\_\_\_  
Field Supervisor

Internship requirements:

1,200 hrs. for the academic year (approximately 120 hrs per month); At least two hours per week of direct supervision (on average); Note: 1,200 hours alone is not sufficient for termination of the internship.

## APPENDIX F

### MSU SCHOOL PSYCHOLOGY PROGRAMS INTERN EVALUATION OF SUPERVISION AND INTERNSHIP

Intern: \_\_\_\_\_

Academic Year: \_\_\_\_\_

Internship Site/District: \_\_\_\_\_

Field Supervisor: \_\_\_\_\_

**Directions:** Please answer each question pertaining to your internship experience this academic year.

1. Was sufficient time allotted for formal supervision? Yes \_\_\_\_\_ No \_\_\_\_\_

Comments:

2. On average, how many hours per week of formal supervision did you receive? \_\_\_\_\_

3. Did supervision usually occur at regularly prearranged times? Yes \_\_\_\_\_ No \_\_\_\_\_

Comments:

4. Was the primary supervisor available for consultation outside of formal supervision? Yes \_\_\_\_\_ No \_\_\_\_\_

Comments:

5. Was there an opportunity for both formal and informal supervision? Yes \_\_\_\_\_ No \_\_\_\_\_

Comments:

6. Were other professional staff (other than school psychologists) available for consultation as needed?

Yes \_\_\_\_\_ No \_\_\_\_\_ If yes, then whom? (e.g., Speech Language Pathologist, Director of Special Education)

Comments:

7. Did supervisory sessions focus on important and relevant issues? Yes \_\_\_\_\_ No \_\_\_\_\_

Comments:

8. Did supervisory sessions provide an opportunity to discuss your individual training needs or particular areas of interest? Yes \_\_\_\_\_ No \_\_\_\_\_

Comments:

9. Did supervisory sessions allow for both personal and professional growth? Yes \_\_\_\_\_ No \_\_\_\_\_

Comments:

10. Did supervisory sessions identify and discuss both strengths and weaknesses? Yes \_\_\_\_\_ No \_\_\_\_\_

Comments:

11. Were specific plans for remedying weaknesses developed during supervision? Yes \_\_\_\_\_ No \_\_\_\_\_ NA \_\_\_\_\_

Comments:

12. Was progress in remedying areas of weakness reviewed? Yes \_\_\_\_\_ No \_\_\_\_\_ NA \_\_\_\_\_

Comments:

13. Overall, how would you rate the quality of supervision you received? Excellent \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_ Very Poor \_\_\_\_\_

Comments:

14. Were adequate office space, materials, and technology provided for you? Yes \_\_\_\_\_ No \_\_\_\_\_

Comments:

15. Was sufficient orientation to the school district and its policies/procedures provided for you? Yes \_\_\_\_\_ No \_\_\_\_\_

Comments:

16. Were opportunities provided to obtain experience working with a wide age range of students? Yes \_\_\_\_\_ No \_\_\_\_\_

Comments:

17. Were opportunities provided to obtain experience working with diverse populations? (e.g., presenting problems, disabilities, racial/ethnic demographics) Yes \_\_\_\_\_ No \_\_\_\_\_

Comments:

18. Were you allowed to observe professional activities before engaging in them? (e.g., staffings, eligibility meetings) Yes \_\_\_\_\_ No \_\_\_\_\_

Comments:

19. Overall, how would you rate other professional staff members' receptiveness to working with you? (consultation, daily interactions) Excellent \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_ Very Poor \_\_\_\_\_

Comments:

20. Additional comments about any aspect of the internship not already addressed.

Signature of Intern \_\_\_\_\_

Date \_\_\_\_\_