

Psychology Internship Form

Student:

Academic year:

Memorandum of Agreement Between

University of Houston Victoria and

(School System)

This memorandum of agreement between the School Psychology Program at the University of Houston Victoria and the school system defines the general basis of field-based experiences that will be provided. Hereafter, _____ will be referred to as "The School System" and "The University" will refer to the School Psychology Program.

The following are general agreements by the parties involved:

Responsibilities of the University

- To designate a faculty member who will serve as the university supervisor and liaison between the School System and the University and be responsible for guiding students in their experiences.
- To provide projected schedules of student's time commitment to the School System prior to beginning the field experience.
- To provide information to the School System regarding policies and required learning experiences within the internship.
- To hold students responsible for keeping the appropriate personnel in the School System informed of plans and time commitments related to the experience.
- To function within established policies and procedures of the school system.
- Agree to provide opportunities for the student to meet the minimum number of clock hours required for the field experience (1200).
- To provide field-based contacts each semester to meet with the intern and the field-based supervisor.
- Responsibilities of the School System or Facility
- To provide field experience sites for students from the University of Houston Victoria.
- To designate or provide for an on-site supervisor who is licensed or certified as a School Psychologist and to provide time for this supervisor to meet with the student on a weekly basis (2 hours per week is required for a full-time experience). This individual should have no more than 2 interns under his or her supervision at any given time and should have at least 3 years of experience as a school psychologist as defined by the state board who governs licensure and credentials.
- A commitment to the internship as a training experience as evidenced by provision of experiences appropriate to the attainment of the Internship learning objectives for students including, but not limited to those found in the Internship Handbook.
- To allow the intern to participate in continuing professional development activities.
- To provide the intern with appropriate compensation which is to be negotiated directly between the intern and the district.
- To provide the intern with appropriate support and resources including office space, provision of adequate supplies and materials, access to office equipment and secretarial services as appropriate, and reimbursement for job-related travel and expenses that is consistent with district policies.
- Responsibilities of the Student:
- Provide weekly log of hours signed by supervisor documenting the type of activity, the setting, and the number of hours completed.
- Register for and meet all the requirements of the internship course.
- Meet with on-site supervisor on a weekly basis for supervision activities, including but not limited to reviewing experiences and client progress, conceptualization of cases, reviewing internship experiences and progress and monitoring progress toward the demonstration of competency requirements.
- Seek additional supervision as needed from the on-site supervisor or the faculty supervisor as appropriate.
- Provide all documentation of field experiences prior to the reporting of the course grade.
- To function within the established policies and procedures of the school system and in accordance with the ethical standards of the National Association of School Psychologists.

Unless terminated as hereinafter provided, this agreement is effective for the academic year noted at the beginning of this document. This agreement may be modified at any time upon the mutual written agreement of both parties, but no such modification shall be effective to extend the agreement beyond the end of the fiscal year in which such modification is made. In addition, this agreement may be terminated by either party upon thirty (30) days written notice sent by registered mail to the other party.

Necessary Internship Experiences

The internship serves as the final culminating experience in training, providing an opportunity for the student to apply knowledge and skills to the actual practice of school psychology. For this reason, a broad variety of activities are necessary for the student to gain practice and proficiency in the many professional skills of the school psychologist. The following is a listing (not exhaustive) of the types of activities that are necessary for the intern to gain such practice and demonstrate such proficiency:

1. Psychoeducational Assessment - This should include opportunities for the student to engage in the evaluation of a broad variety of cognitive, achievement, behavioral, and interpersonal difficulties and to share the results of such evaluations in writing in psychoeducational reports and verbally in discussions with parents, teachers, administrators and (when appropriate) children.
2. Counseling - This should include opportunities for group and individual therapeutic interventions with children experiencing emotional or interpersonal difficulties.
3. Behavior Management - This should include opportunities for the student to analyze behavioral difficulties and provide behavioral interventions.
4. Consultation - This should include opportunities for the student to work with parents, teachers, administrators, and other school staff in problem-solving related to student concerns. Students also need opportunities to network with other community professionals who serve children (e.g., pediatricians, mental health workers, social services investigators).
5. Systems-Level - This should include opportunities for the student to provide service to the larger school and/or district community through knowledge of psychological skills and principles. Such opportunities may include performing a school or district needs assessment, conducting a program evaluation, and providing training to parents or school staff.
6. Primary Prevention - This should include opportunities for the student to be involved in the prevention of child difficulties through involvement in school- based prevention programs (e.g., conflict mediation training), classroom guidance activities, or other activities that emphasize a prevention rather than a treatment focus.
7. Crisis Intervention - This should include opportunities for the student to use crisis management and intervention skills in dealing with school emergencies. This may include dealing with a suicidal or potentially violent student or helping children and school personnel in the aftermath of a death, accident, violent incident, or natural disaster.

(Signature of Site Based Supervisor)

(Date)

(Signature of School Administrator)

(Date)

(Signature of Student Intern)

(Date)

(Signature of University Coordinator)

(Date)