
Educational Psychology Doctoral Internship Guidelines

Doctoral emphases in Counseling Psychology and School Psychology require an internship experience as a vital and necessary aspect of professional training. This document outlines the procedures necessary for internship enrollment.

The doctoral level internship requires a minimum of nine (1500 hours; School Psychology) or twelve months (2000 hours; Counseling Psychology) full-time employment in an approved setting and provides the intern with an opportunity to integrate knowledge and skills, evaluate and refine professional competencies, and complete formal professional preparation. Supervision must meet the guidelines of the Arizona Psychology Board of Psychological Examiners for pre-doctoral internship.

PREREQUISITES TO THE INTERNSHIP

It is required that before a student enrolls for internship (EPS 796) credit he or she will have:

1. been officially admitted to the program
2. completed all required coursework with the exception of the internship
3. received no grade below B in assessment or intervention coursework
4. completed a practicum experience appropriate to their program of study
5. received initial approval from their advisor to pursue an internship.
 - Doctoral students must have approval of their program committee (advisor plus two departmental members). This step in the approval process is to ensure that the student has met not only the academic requirements but also possesses the necessary interpersonal skills to function effectively in an internship.
6. In addition, prospective doctoral interns must have:
 - passed all appropriate written comprehensive exams

It is recommended that the student submits an approved dissertation prospectus to the Graduate Office after approval from the dissertation committee and has applied for candidacy.

LICENSE AND CERTIFICATION REQUIREMENTS

Requirements for licensure can be obtained from the Arizona Board of Psychologist Examiners, 1400 West Washington, Suite 235, Phoenix, AZ, 85007, (602) 542.8162

<http://www.psychboard.az.gov/>

THE INTERNSHIP SETTING

The appropriateness of the prospective internship setting will be judged as it relates to the philosophy of the program goals as well as to the uniqueness of the experiential background of the students. Students are encouraged to seek those internship settings which will truly reflect an opportunity for professional growth. Traditionally, school psychology doctoral students with no previous experience in a public school environment are required to seek an internship setting within a public school district with a full range of special education services where appropriate experience may be gained. School Psychology doctoral students with previous public school experience may seek other relevant experiences in working with children in need of special services, but must complete 600 hours in a public school setting. School Psychology certification internships are completed exclusively in a school setting. Counseling Psychology doctoral students may arrange an internship setting which is compatible with their professional goals, counseling psychology program goals, and is approved by their program committee.

THE APPROVAL PROCESS

1. During the spring or fall semester prior to the internship, the student should request, in writing, approval to seek the internship experience. The letter should be addressed to the advisor. In the case of a doctoral student, the letter goes to the program advisor and the student's program committee. In every case, a copy must be sent to the Department Chair of Educational Psychology. The letter should note the student's grade point average and completion of all other program requirements with the exception of the internship.
2. Once approval to pursue a site is granted, the student should actively seek an appropriate setting. The majority of students in Counseling Psychology and a few School Psychology students seek internships through the American Predoctoral and Postdoctoral Internship Consortium (APPIC). Directions on completing the application form and applying to APPIC and APA Approved sites are available at www.appic.org. In addition, the department has a copy of the APPIC listing of all internship sites.
3. For students who choose not to go the APPIC route, it is the student's responsibility to contact the school district or agency, activate his/her file, and schedule interviews. Whenever possible, the student's advisor and the university supervisor for internships will assist in the identification of appropriate sites.
4. When a contract is offered, the student should again request, in writing, that the internship setting be approved. This request is directed to the Training Director, advisor, and program committee for doctoral students, with a copy to the Department chair. A copy of the contract should be included with the request.
5. If the internship is approved by the Training Director and the student has met all of the prerequisites, then the intern may enroll for EPS 796 and begin work as stipulated in the contract. The contract should include the following information:
 - Intern's name
 - Intern's address
 - Intern's home phone

- Intern's work phone
- Intern's cell phone
- On-site supervisor's name
- On-site supervisor's phone
- On-site supervisor's email address
- On-site supervisor's fax
- On-site supervisor's certification(s)
- Site of internship
- Start date of internship
- Completion date of internship
- Listing of the activities, functions, and responsibilities of the intern
- Approximate number of hours to be spent in each activity each week
- A statement regarding on-site supervision
- Signatures of the site supervisor, student intern and the faculty supervisor

The internship contract must reflect all of the requirements identified in the “Arizona Board of Psychologist Examiners Checklist for Supervised Psychology Internship or Training Experience Verification.” An internship template can be found on the EPS website.

SUPERVISION OF INTERNS

The intern is to be supervised primarily by the on-site supervisor, with a minimum of two hours per week of supervision. Each site needs to have access to at least two qualified supervisors. All doctoral students must be supervised on-site by appropriately trained and credentialed doctoral level supervisors, preferably with a minimum of three years of experience. For doctoral students in School Psychology, the supervisor must also be a certified school psychologist. The university supervisor (a core faculty member in your specialization area) will make a minimum of two visits a semester. The first visit will be scheduled early in the year and will focus on objectives to be accomplished during the internship year. As the internship can provide a good opportunity for the university to evaluate its program of studies, the university supervisor will also attempt, during the second visit, to evaluate the interns' preparation at NAU.

LOCATION OF INTERNSHIP SETTINGS

Ideally, the intern should seek an appropriate setting which will provide a maximum of professional growth as well as facilitate adequate supervision by the university supervisor. Consequently, all interns should seek positions within the state of Arizona. However, it is recognized that sometimes circumstances require that the internship be served outside of Arizona. If the intern locates a desirable internship setting in another state, the intern must coordinate 2 telephone conference calls per semester to include the intern, principle on-site supervisor, and university supervisor.

CHARACTERISTICS OF A DESIRABLE INTERNSHIP SETTING

The internship experience is ideally viewed as a cooperative effort between a number of agencies/schools. Primary responsibility must rest with NAU and the employing agency. Of special concern to the university is that the intern be given the opportunity to try out and refine basic competencies developed through formal coursework. Consequently, the university desires that the intern have a wide range of experiences and have the opportunity to view the services provided through the setting from a broad perspective. This can be accomplished if the intern is allowed to participate directly in all aspects of the provision of psychological services.

As the internship should also be a period of intensive exposure to new ideas and approaches to the provision of psychological services, it is required that regular weekly meetings be held involving the intern and the on-site supervisor. Finally, it is hoped that the employing agency or district would provide occasional professional leave days for the purpose of allowing the intern the opportunity to attend and participate in professional organizations. Generally, the internship should be designed with a certain degree of flexibility so that both the needs of the intern and his/her employing agency can be achieved.

INTERN RESPONSIBILITIES

The internship is viewed as a training experience. As such, the experience is recognized in academic credits awarded by the university. It is the intern's responsibility to register for the appropriate course credits for the required number of semesters. The intern is also responsible for submitting a job description and the vita and copy of licensure credentials of the on-site supervisor to the university supervisor prior to enrollment for internship.

In addition to providing the services stipulated in the intern contract, the intern has the following responsibilities:

1. documenting and submitting a daily activity log to the university supervisor once a month for the duration of the internship. The log must be received by the university supervisor within the first week of each month.
2. submitting a written evaluation of the year's experience at the conclusion of the internship and prior to the receipt of course credit.
3. submitting a written statement acknowledging fulfillment of all responsibilities within the contract before course credit can be granted. This statement must also be signed by the on-site supervisor.

STANDARDS OF PROFESSIONAL ORGANIZATIONS

Generally, the internships for the doctoral program in Educational Psychology follow the Arizona Board of Psychologist Examiners and the Association of Psychology Postdoctoral and Internship Centers (APPIC) guidelines and process. The doctoral internship in Counseling Psychology is in keeping with the standards of the psychology profession and the APA guidelines. The standards developed by the National Association of School Psychologists (NASP) and the American Psychological Association (APA) have been adopted as appropriate for the training offered through the School Psychology program. All interns and their on-site supervisors located in Arizona are to receive and follow the Arizona Board of Psychologist

Examiners statutes and regulations. In addition, they will receive the NASP Internship Guidelines.

INQUIRIES REGARDING INTERNSHIPS SHOULD BE DIRECTED TO:

Department Chair, Educational Psychology
College of Education, Box 5774
Northern Arizona University
Flagstaff, AZ 86011