



Position: Intern

Assignment: Psychology Intern

Wage/Hour Status: Exempt

Reports to: Chief Executive Director of Special Education

Pay Grade: AP600/206 days

Dept./School: Special Education

Date Revised: Spring 2024

Primary Purpose:

The Lewisville ISD Psychology Internship program began in 1994 and provides a planned sequence of training experiences, with a primary focus on assuring breadth and quality of training, designed to prepare interns to excel in the provision of psychological services across settings. The LISD Psychology Internship Program is accredited by the American Psychological Association (APA) and is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC); thus, the LISD Psychology Internship training program is designed to meet all internship-related requirements for state licensure as a psychologist. Per LISD's accreditation and agreements with APA and APPIC, each intern completes a minimum of 2000 hours of supervised training and work experience over the 12-month internship, of which at least 25% is in direct contact with clients (e.g., students, parents, staff members). Interns receive at least two hours of individual supervision and two hours of group supervision each week, all of which are provided by Licensed Psychologists on staff in LISD. Interns also receive a minimum of two hours of didactic training each week. By the completion of internship, Psychology Interns demonstrate the acquisition of competency in each of the domains outlined by the American Psychological Association (APA).

Under the supervision of a Licensed Psychologist who carries clinical responsibility for the cases being supervised, Psychology Interns provide a wide range of clinical services and perform professional psychological work in assessment, behavior management, and counseling for students with emotional disabilities, autism, learning disabilities, and behavioral problems. They assess the psychological and psycho-educational needs of students referred to special education services, and provide consultation and training for parents, teachers, and other district staff. Psychology Interns provide family counseling and parent resource groups as part of the Special Education Family Center each Tuesday evening, and they provide services to students and families as part of monthly FOCUS night programming throughout the year.

Qualifications:

Minimum Education/Certification:

- Specialist or master's degree in psychology (or equivalent) from accredited college or university
- Psychology Interns must be enrolled as doctoral student in an APA and/or NASP-accredited training program in psychology and must have completed all formal coursework and passed the comprehensive examinations required for a doctoral level degree in psychology (with emphasis in school, clinical, counseling, or a combination of those).
- Meet the requirements outlined by the Texas Behavioral Health Executive Council for using the title of "Psychology Intern", while working under the supervision of an individual who is Licensed as a Psychologist and a Licensed Specialist in School Psychology by the Texas Behavioral Health Executive Council.

Special Knowledge/Skills/Experience:

- Knowledge of procedures for assessing achievement and intellectual, emotional, and behavioral functioning for educational purposes
- Knowledge of prevention and intervention strategies, including behavior management interventions
- Knowledge of psycho-social development
- Strong consultation skills for conferencing with teachers, parents, and students
- Excellent organizational, communication, and interpersonal skills
- Must have completed at least 750 hours of practicum experience/training in psychology or have acquired at least 750 hours of comparable work experience in the field of psychology. The 750 required practicum hours must be comprised of (a) a minimum of 250 hours in assessment services to diverse student populations which address a range of presenting problems using a variety of assessment/diagnostic approaches; (b) 250 hours of experience in methods of intervention and treatment provided to diverse student populations which address a range of presenting problems; and (c) 250 hours of formal supervision.
- Preference is given to applicants with prior experience providing psychology services in a school setting.
- Applicants must register with APPIC as a prospective intern through the National Matching Services (www.natmatch.com/psychint) and must complete the APPIC Application for Psychology Internship (AAPI), which includes the following (in addition to the coursework and experiential requirements outlined above): cover letter, essays, comprehensive vita, three favorable letters of recommendation, official transcripts of all graduate work; and Verification of Internship Eligibility and Readiness completed by university program's Director of Clinical Training.
- Prospective interns must demonstrate prior training, interests, and goals appropriate to the internship program; Ability to apply assessment/diagnosis, intervention, and/or treatment knowledge in psychology under supervision; ethical conduct; and interpersonal skills appropriate to the professional practice of Psychology.

Major Responsibilities and Duties:

- Select and administer assessments and observations to evaluate the intellectual, emotional, and behavioral functioning of referred students and to determine student eligibility for special education services according to federal and state regulations.
- Score and interpret test data.
- Develop psychological evaluation reports and behavior management plans.
- Conduct or participate in the Admission, Review, and Dismissal (ARD) Committee to assist with appropriate placement and development of Individual Education Plans (IEP) for students according to district procedures.
- Participate in at least one district research team and contribute to research presented at the district level, and/or national, state, or local professional conferences.
- Attend CARE Team training and assist with LISD crisis intervention response as needed.
- Conduct group, individual, and family counseling sessions and facilitative therapy for students with diagnosed problems.
- Serve as consultant on mental health topics for instructors in the school health program.
- Consult with school staff regarding implementation of behavior intervention plans and in managing behaviorally disruptive students.
- Provide staff development training in assigned schools to assist school personnel with identification and understanding of students with emotional, social, and behavioral disturbances.
- Meet with parents to discuss pertinent background information and test results.
- Consult with teachers and relevant staff concerning the educational needs of students and interpretation of assessment data.
- Consult with psychologists, psychiatrists, medical doctors, and community agencies concerning intellectual, emotional, and behavioral functioning of students as needed.

- Develop and maintain effective individual and group relationships with students and parents.
- May provide supervision to practicum students.
- Develop and coordinate a continuing evaluation of psychological services and assessment procedures and make changes based on findings.
- Assist in the selection of assessment materials and equipment.
- Compile, maintain, and file all physical and computerized reports, records, and other documents required, including case records, test results, statistical data, and test inventories.
- Comply with policies established by federal and state law, State Board of Education rule, and local board policy in the areas of psychological services, assessment, placement, and planning for special education services.
- Effectively communicate with colleagues, students, and parents.
- Participate in a minimum of two hours of individual supervision, two hours of group supervision, and two hours of didactic training each week.
- Each Intern is required to acquire at least 2000 hours over the course of their internship. A year of full-time, supervised experience in the internship is defined as a 45-50 hours per week experience/employment over a 12-month period (start date at the end of July, end date in June).
- By the end of the internship year, interns must demonstrate competency in each of the 10 domains outlined on the Intern Training Plan (ITP) and meet the minimum performance guidelines outlined on the ITP.

Mental Demands/Physical Demands/Environmental Factors:

- Maintain emotional control under stress; work prolonged or irregular hours; work with frequent interruptions
- Standard office equipment including personal computer and peripherals.
- Frequent standing, bending/stooping, and twisting
- Regular districtwide travel to multiple work locations as assigned
- Moderate lifting and carrying. May be required to lift and transfer students to and from wheelchair or assist with positioning students with physical disabilities.

OTHER: All employees are to follow district safety protocols and emergency procedures.

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required. This position is an in-person job and is to be performed at the location specified. It does not qualify for remote work or work from home status.

Signature

Date

Print Name