



Doctoral Internship Program in School Psychology

Visit the WBES website for all documents, including the program handbook, application procedures, didactic training schedule, and internship forms

www.whitebirchedu.com

The overall aim of the White Birch Educational Services (WBES) Doctoral Internship Program in School Psychology is to provide supervised experiential learning opportunities relating to the delivery of comprehensive school psychological services. It represents a collaborative effort between WBES and New Hampshire school districts to provide a range of clinical and didactic training experiences.

The program's mission is to assist trainees in becoming independent and professional psychologists who can provide various psychological services to improve student's mental health and educational outcomes within and outside the school setting. WBES is dedicated to developing leaders and positive change agents using evidence-based practices in the school environment.

School Psychology has been designated as an area of "critical shortage" by the State of New Hampshire continually. White Birch Educational Services, LLC (WBES) was created in 2017 to assist school districts with the need for school psychology services. Owned and operated by a school psychologist, WBES has expanded to provide educational consultation and staffing solutions for various services, training, and clinical support throughout New Hampshire. Staff at WBES have diverse clinical backgrounds, including psychologists, school psychologists, clinical specialists, and special educators. We have trained Master's and Doctoral level school psychology and counseling students, including interns and post-doctoral psychologists. The extensive knowledge and experience of the White Birch team are reflected in the company's core focus of empowering children and supporting communities.

The program is designed to meet the requirements determined by APPIC for Provisional Membership as a new and developing program with the intent to become Full APPIC members as the 2023-2024 internship year begins. WBES meets the requirements determined by APPIC, and is based on the Practitioner/Scholar model of training guided by the principles set forth by the American Psychological Association (APA) and the National Association of School Psychologists (NASP)



The training program is a full-time experience beginning in August and ending in June of the following year. Orientation takes place the last week of August. Placed in a New Hampshire school district, interns complete a minimum of 1,500 supervised hours and average 15-20 hours of direct face-to-face clinical hours per week. Intern and district needs, and commute time are part of consideration when determining placement. Interns are referred to as "School Psychology Fellows," and will work closely with a multi-disciplinary special education team with a licensed school psychologist and special education related service providers such as school-based mental health counselors, speech pathologists, and occupational therapists. Interns provide approximately 36 hours per week of school-based psychological services in the school setting. They spend a minimum of four hours a week at the WBES main office, where they receive direct supervision, group supervision, didactic training, and protected time to meet with members of their cohort. Supervision focuses on clinical skills development and addressing issues such as professionalism, ethics, and diversity. All training goal areas are additionally supported through the provision of relevant didactics provided by content experts. Each topic within the Didactic series includes a special emphasis on considering the scholarship and implications pertaining to racially, culturally, and linguistically diverse learners and those with minoritized and intersectional identities. The didactic training curriculum has been designed in accordance with the internship program's required competencies. Each competency is met through both experiential and didactic training. Priority is placed on professional development, including assisting interns in securing opportunities after internship, such as post-doctoral positions and employment.

Internship applicants must have all required course work and comprehensive exams completed prior to the beginning of internship year. WBES bases its selection process on a systematic review of the entire application package noted above; however, applicants who have met the following qualifications prior to the beginning internship are preferred: Minimum of 600 hours of practicum experience, including: Intervention and counseling, and assessment hours (experience administering cognitive, academic and/or various measures, report writing); Successfully defended his/her/they dissertation proposal prior to the internship program start date; Interest in working or gaining experience in the school/educational setting.

A complete application consists of the following materials:

1. Cover letter stating your interest in the program and your professional goals, and why you are interested in completing your internship in a school-based setting
2. A copy of your current Curriculum Vitae;
3. Three letters of recommendation, two of which must be from persons who have directly supervised your clinical work;
4. Official transcripts of all graduate coursework;
5. All applicants are required to include two psychological report samples.

Interviews are held and scheduled on a first come, first serve basis, and consists of a one-hour formal interview held remotely. After all prospective interns have been interviewed, the Training Committee members meet and rank candidates according to their application materials and interview responses.

Interested candidates may contact the Director of Clinical Training, Dr. Brittany St. Jean.

All application materials can be submitted electronically.

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