PSY 685: School Psychology Internship
Grand Valley State University
Fall 2016 & Winter 2017

Instructor Information:

Jennifer Mills James, Ph.D.   Email: jamesje1@gvsu.edu
Office: 2140 Au Sable Hall   Phone: (616) 331-2406
Location: Online through Blackboard

Office Hours:

Tuesdays from 1:00 pm to 3:00 pm or by appointment. There will be a discussion board for internship related questions for the professor and for the group, which I will check frequently. Other than that, email or cell phone is the best way to contact me. I will try my best to get back to you as soon as possible.

Course Description (from catalog):

The final supervised clinical experience. Under the supervision of a School Psychologist, students will work with teachers, families, and students from K-12 schools. Students will engage in different aspects of the practice of School Psychology including case management, assessment, prevention and intervention, and consultation. Course offered each academic year. Prerequisites: Admission to the school psychology program and instructor's approval.

Course Objectives:

The internship seminar is designed to provide ongoing support and training for students during their internship year. The course will focus on meeting NASP standards through your internship experience. NASP standards are listed at the end of this document. Support will be given through small and large group discussion boards, problem solving sessions, and synchronous meetings to discuss topics relevant to best practice in School Psychology.

Required Text:

Thomas & P. Harrison (Eds.), *Best practices in school psychology VI* (6th ed.). Bethesda, MD: National Association of School Psychologists.

Additional required readings will be placed on Blackboard

Supervision:

You will receive supervision from your university supervisor through weekly small group discussion board and monthly synchronous meetings. The university supervisor will meet with you and your field supervisor 1-2 times per semester either via face-to-face meeting, conference call, or Skype. Please communicate any issues you are having at internship with your university supervisor in a timely manner.

You are also required to have individual supervision with your on-site field supervisor for a minimum of 2 hours a week. Supervision counts towards your overall internship hours, so remember to log all meetings.

Grading:
Final grades are calculated by dividing your total number of points by total number of points possible. I typically round up to the next percentage point at .6 and above.   I utilize the following grading scale to determine the final grade. Please note: I do not offer extra credit on an individual basis.

A   93 and above
A-   90-92
B+   87-89
B   83-86
B-   80-82
C+   77-79
C   73-76
C-   70-72
D+   67-69
D   60-66
F   59 and below

Course Information

Required Equipment for Synchronous Meetings (owned or accessible)
- High-speed internet access
- Computer with a sound card and speakers; operating system that meets current Blackboard browser requirements (see below)
- Microphone (built in or external)

Blackboard is the Course Management System
To access Blackboard, go to https://mybb.gvsu.edu/ and enter your log in and password. This course utilizes Blackboard, GVSU's online course management system. Take a look at the GVSU Online Learning pages to find numerous materials about using Blackboard and online learning http://www.gvsu.edu/online/.

Use of Blackboard is integral to this course and students must log on a few times each week in order to complete course requirements, receive important announcements and updates, and communicate with instructors and other students about course content.

Check the current technical requirements to use Blackboard - http://www.gvsu.edu/online/what-about-the-technology--8.htm and preferred browser information - http://www.gvsu.edu/it/learn/browser-configuration-24.htm

Technical difficulties with Blackboard
If you experience technical problems with Blackboard, contact the help desk by email or phone - helpdesk@gvsu.edu or 616-331-3513. The help website is http://www.gvsu.edu/it/learn/

Accessing the Library
Many of GVSU's library resources can be accessed online Distance and Off-Campus Learning Services with many journal articles available on demand. You must have an active GVSU student account to take advantage of the library's resources and services. Some courses may have reading materials in course reserve. To access course reserve, click here.

Course Assignments & Schedule

All assignments will be submitted on Blackboard by accessing the "Assignments" tab. Assignments must be turned by the end of the day (11:59 pm) on the due date. If an assignment is not turned in by the due date, late penalties will apply.

<u>Internship Training Plan and Goal Setting (10 points):</u>
Due: September 16, 2016

At the beginning of the year, you will need to complete a self-evaluation form based on your professional and practice skills. After completing this form meet with your supervisor to come up with at least 3 goals for your internship year. Make sure to discuss portfolio requirements to determine how to accomplish these activities by the end of the year.

Write a 1-2-page paper on your goals for your Internship year as you develop as a professional school psychologist. Explain why you chose the goals and how you plan to meet your goals. Please make sure you address your growth in knowledge and skills based on the ten NASP domains: (http://www.nasponline.org/standards/practice-model/domains-of-practice.aspx).

<u>Hours Log</u>
Due: Mid Year (December 15) and End of Year

You will be required to keep a log of your activities and the amount of time you spend on each activity. You are required to log ***1200 hours*** throughout the school year. Keep up on logging your hours to ensure this is met in a timely manner. The spreadsheet is available on Blackboard. Here is a list of things that count towards your internship hours:
- Time at your internship site
- Any activities for internship (evaluation writing, cast studies, reflections, class assignments, etc.)
- Internship Seminar Hours (synchronous meetings + time spent on discussion board/assignments)
- Individual supervision with internship supervisor and university supervisor (Dr. James)
- Professional Development in district or that you are sent to by your district
- Time on projects for portfolio

What does NOT count toward hours:
- Conferences such as MASP, NASP, ABA, etc.

If you have any questions about whether or not something counts towards hours, please see me.

Case Log
Due: Mid Year (December 15) and End of Year

You will also be required to keep a case log of the students you work with throughout the year. Document any of the known factors here including: grade level, gender, race/ethnicity, socioeconomic status, disability status, sexual orientation. You should have the most information about individual student cases such as special education evaluations or consultation projects. You may only be able to document grade level for larger systems projects.

Evaluation Review (Ongoing)

As part of your internship, you will be conducting psycho-educational evaluations, likely independently throughout the year. To ensure you are getting supervision and conducting thorough, best practice evaluations, you will be required to collaborate with the university supervisor on your first two reports. Here is what is expected for your first TWO evaluations:

- Email Professor James when you are assigned your first case. You will work together to discuss a plan and what steps are needed, timely, assessment selection, etc.
- Continue communicating throughout the case. There will be multiple conversations; likely after you collect more background information, parent and teacher input, test results, etc.
- Once you have completed your report, share it with Professor James BEFORE you share it with your supervisor. We will discuss any further testing, recommendations, and eligibility determination.

Mid-Year Reflection
Due: December 15, 2016

This assignment requires you to write a 2-3 page reflection of your progress during internship. You will write about your reflections of your practicum experiences including what is going well, what is not going well, areas of improvement, and progress toward your annual goals.

Self-Reflection Paper (20 points)
Due: April 22, 2017

See the sample posted on the School Psychology Graduate Program Blackboard page (Program Documents → Portfolio Resources & Information → Sample Reflection).

Write a 2-3-page reflection on your own development as a professional school psychologist. You should address your growth in knowledge and skills based on the ten NASP domains (http://www.nasponline.org/standards/practice-model/domains-of-practice.aspx). The domains are also listed on the following pages. Reflect on the development of your knowledge/skills within each domain and outline your strengths and weaknesses. This information should inform the conclusion of your reflection in which you outline *specific* goals that you wish to achieve during internship to continue your competency in the ten domains.

Note: You should NOT turn in the same reflection as last year. You should write a new reflection to represent your development across this year in the program and establish goals for your internship.

Supervisor Evaluation
Mid-Year Evaluation Due: December 15
End-of-Year Evaluation Due: April 29, 2017

Field-based supervisors will provide practicum evaluations to the university supervisor at the midpoint and again at the end of the internship experience. This evaluation will describe the supervisor's opinion of your developing competencies across all areas. As part of this evaluation process, the field-based supervisor should conference with you to process the evaluation and set goals. There will be regular communication between the university supervisor and the field-based supervisor to discuss your progress.

By the end of the year, the goal is for you to earn a 4 in all areas of Professional Behavior and Competency and a 3 or higher in almost all practice skill areas to "Meet Expectations." Due to the subjective nature of evaluations, scoring will be based on submitting the evaluation and reflecting on your scores.

Submission of End of year evaluation: Pass/Fail (no points for class; Add to 2nd year Portfolio). The evaluation will be considered "Fail" is you have ratings below 3 in all professional behavior areas and ratings below 2 in practice skill areas.

Small Group Weekly Discussion Board (5 points per week):
Initial Post Due by Wednesday of each week. Respond to posts throughout the week.

You will be assigned participation points for participating in small group discussion board. At the start of the year, you will be randomly assigned a small group for internship support. Each week, you will post questions and comments from your internship site. Your group members and the instructor will communicate ideas and suggestions with you. The instructor will start a new thread every week for you to post questions, concerns, or topics that are brought up at your internship. You will earn points for initiating a post each week and for commenting on your group member's posts. This will require you to log onto Blackboard at least three times per week, though it is suggested you check for responses daily. Try to incorporate it into your daily internship schedule.

In order to access the group discussion board, find the "Groups" option on the left side of Blackboard. You will find your name placed in a group. Threads will be added there each week.

Synchronous Meeting Participation (10 points per meeting):
Once a month, we will "meet" as a class through Blackboard Collaborate. The classes will "meet" at 6:00 PM Eastern Standard Time. If you are out of state, make sure you know what that is in your time zone. Prior to class, the topic and readings will be posted on Blackboard. Depending on the topic, you will likely be asked to share documents and ideas from your internship site so make sure to be prepared! After each "meeting," the topic for the next month will be posted to give you plenty of time to prepare.

- Monday September 26 at 7:00 pm
- Monday October 24 at 7:00 pm
- Monday November 21 at 7:00 pm
- Monday January 9 at 7:00 pm
- Monday February 6 at 7:00 pm
- Monday March 13 at 7:00 pm
- Monday April 10 at 7:00 pm

Portfolio:
You will be required to complete a third year portfolio for the program.

This third year (internship) portfolio is used at the end of the third year of the program. This portfolio serves as a means for interns to demonstrate their professional knowledge and skills during their internship year. As part of this portfolio, interns must submit samples of their work. At a minimum, these work samples must include an academic consultation/intervention case, a behavior consultation/intervention case, an evaluation report for special education eligibility, and a systems-level project that might involve group consultation/intervention, significant involvement in a school-based team, or the provision professional development. These work samples need to be consistent with the training and feedback received in their coursework and also the requirements of their internship sites.

In addition to the work samples, interns must also submit an updated "Philosophy of School Psychology Practice" statement demonstrating their understanding of the field and the roles of school psychologists as it applies to their own model and approach to practice and a curriculum vitae highlighting their relevant educational history, applied experiences, and scholarly activity. The vitae should also documents interns' engagement in the profession through attendance of conferences, involvement in student organization or program events, and membership in professional organizations. Interns must include copies of their supervisor evaluation forms and log of internship hours, and a "Case Log" documenting the diversity (grade level, gender, race/ethnicity, socioeconomic status, disability status, sexual orientation, etc.) of clients served in their placements. Furthermore, each intern must write a self-reflection demonstrating the intern's ability to evaluate their own development as a competent professional and to set individual goals based on NASP's ten domains of practice.

Tips for a Successful Learning Experience

- Read the syllabus and all preparatory information on Blackboard
- Stay organized and track due dates
- Read required text (will be posted on Blackboard)
- Log onto Blackboard at least 3 times per week to check announcements, discussion board, and interact with course material
- Post questions, comments, and ideas on discussion board
- Ask questions of the instructor. Not just clarification questions about logistics, but content questions.
- Exhibit professional behaviors at all times of your internship (show up on time, complete reports in a timely manner, dress professionally, be humble, be kind and respectful)
- Remember to always de-identify information and protect the confidentiality of students and staff
- Utilize email and Internet ethically and responsibly (caution with social media, do not accept students as friends on social media, do not use student's identifying information in email, etc.)
- Let the university supervisor know of any concerns as soon as they arise. Do not wait until things get worse!
- Utilize your classmates as resources

University Policies

Accommodations for Students with Disabilities:

If there is any student in this class who has special needs because of a learning, physical, or other disability, please contact me or Disability Support Services (DSS) at 331-2490. Although students with disabilities are held to the same academic standards as all other students, accommodations will be provided for you, as appropriate. Where warranted, accommodations will also be provided to students without a diagnosed disability if that student discusses the specific need with me and the accommodation appears to be justified. Furthermore, if you have a disability and think you will need assistance evacuating this classroom and/or building in an emergency situation, please make me aware so I can develop a plan to assist you.

Academic Integrity:

Students are expected to adhere to the university's policies on Academic Honesty. These policies are described in the catalog and in the Student Code. Cheating and plagiarism will be dealt with as per the procedures described in the Student Code.

Plagiarism:

As described in Section 223.01 of the Student Code, "any ideas or material taken from another source for either written or oral presentation must be fully acknowledged. Offering the work of someone else as

one's own is plagiarism. The language or ideas taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches or the writings of other students ... Any student who fails to give credit in written or oral work for the ideas or materials that have been taken from another is guilty of plagiarism." In sum, copying the work of any other individual, whether that of another student, researcher, author or editor is considered plagiarism. This is not acceptable and will be dealt with according to the policies set forth in the Student Code, which may include receiving a 0 on the assignment, failing the course, and/or other university consequences. If you have questions regarding the appropriate use of citations and plagiarism, please contact the instructor BEFORE turning the assignment in. Please note that taking extensive content word-for-word from a journal, book or website is considered plagiarism.

NASP STANDARDS

	NASP Knowledge Domain	NASP Skill Domain
2.1 Data-Based Decision Making and Accountability	School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes	As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.
2.2 Consultation and Collaboration	School psychologists have knowledge of varied methods of consultation, collaboration and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.	As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation and evaluation of services and programs
2.3 Interventions and Instructional Support to Develop Academic Skills	School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies	School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills
2.4 Interventions and Mental Health Services to Develop Social and Life Skills	School psychologists have knowledge of biological, cultural, developmental and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health	School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning and mental health
2.5 School-Wide Practices to Promote Learning	School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.	School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others
2.6 Preventive and Responsive Services	School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.	School psychologists, in collaboration with others, demonstrate skills to promote skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response and recovery.

2.7 Family-School Collaboration Services	School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization and mental health; and methods to develop collaboration between families and schools	School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/ interactions with community agencies for enhancement of academic and social-behavioral outcomes for children
2.8 Diversity in Development and Learning	School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.	School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity and development and learning and advocacy for social justice are foundations for all aspects of service delivery
2.9 Research and Program Evaluation	School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings	School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group and/or systems levels
2.10 Legal, Ethical, and Professional Practice	School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists	School psychologists demonstrate skills to provide services consistent with ethical, legal and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills