

PSY 685: School Psychology Internship
Grand Valley State University
Fall 2019 & Winter 2020

Instructor Information:

Jennifer Mills James, Ph.D.
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Course Information:

Location: Online
Time/Days: See Schedule in Syllabus
Email: jamesje1@gvsu.edu

Office Hours:

During internship, you will be off campus throughout the year. 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 and set up a phone call or meeting time that works for both of our schedules.

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.

Newman, D.S. (2012) *Demystifying the school psychology internship*. London, England: Routledge.

Supervision:

You will receive supervision from your university supervisor through individual check-ins 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 depending on your location. Please communicate any issues you are having at internship with your university supervisor in a timely manner. There will be additional individual supervision times as scheduled by your university supervisor.

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

Assignment	Points
<u>First Semester</u>	
Goal Writing	10
Mid-Year Supervisor Evaluation	Pass/No Pass
Log & Journal Submissions (10 each)	40
Case Presentation	30
Seminar Participation	30
<u>Second Semester</u>	
End of Year Supervisor Evaluation	Pass/No Pass
Evaluation Reflection	10
Seminar Participation	30
Case Presentation	30
Log & Journal Submissions (10 each)	30

Course Information

Required Equipment for Synchronous Meetings (owned or accessible)

Your university professor will send you meeting links via email prior to the scheduled whole class meetings once a month. You will follow that link and log into the meeting using your computer. For the online meetings, you will need:

- High-speed internet access
- Computer with a sound card and speakers
- 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 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

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, it will be accepted up to 3 days past the due date with a 25%-point deduction. Please contact the university supervisor if there is any reason an assignment is not able to be turned in on time.

Ongoing Assignments

Hours Log

Due: Submit Monthly (Due dates listed below)

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, case 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

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: Submit Monthly (Due dates listed below)

You will 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, and 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.

Journal Entries (10 points per month)

Due: Submit Monthly (Due dates listed below)

During internship, it's important that you continuously reflect on how things are going. What is going well? What is not going well? What do you notice happening at your school? What are some challenges? How have you been able to overcome them? Do you need help with anything? Remember that this is still a learning year. As such, you will be updating your journal weekly, but submitting the entries approximately once a month. This allows me to see what is going on at your site and reminds you to reflect on your practice and growth as a School Psychologist.

Case Presentations (30 points)

Dates to Be Determined

You will be doing two case study presentations during the year. Your presentation should be about “cases” that you have worked on during your internship (or practicum if you are presenting at the beginning of the year). The goal is to present a unique situation, or a student presenting an issue that is less common. Some examples would be a student that is an English Language Learner, has experienced trauma, ruling out Social Maladjustment, a student identifying as LGBTQIA, a student that has a rare medical diagnosis, etc.

You will present on the information and data you have at that time. Your presentation should be 20-30 minutes long and presented in Power Point (or another similar format). The presentation should include all parts (Problem Identification, Problem Analysis, Intervention, CBE, Evaluation Results, Recommendations, etc.) related to your case.

After your presentations, you will be giving your classmate 3 research-based interventions that could be used to support the student. Provide a separate description of each intervention in its own word document and share the interventions in a class Google share drive. These will be good resources for you and your classmates going forward.

Time for questions, answers, and discussions around the cases will be given and classmates will be encouraged to discuss their own ideas and opinions. You will be delivering these cases in small group breakout format.

Synchronous Meeting Participation (10 points per meeting):

Once a month, we will “meet” as a class through online video conference. The dates and times of the meetings are on the schedule below. Be sure to mark the meeting dates and times in your calendar at the beginning of the year and let your supervisors/administrators know you need to attend them. If you are out of state, make sure you know what that is in your time zone.

You will need to come prepared for active discussion in order to earn all 10 points. Simply logging onto the meeting will not suffice.

Supervisor Evaluation (Pass/No Pass); Reflection= 10 points

Mid-Year Evaluation Due: December 13, 2019

End-of-Year Evaluation Due: April 16, 2019

Field-based supervisors will provide practicum evaluations to the university supervisor at the midpoint and again at the end of the practicum 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. Your performance will be rated by your field supervisor on the following scale (per the portfolio rubric):

Professional Behavior and Competence:

Students are expected to meet and exceed expectations on professional behaviors. Any ratings of “2” or below on Professional Behaviors in the Fall Semester will automatically trigger a remediation plan. You will not be approved to graduate until you demonstrate all professional behaviors at a level of “3” or “4.”

N/A	No opportunity to observe
1	Does Not Meet Expectations

2	Partially Meets Expectations; demonstrates professional behavior inconsistently
3	Meets Expectations; demonstrates professional behavior with a few exceptions
4	Exceeds Expectations; demonstrates professional behavior with consistency

Practice Skills

Students in internship are expected to earn ratings from 3-4 in practice skills, though some ratings may be higher or lower. Students in the Novice and Satisfactory range will need more practice in those specific skills through practicum. A remediation plan will be developed to ensure you get the experiences necessary to perform in the Emerging Professional range or above.

N/A	No opportunity to observe: skills in this area have not been observed frequently enough to accurately judge student's progress
1	Novice: Student is in the early stage of skill development and will require more training, practice, and instruction; plans should be made to ensure additional practice in this skill area prior to completion of program
2	Satisfactory: Skills in this area are adequate with continued supervision needed; some additional guidance/practice will be necessary
3	Emerging Professional: Student is nearing mastery/independent functioning in this area; some additional guidance/practice may be necessary
4	Independent Level of Functioning: Student is functioning independently in this area

Mid-Year Evaluation: Pass/No Pass. Ratings below 3 in professional behaviors or practice skill areas will result in an individualized remediation plan for second semester. Your progress will then be monitored on a monthly basis and include regular follow-up meetings with the university supervisor.

Submission of End of year evaluation: Pass/No Pass (no points for class; Add to 2nd year Portfolio). The evaluation will be considered “No Pass” if you have ratings below 3 in all professional behavior areas and ratings below 2 in practice skill areas. Your university supervisor will need to consult with your field supervisor in this case. You will be required to pass internship in order to graduate.

Reflection on evaluation and how to improve performance: 20 points Fall and Winter Semester

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 a reflection on your scores. After receiving your completed evaluation, write a 2-3 page reflection on your ratings, whether or not you agree, and how to improve.

Internship Due Dates

Internship Training Plan and Goal Setting:
Due September 20, 2019

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>). Example of internship goals:

Goals	Mid-Year Progress Update	Year-End Progress Update
1. By December 2019, I will provide assistance to the planning, preparation, and delivery of at least one professional development presented to school personnel.		
2. By December 2019, I will independently complete at least two evaluations on two different students along with presenting the information during the IEP meetings.		
3. By March 2020, I will attend at minimum three district training workshops.		

Special Education Evaluations

As part of your internship, you will be conducting many 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.
- Remember to log all communication with Professor James as supervision time.

PORTFOLIO
Due: March 1, 2020

Please note that you will not be submitting the portfolio components to Dr. James through internship class. You will need to make sure to keep up on all of your projects in order to complete and submit them to your portfolio by March 1. You will share your portfolio with all faculty members via dropbox. Please see handbook for details. Your portfolio work samples include:

Philosophy and Vision of School Psychology Paper (update)

Write a 3-5 page double spaced paper on their philosophy of school psychology and their vision of our field's future. Write paper in APA style formatting. Students should demonstrate critical thinking on the knowledge that they have acquired throughout the semester; i.e., integrate class lectures, discussions, and readings. Utilize the text and NASP standards to support your paper.

Academic Consultation

Report documenting your involvement in an academic consultation/intervention case. This report should outline any assessment data you collected, the consultation process, and data from an academic intervention implemented (by yourself or by others based on your consultation)

Behavior Consultation

Report documenting your involvement in a behavior consultation/intervention case. This report should outline any assessment data you collected, the consultation process, and data from a behavioral intervention implemented (by yourself or by others based on your consultation).

Special Education Evaluation

By this time, you have completed a number of special education evaluations. Please submit the evaluation that you are submitting to your portfolio. Ensure the evaluation is thorough and demonstrates your ability to complete a best practice, quality evaluation. Refer to the assignment description for a reminder of the elements of a quality report.

Self-Reflection (updated)

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.

Format: This is not intended to be a narrative reflection. Please make a statement about each NASP domain and then provide a bullet point list below each domain regarding strengths, weaknesses, and goals.

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.

Updated Curriculum Vita

Please submit an updated version of your curriculum vita for our records. Include internship activities and any additional relevant activities you were involved in during the academic year.

Home School Collaboration Component

NASP states that School Psychologists should strive for best practices in home school collaboration. As part of the internship experience, it is important to realize the impact of family and community in a student's academic development. For this project, you will develop a project that will address needs in the community and/or school and present a workshop that will bring together the various stakeholders necessary to address these problems. Your professor will give you an assignment description with different ideas of how to embed this requirement into your projects.

Systems Level Work Sample

In order to effectively facilitate systems-level change, school psychologists need to call upon three areas of expertise: An understanding of human behavior from a social systems perspective; An ability to use collaborative planning and problem-solving procedures; A familiarity with principles for organizational change. You will choose a project based on best fit with your practicum site. Some examples of possible projects include:

- A grade- or school-consultation project to assist administrators with the selection of academic or social-emotional curriculum
- Provision of professional development to staff or parents to serve specific need
- Provision of group-level intervention services (e.g., social skills or academic intervention)- this is beyond leading an individual intervention.
- Significant contribution as part of a school Positive Behavior Support or Multi-Tiered Systems of Support team
- Other systems-level project approved by your university supervisor

Tips for a Successful Learning Experience

- Read the syllabus and all preparatory information on Blackboard
- Stay organized and track due dates
- 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 have your supervisor sign ALL reports
- Represent yourself as School Psychologist Intern on all documents. You are still in training!
- 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.

FALL SEMESTER			
Date	Format	Content	Assignments Due
September 6 11-12:30 PM EST	Whole Group Zoom Meeting	Introduction Expectations Syllabus Review	Read Chapters 1-3 in textbook (Part 1)
Weeks of September 9-27	Site Visits/Individual Checks	Meet with intern and supervisor regarding expectations, assignments, and program documents	<i>Internship Plan and Goals due 9/20</i>
September 20 11-12:30 PM EST	Zoom Meeting	Content from textbook + case presentations	Read Chapters 4-5 in textbook <i>Hours/Case Log and September Journal Entries due 9/27</i>
October 18 11-12:30 PM EST	Zoom Meeting	Content from textbook + case presentations	Read Chapter 6 in textbook <i>Hours/Case Log and October Journal Entries 10/25</i>
November 22 11-12:30 PM EST	Zoom Meeting	Content from textbook + case presentations	Read Chapter 7 in Textbook <i>Hours/Case Log and November Journal Entries 11/22</i>
December 13	Turn in End of Semester Documents		<i>Mid-Year Supervisor Evaluation & Journal on Evaluation due</i> <i>Hours/Case Log</i>
January 10 11-12:30 PM EST	Zoom Meeting	Content from textbook + case presentations	Chapter 8 from textbook
Weeks of January 10 to February 7	Site Visits/Individual Checks	Meet with intern and supervisor regarding expectations, assignments, and program documents	
February 7 11-12:30 PM EST	Zoom Meeting	Content from textbook + case presentations	Chapter 9 from Textbook <i>Hours/Case Log + January/February Journal Entries due 2/21</i>
February 18-21	NASP BALTIMORE		
March 1	PORTFOLIO DUE		<i>Portfolio Due March 1 (All Documents Shared in Dropbox)</i>
March 27 11-12:30 PM EST	Zoom Meeting	Content from textbook + case presentations	Chapter 10 from textbook <i>Hours/Case Log + March Journal Entries due 3/27</i>

April 22	End of Year Visit/Meeting if needed (individual basis)	End of year documents due	<i>Supervisor Evaluation & Final Hours/Case Log due 4/24 (if possible)</i>
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NASP DOMAINS

	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 psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and	School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and

School-Wide Practices to Promote Learning	evidence-based school practices that promote academic outcomes, learning, social development, and mental health.	supportive learning environments for children and others
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