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PSYX 588.01: School Psychology Internship

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PSYX588 School Psychology Internship

Fall 2018 and Spring 2019

Course Information

Online

Instructor Information

Instructor: Anisa N. Goforth, Ph.D., NCSP

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Office hours: By appointment

Course Objectives

The purpose of the school psychology internship is to provide supervised, on-the-job experience which will further develop the student's competencies in the areas of: (a) Data-Based Decision Making, (b) Consultation and Collaboration, (c) Interventions and Instructional Support to Develop Academic Skills, (d) Interventions and Mental Health Services to Develop Social and Life Skills, (e) School-Wide Practices to Promote Learning, (f) Preventive and Responsive Services, (g) Family-School Collaboration Services, (h) Diversity in Development and Learning, (i) Research and Program Evaluation, and (j) Legal, Ethical, and Professional Practice. Additionally, the purpose of the school psychology internship is to further develop the intern's professional behavior, appropriate legal/ethical conduct and professional role conceptualization. Finally, the purpose is also to provide an opportunity to develop competency in areas of special interest to the intern.

Course Policies and Procedures

Academic Honesty and integrity

As students entering the field of school psychology, there is an expectation of a high standard of academic integrity. You are expected to perform to the utmost of their ability in an honest and ethical manner. The University of Montana's [Student Conduct Code](#) (SCC) should be reviewed, especially in regards to plagiarism. It is the policy of the school psychology program that plagiarism will result in an "F" for the course in which the academic violation occurs as well as grounds for consideration of dismissal from the program.

Professionalism

I expect all students to behave with the highest standard of professionalism, both during class and at your internship site. As a school psychologist in-training, you represent the university as well as the field. Keep in mind that how you dress and behave makes an impression of you as a professional. Consequently, please wear professional clothing during your practicum setting and act in a manner that

highlights your knowledge and expertise.

Disability Modifications

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Disability Services for Students](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

Incompletes and Make-Up Procedures

Incompletes will be given under limited circumstances (e.g., personal situations, illness). Make-up procedures must be arranged immediately with me. It is my intention to facilitate your success in this course, please do not hesitate to contact me regarding potential barriers to this goal.

Commitment to Multiculturalism

I am committed to creating an environment in which individuals' diversity and opinions are respected. I strive to integrate multicultural and diversity issues in my courses in ways that are relevant to course content and process. I hope students will contribute their unique perspectives to this effort by considering and raising issues related to multiculturalism and diversity—and respecting others' outlooks throughout this course.

“People First” Language

You are expected to use appropriate, “people first” language in class discussions and written work. People with disabilities are just that: people who happen to have physical, sensory, behavioral, or intellectual disabilities. Please avoid phrases like “the handicapped,” “autistic kids,” or other statements that highlight the disability rather than the individual. Instead, speak and write in a way that puts “people first,” for example, “the student with a severe disability,” “the program for students with behavior disorders.” This small change emphasizes the humanity and individuality of the person and clarifies that disability is only one of many characteristics (and not necessarily the most important!) that people can possess.

Internship Requirements

The internship shall consist of one school year of full-time or two consecutive years of half-time paid experience in a school setting as an intern in school psychology under the direct supervision of a supervising psychologist. A minor portion of the internship may occur in other settings if it will contribute to a more complete accomplishment of the internship purposes.

Requirements and Responsibilities of the Intern

1. To be considered for internship, the intern must:
 - a) Meet certification requirements with the exception of the internship, which include the Masters of Arts degree and the formal coursework.
 - b) Enroll in the internship course at the University of Montana, 6 credits per semester for a full time internship.
2. The intern must:

- a) Develop the internship plan (see Part III) with assistance from supervisor(s) and submit it to the University of Montana, School Psychology Program Director, no later than October 31st
- b) Meet two hours per week with, and follow the guidance of, the site-based supervisor
- c) Keep a log of school psychologist activities as well as a log/journal of meetings and activities discussed with their site-based supervisor.
- d) Obtain semester evaluations, twice per year, from your on-site supervisor and from at least one professional colleague (in addition to the supervisor) who has been a consumer of the your services. The forms to be used for these evaluations are: (a) Performance Evaluation Form--Supervisor and (b) Performance Evaluation Form—Consumer of Services. The on-site supervisor will discuss results of these evaluations with the intern prior to submitting the evaluations to the Director of School Psychology at the university.
- e) A copy of each evaluation (Supervisor and Consumer) shall be sent to the University supervisor at the end of each semester. A copy of the first semester evaluations should be kept so that they can also be included in the intern's portfolio that you turn in at the end of the spring term.
- f) Take, and pass, the ETS/NTE Praxis School Psychologist Exam and provide your scores to the Program Director (if not done so already).

Requirements and Responsibilities of the On-site Supervising School Psychologist

1. The supervising school psychologist is required to:
 - a) Meet school psychologist certification requirements including internship, practica or supervised experience
 - b) Be willing to provide evidence of professional growth and competency as a school psychologist
 - c) Have three years experience as a school psychologist
 - d) Hold comparable credentials if supervising the intern in non-school settings for portions of the internship.
2. The supervising school psychologist is responsible for the following
 - a) Assist you in developing the internship plan (see Part III)
 - b) Spend at least two hours per week supervising you carrying out the internship plan; if this is a part-time internship, spending at least one hour per week in supervision of the intern
 - c) Uphold legal, ethical, and professional competency standards
 - d) Submit written semester and annual (using the Performance Evaluation Form-Supervisor) evaluation of the intern's competencies to the UM School Psychology Program Director
 - e) Supervise no more than two interns during any school year.

Requirements and Responsibilities of the School District Employing the Intern

1. The employing school district is required to
 - a) Employ you with a contract as a school psychologist including benefits and expenses according to district policies for school psychologists. The intern will be certified at least at a provisional level
 - b) Provide adequate, well-lighted, and quiet office space and facilities for consultation, testing, and intervention
 - c) Provide for confidential telephone service
 - d) Participate in arranging for supervision by a supervising school psychologist
 - e) Provide equipment and materials for testing and intervention
 - f) Provide adequate, competent secretarial service
 - g) Provide buy-out time for the on-site school psychologist supervisor to meet with the intern during supervision meetings.
2. During the period of the internship the employing district(s) shall
 - a) Have a commitment to the internship as a diversified training experience
 - b) Utilize the intern's time in performing usual school psychological services under the supervision of the supervising psychologist
 - c) Provide experiences in working with regular and special educational programs
 - d) Allow and expect the intern and supervising psychologist to attend professional workshops and meetings.

Requirements of the University of Montana School Psychology Program

1. Faculty of the Program will participate in the development of the internship plan by providing guidelines, consultation and suggestions of focus based on your previous training experiences.
2. Faculty will maintain regular contacts with you (monthly telephone or in-person supervision) and supervisor (sometimes via email) to discuss your work and review the supervisor's reports to determine grades.
3. Faculty will supervise no more than 12 interns each per year.

Written Internship Plan: Activities for Competencies Development and Evaluation

The intern will develop a written plan for the internship with help from the site- and university-based supervisors. The written plan will include the specific arrangements for on-site supervision for two hours per week (or if a part-time internship, one hour per week) with evidence for the supervisor's time. The written agreement must specify the period of appointment and any terms of compensation.

The plan will include the required cover sheet and Internship Site Agreement and be submitted to the university supervisor by October 31. The site-based internship supervisor will provide to the university-based supervisor a written evaluation of the intern's progress in carrying out the internship plan via the Intern Performance Evaluation form. This will be submitted to the university twice during the internship year, specifically in December and May (also keep a copy to be included as part of your final portfolio-next).

The plan will specify the activities to be carried out to meet internship training requirements in the following area of competencies:

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 and data collection strategies, and technology resources, and apply results to design, implement, and evaluate response to services and programs.

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.

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.

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 evidenced-based supported 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 implement and evaluate services to support socialization, learning, and mental health.

5. School-Wide Practices to Promote Learning. School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; and empirically supported 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.

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 empirically supported strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical wellbeing through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

7. Family–School Collaboration Services. School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; empirically supported 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 facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

8. 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, individual, and role differences; and empirically supported 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 in development and advocacy for social justice are foundations for all aspects of service delivery.

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.

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.

Professional Portfolio

As a summary of the internship year, you will develop a professional portfolio of the internship experience as outlined in the document *Psy588 Internship Portfolio Required Contents*. The contents of the portfolio must include the specified documents and may contain other information related to the internship experience at the discretion of the intern. The portfolio should be representative of work during the internship year.

A copy of your professional portfolio (electronic) must be submitted to the University of Montana School Psychology Program Director by the first day of exam week. The School Psychology Faculty will review and grade your professional portfolio. If any of the materials are not acceptable, you will be asked to set up a meeting with the faculty to discuss the materials in more depth. The professional portfolio is a final measure of competency to meet the professional and ethical standards as a School Psychologist.

Related Documents:

- Professional portfolio requirements
- Performance Evaluation Form—Supervisor
- Performance Evaluation Form—Consumer of Services
- Internship Contract
- Internship Log
- Internship Summary Log

Internship Goals, Self-Assessment, Professional Development Plan, & Reflections

At the beginning of each semester, you will prepare a statement of the specific learning goals (and documentation or a plan of how to achieve these goals) you have for your internship (no more than 2 pages, single spaced). This document is different from your Internship Plan, but you should review the internship plan you developed in the beginning of the semester and determine areas in which you should continue to work. You should discuss this with your on-site supervisor as well. This document can be brief (1-2 pages) and should be submitted in Moodle.

Online Discussion of Internship Experiences and Cases

Colleagues play an important role in your professional development. Students on internship are located at schools in a variety of different locations and have different experiences. As a result, an online discussion using Moodle will be used to facilitate communication. You are required to post at least one (1) case that is interesting or challenging. This case must be presented in a de-identified format (no names or other confidential information should be included) and can be brief. Other interns in the course should respond to the case with questions, comments, or suggestions. You can also post other questions, comments, etc. on the forum at any point. You must respond to each colleague at least once per semester, but preferably more. Interns must check Moodle on a weekly basis to see whether their colleagues have posted.

Major Deadlines

Assignment/Document	Date
Fall Internship Goals & Self-Assessment	September 7, 2018
Written Internship Plan	October 31, 2018
Initial post: Online Discussion of Internship Experiences & Cases	Once during Fall semester & once during Spring semester
Spring Internship Goals & Self-Assessment	January 24, 2019
Response to Moodle post from colleagues	Throughout
Professional Portfolio	April 29, 2019