

**BOWIE STATE UNIVERSITY
BOWIE, MARYLAND 20715
COLLEGE OF EDUCATION
DEPARTMENT OF COUNSELING**

SYLLABUS

COURSE: SPSY 805-807 School Psychology Internship I and II 3 hrs. (each)

INSTRUCTOR:

Kimberly M. Daniel, PhD

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Office Hours: Mon. 2:00pm-6:00pm

Tues. By Appointment

Wed. 2:00pm-4:00pm

Thurs. 2:00pm-5:00pm

Frid. By Appointment

Other hours by appointment

SEMESTER(S):

Fall-Spring 2009-2010

COURSE PREREQUISITE(S): 54 semester hours of coursework as designated below:

SPSY 501-	Introduction to School Psychology
SPSY 503-	School Based Consultation
SPSY 504-	Psychopathology of Childhood
SPSY 505-	Counseling Children in the School Setting
SPSY 507-	School Assessment I
SPSY 508/610-	School Assessment II
SPSY 509-	Research Methods
SPSY 510-	Psychology of Exceptional Children
SPSY 601-	Human Learning
SPSY 607-	Practicum I
SPSY 608-	Practicum II
SPSY 701-	Psychological and Educational Interventions
SPSY 702-	Seminar in Ethics and Professional Issues in School Psychology
SPSY 703-	Cultural Proficiency in School Psychology
EDUC 507-	Advanced Developmental Psychology
EDUC 513/SPED-520	Curriculum Change and Instructional Methods/ Instructional Methods and Curriculum Planning
PSYC 539/739-	Dynamics of Group Behavior
ELECTIVE-	(Suggested: ESAS 722)

COURSE DESCRIPTION:

The internship (SPSY 805 & 807) field experience comes at the end of the completion of all coursework, practicum activities, successful completion of the comprehensive examination, and final approval of the faculty. It is expected to be a coordinated effort between Bowie State University, the field site and the school psychology intern. It provides the intern with an opportunity to apply knowledge and skills obtained through coursework, practicum and other training experiences full time while under the guidance and supervision of an appropriately credentialed and practicing school psychologist. Full time emersion into the field experience allows the intern to begin to integrate information, continues to build knowledge and moves them towards independence to begin practice as an entry level school psychology specialist.

The BSU school psychology program strives to expose candidates via coursework, training, and practica to activities that highlight the 11 domains of practice as prescribed by the National Association of School Psychologists (NASP). It is expected that the internship experience will be diverse and continue to provide activities that will expose candidates to as many of those 11 domains as possible (see Internship Field Guidelines).

National Association of School Psychologists: Standard #3, Domain #2, 3, 4, & 5

RECOMMENDED READINGS:

Merrell, K.W., Ervin, R.A., & Gimpel, G.A. (2006). *School psychology for the 21st century: Foundation and practices*. New York: The Guilford Press. (ISBN: 1-59385-250-9)

Sattler, J. M. (2001). *Assessment of children: cognitive applications (Fourth Edition)*. San Diego, CA: Jerome M. Sattler, Publisher, Inc. (ISBN 0-9618209-7-7)

Sattler, J.M. & Dumont R. (2004). *Assessment of children: WISC-IV and WPPSI-III Supplement. La Mesa, CA: Jerome M. Sattler, Publisher, Inc. (ISBN: 0-9702671-1-8)*

Sattler, J.M. & Hoge, R.D. (2006). *Assessment of children: behavioral, social, and clinical foundations (Fifth Edition)*. La Mesa, CA: Jerome M. Sattler, Publisher, Inc. (ISBN: 0-9702671-3-4)

Thomas, A. & Grimes, J. (Eds.) (2008). *Best practices in school psychology (Fifth Edition)*. Bethesda, MD: National Association of School Psychologists. (ISBN: 978-0-932955-70-8)

COURSE OBJECTIVES AND STUDENT OUTCOMES:

At the completion of this course, students will be able to:

- Gain a comprehensive understanding of the roles of school psychologists in practice, including some of the day-to-day issues that school psychologists face.
- Demonstrate knowledge and skill in a variety of tools for psycho-educational and behavioral assessments, including standardized assessment, informal assessment, curriculum based assessment, interview, and observation.
- Link interventions to assessment outcomes and design monitoring procedures to determine the effectiveness of interventions.

- Develop an appreciation for the culture of schools; an awareness of how cultures differ from district to district or school to school; and the types of professional behaviors that facilitate the provision of high quality services.
- Integrate skills and knowledge obtained through formal coursework into practice in a school setting.
- Demonstrate an understanding of school systems and regulations that govern general and special education (e.g. IDEA, COMAR, NCLB, FERPA and Section 504).
- Develop an understanding and use of NASP/APA ethical guidelines, confidentiality issues and mandated reporting.
- Develop and enhance empirically supported intervention skills including problem identification, problem validation, treatment planning, treatment implementation, and evaluation based on goal/objective data.
- Utilize standardized tests and curriculum-based measurement procedures in order to assess students' current academic levels of functioning and select appropriate interventions.
- Enhance standardized assessment skills including understanding of its application, procedures, and interpretations.
- Enhance knowledge and skills in making data based decisions as it relates to the primary role and function of the school psychologist.
- Develop a basic understanding of strategies helpful in managing school crises.
- Become aware of resources in the community support their local school system.
- Demonstrate an understanding of goals and purpose of special education procedures, including IEP meetings.
- Develop beginning level competencies to work with ethnically, culturally, and linguistically diverse students and families.
- Exhibit ethical, legal, and professional conduct that is consistent with best practices

INSTRUCTIONAL MODES:

Instructional activities will include lecture, demonstration, guided practice, independent practice, student presentations, role play activities, group discussion, and possibly guest speaker presentations.

The field experiences also count as part of the instructional activities.

STUDENT REQUIREMENTS:

School Psychology candidates are expected to work in a school setting for a full academic year (at least 1200 clock hours) or over two years where at least 600 hours are dedicated to working in a school setting. Whether working over one academic year in a school setting or two academic years in a school setting and other field placement, candidates are expected to work on a consistent schedule as identified through their contract with the local education agency (LEA) or other field site.

Each student is expected to attend all class sessions, complete assignments in advance, and be prepared to participate in class discussion and activities. Students will be told in advance what assignments are due during meeting dates. **Supplemental readings may be assigned during the semester to address specific issues as they arise within the course.**

Cell phones must be turned off during class

COURSE REQUIREMENTS:

ASSIGNMENTS BELOW ARE REQUIRED BUT NOT LIMITED TO THE FOLLOWING EXPERIENCES:

ASSIGNMENT	DATES COMPLETED AND DOCUMENTATION REQUIREMENTS
<p>1. Complete a school site analysis The description should include information regarding the type of school (e.g., elementary, middle, high) and grade levels; general education programs (e.g., Head Start, Even Start, Child Find, Early childhood) and special education programs (e.g. autism, functional living skills) it houses; school committees (e.g., Positive Behavior Supports, climate, discipline; curriculum); problem -solving teams (e.g., student service teams, child study teams, instructional consultation teams); faculty meeting schedule; Parent Teacher Organization roles/activities; ethnicity/cultures represented in the school setting; approximate school population; administrative and school personnel breakdown (e.g., How many vice principals, counselors and safety officers are in the school?). Reviewing the school’s website and handbook along with interviewing key personnel (e.g., administrators, teachers, counselors, school psychologists) should be helpful. Include a copy of the school’s calendar and classroom floor plan.</p>	<p>DATE COMPLETED</p> <hr/> <p>A WRITTEN SUMMARY WILL BE TURNED IN AT THE SECOND UNIVERSITY SUPERVISION MEETING</p>
<p>2. Complete two comprehensive evaluations With the guidance of the site supervisor, interns are to conduct at least two comprehensive evaluations (initial and/or re-evaluation). One of the evaluations should assess a student suspected of having an Autism Spectrum Disorder or Emotional Disturbance disability, Mental Retardation or Neurological complication. The evaluations should be comprehensive and include information on the following: 1) a well defined referral question, a comprehensive review of records, 2) a summary of developmental history or background information (from a parent, guardian and/or teacher interview); 3) a classroom/building observation; 4) a cognitive assessment or review of earlier cognitive assessments; and/or data collected from informal assessments such as CBA/CBM’s, Benchmark assessments, DIBELS; 5) a summary of past and/or current interventions; 6) social/emotional/behavioral and/or adaptive behavioral assessment; 7) assessment results; 8) a comprehensive interpretation based on information collected during the evaluation; 9) summary; and 10) relevant recommendations.</p> <p>Interns are encouraged to rely primarily on the supervision of their site supervisor. The reports should be signed by the intern and site supervisor. These evaluations should comply with the policies and procedures set forth by the district/agency.</p> <p>The intern will present results of the evaluations to the school/agency team <u>and</u> to the participants at the university/supervision meetings.</p> <p>A final hard copy of the reports should be submitted at the end of the semester to the university supervisor; however, <u>identifying information should be changed prior to submission.</u></p>	<p>1. _____ DATE COMPLETED</p> <p>2. _____ DATE COMPLETED</p> <p>SUBMIT COPY OF COMPLETED REPORTS TO UNIVERSITY SUPERVISOR</p> <hr/> <p>DATE OF PRESENTATION</p>

<p>3. Explore the crises management procedures your school uses Describe the school or the school system’s crises management procedures. Is there a crises management team? If so, identify the team members (i.e., by professional roles). How often do they meet? Describe the training that has been provided to team members, school staff, students and/or parents. Who provided the trainings? What topics have been addressed during trainings (e.g., how to set up a crises team; school responses in an emergency; children’s response to trauma, suicide prevention; issues related to ethics or diversity)? Were any crises team members or school staff trained through programs such as NEAT , PrePare or a statewide program? Information should be documented and presented at a university meeting. More details about this requirement will be discussed at the university supervision meetings.</p>	<hr/> <p>DATE COMPLETED</p> <p>A WRITTEN SUMMARY AND/OR A SMALL PORTFOLIO OF RELATED SAMPLE DOCUMENTS</p>
<p>4. Conduct a short-term individual counseling or group counseling session(s) Interns will conduct a short-term individual or group counseling series. With guidance from their site supervisor, students will outline concerns, define goals and objectives for the series, devise lesson/treatment plans, and keep brief session notes. Interns will summarize their experience in writing and prepare a brief presentation for the supervision class.</p>	<hr/> <p>DATE COMPLETED</p> <p>A WRITTEN SUMMARY AND PRESENTATION HANDOUTS</p>
<p>5. Conduct an in-service activity Interns will prepare for and conduct a workshop/in-service on a topic(s) of interest. Interns may work individually or collaborate with other colleagues. Presentation can be made to a grade level team, school faculty, school system personnel, parents, a specific group (e.g., school counselors, school psychologists, bus drivers).</p>	<hr/> <p>DATE COMPLETED</p> <p>A COPY OF PRESENTATION HANDOUT(S) AND A SUMMARY OF PARTICIPANT EVALUATION FORMS</p>
<p>6. Observe, attend and document a Functional Behavior Analysis (FBA) meeting. Interns will review a case involving the FBA process. As part of the review, the FBA process for the school site/system should be summarized. This may involve attending one or several meetings, reviewing school system documentation and/or interviewing key school personnel about the FBA process. It is expected that the intern will participate (as directed by the site supervisor or their designee) in a case activity involving an FBA. The intern is expected to briefly summarize the procedures and describe their role(s) during the process (e.g., observation, review of records, interviewer, data collection, data summary, etc.). Indicate if FBA was conducted as a result of a manifestation meeting, a problem-solving team request and/or a consultation/intervention activity. Indicate if FBA resulted in the development of a behavior intervention plan.</p>	<hr/> <p>DATE COMPLETED</p> <p>CASE SUMMARY AND CLASS PRESENTATION</p>
<p>7. Attend a school board meeting, a parent teacher organization meeting, or a back to school night program.</p>	<hr/> <p>DATE COMPLETED</p> <p>COPY OF AGENDA AND BRIEF SUMMARY OF MEETING</p>
<p>8. Attend at least one professional conference Conference should address issues related to children, education, and mental health. (e.g., Maryland School Psychologists’ Association, National Association of School Psychologists, Positive Behavioral Supports, Council of Exceptional Children, American Psychological Association, Local chapter of the Association of Retarded citizens).</p>	<hr/> <p>DATE COMPLETED</p> <p>COPY OF CERTIFICATE OF ATTENDANCE</p>

<p>9. Complete the Direct Intervention Project Interns not completing the Masters thesis will conduct a 6-8 week direct intervention project involving an academic or behavioral/social-emotional concern. The project may address an issue at the individual, group, class, school-wide, or systems level. Interns should work with their site supervisor and school personnel to help identify a potential intervention project. The intern should also meet with the university supervisor throughout the project to review progress and clarify concerns. Specific details about the project will be outlined in the Direct Intervention Project Handout-see below. Presentations and projects will be presented at the last university supervision meeting. [Interns may choose to use this project as a NCSP Case Study].</p>	<hr/> <p>DATE COMPLETED</p> <p>CLASS PRESENTATION</p> <p>PAPER</p>
<p>10. Survey Community Resources Briefly list and describe the resources or agencies that the school accesses to assist them in working with children and families (e.g., Local Counseling Clinic; Boys and Girls Club; Library; Area Churches; Concerned Black Men; Dept. of Social Services; Dept. of Juvenile Services; Countywide Mental Health Team). Consult with various school personnel to assist you with this project.</p>	<hr/> <p>DATE COMPLETED</p> <p>PROVIDE LIST</p>
<p>11. Diversity Questionnaire Interns will be asked to complete a questionnaire surveying their experiences involving culture and diversity. See class syllabus for more details.</p>	<hr/> <p>DATE COMPLETED</p> <hr/>
<p>12. Maintain an internship log Interns will maintain and <u>turn in a typewritten log</u> of activities performed during the internship period that document the date, time, and brief description of all activities associated with internship. Such activities include: attending problem-solving team meetings; consultation and counseling activities; assessment activities (including CBM benchmarking); intervention implementation; participation in meetings/workshops; conducting school observations; shadowing the school psychologist; university supervision meetings, report writing teacher/parent interviews, relevant research, etc. They should be turned in at the end of each semester. All logs require review and signature of site supervisor.</p>	<hr/> <p>DATE COMPLETED (SEMESTER 1)</p> <hr/> <p>DATE COMPLETED (SEMESTER 2)</p> <p>SEE INTERN GUIDELINES</p>

EVALUATION PROCEDURES:

Your grade for the course will be based on the following:

Semester 1

- Completion of Internship Contract
- Completion of Internship Plan
- Completion of Logs (documenting at least 600 clock hours)
- Completion of Internship Evaluation
- Completion of Designated activities-see course requirements (as determined in class)
- Class Attendance

Semester 11

Revision of Internship Plan

Completion of Logs (documentation of at least 1200 clock hours)

Completion of Internship Evaluation

Completion of Designated activities-see course requirements (as determined in class)

Diversity Questionnaire

Presentation of the Direct Intervention Project

Class Attendance

Grades

Pass/Non-Pass

Even though completion time of activities will vary according to a candidate's assignment, all activities should be completed by the end of the internship to secure a passing grade.

A grade of "I" (Incomplete) will only be given under very special circumstances. Students who receive this grade will have one academic year from the end of the semester to complete the course activities and change the grade. An "I" grade converts to an "F" (failing grade) if course requirements are not fulfilled within 1 year

Students are expected to attend all sessions. Candidates who are absent should make arrangements with the instructor to make up the session.

This course requires that the intern read and follow the "Internship Guidelines for Field Supervisors."

-Meeting Dates will be determined at the beginning of each semester

-Students who have a disability and who would like accommodations should report immediately to Disability Support Services (DSS), located in Room 1328 in the Center for Business and Graduate Studies or call Mr. Michael S. Hughes, DSS Coordinator at 301-860-4067.