Internship in School Psychology (PSY 790)
Fall 2012
3 credits

Instructor: Jennifer L. Schroeder, PhD
Email: Jennifer.Schroeder@tamuc.edu (best way to contact me)
Phone: 903-886-5200

Course description: This course consists of supervised experience in psychological settings under supervision. This internship is the final component of the training program in school psychology. It is a comprehensive experience through which all students are required to demonstrate, under supervision, their ability to integrate knowledge and skills in providing a broad range of psychological services to diverse populations.

The major goal of the school-based internship is to provide an integrated and coordinated series of learning experiences that will serve students with opportunities to: (a) practice and expand on previously held knowledge and learned skills; (b) develop new skills and knowledge; and (c) experience personal and professional growth and development. Through these experiences students will be contributing to their professional growth in becoming a competent school psychologist. Interns can expect to assist in serving various student populations, families, care providers, and school personnel (i.e., teachers, counselors, others).

Through your activities within the school environment, you will have opportunities to achieve the following objectives:

1) Develop knowledge and skills in delivering services
2) Develop and demonstrate a commitment to evidence based intervention procedures
3) Consult and collaborate across settings and care-providers
4) Receive exposure to a diversity of academic and behavioral concerns, student demographics, and students’ special needs within the school environment
5) Develop knowledge related to mental health concerns within the school environment
6) Demonstrate a commitment to diversity and individual differences
7) Apply ethical decision making to work and research activities
8) Develop an appreciation for school related research

Requirements: There are several conditions that must be met in order for interns to receive credit for their internship that are in addition to the assignments listed below. In accordance with the requirements for licensure as a Licensed Specialist in School Psychology by the State Board of Examiners of Psychologists in Texas (TSBEP) students are required to obtain 1200 clock hours of supervised experience within a public school setting. For internship, students register for three (3) semester hours of PSY 790 for at least two semesters. Credit for the three semester hours requires the student to work 600 clock hours per semester in the school environment. Supervision of the student practitioners is conducted by an appropriately credentialed site supervisor (with three years of practice in the public schools as an LSSP) and the university internship supervisor, Dr. Jennifer Schroeder.

- Each semester the intern must be able to document 600 hours (if full-time intern; 300 if part-time) of internship activities.
- The internship must be completed on a full-time basis over one year or on a half-time basis over two consecutive years.
- Interns must receive an average of at least two hours of field-based supervision per full-time week from an appropriately credentialed school psychologist.

**Assignments & Grading:** Students are expected to complete all activities and be prepared to ask questions and/or contribute to class discussions. Students are graded on a satisfactory/unsatisfactory basis. Course grades will be determined by performance in the following areas:

1. **Attendance at internship symposia:** The internship is considered a culminating training experience. Thus, you are expected to attend the three or four scheduled symposia per semester. The dates for the symposia will be provided to you at the beginning of the semester. *If you cannot attend a symposium you are required to complete 2-3 assigned readings and a project specified by myself or the person conducting the symposia.*

2. **eCollege activities:** Although you are in diverse sites, we can all learn and assist each other with the internship experience. To facilitate collaboration and consultation among all interns, eCollege will be used for this course. This technology will provide a secure forum for a discussion of the various clinical and professional issues you will encounter. You can logon by going to this site and using your university username and password. **Discussions:** I will post dialogue “starters” during the semester to get conversations going but I fully anticipate and expect most discussions to be led by you and your classmates. In fact, sometimes as course instructor I may choose to remain “silent” as you consult and assist each other. **Journals:** The internship journal must be entered in the journal section of the eCollege dropbox two times during the semester, once at midterm and once at the very end of your internship. It should document your experiences at your internship site, and should also reflect on how these experiences relate to the field of psychology.

3. **Intern Evaluation:** Students and their site supervisors are expected to complete the INTERN EVALUATION form at the end of each semester. This evaluation form is intended to provide an overview of the intern’s progress on internship. This form will be reviewed with the university supervisor at the site visit conducted at the end of the semester. Adequate progress and skills must be documented at the end of the semester in order for the intern to receive a satisfactory grade. Phone conferences may be added during the course of the semester as necessary to ensure the intern’s adequate progress.

4. **Internship Log:** Students will be expected to document their activities completed on internship. To receive a satisfactory grade for the semester students must document 600 hours (if full-time intern; 300 if part-time) of internship activities as specified in the following pages. Interns are required to submit logs, signed by their site supervisor, at the end of each semester.

5. **Case Study:** Each semester during the internship, there will be a comprehensive review of the intern’s performance through an extended case study. At each review, the intern
will present an organized compilation of services provided to one student. Case studies will be graded using the Internship Case Study rubric. Students will present the case review orally in a class meeting (to be determined) and in paper format to the university supervisor by the end of the semester.

6. **Internship Site Evaluation:** Students are expected to complete the INTERNSHIP SITE EVALUATION form at the end of their final semester at an internship site. This evaluation is intended to provide the program with information about the site including strengths and weaknesses. It will be used to help determine the appropriateness of given sites.

7. **NCSP Exam:** The NCSP Exam (National Certification of School Psychologists) must be passed prior to the end of the internship year and a copy of your scores submitted to the School Psychology Program. Only the School Psychology specialty exam must be taken. This is a PRAXIS exam so you must register for it in advance. It is highly recommended that you take this exam in the fall when demands at your site may be less than in the spring. Please make sure that you list NASP as a recipient of your scores when you register for this exam.

**Grading:** Grading for this course is satisfactory/unsatisfactory. Evaluation will occur at the end of each semester through the use of the Intern Evaluation form to be completed by the intern and the on-site supervisor. This form is posted under course documents on eCollege. To receive a grade of “S”, the intern must be rated satisfactorily on the evaluation, turn in appropriate logs, and complete other internship requirements as listed above. In addition, a site visit must be completed by the university supervisor prior to the end of each semester to receive a satisfactory grade for that semester.

**Student Conduct and Absences:** “All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.” Students are expected to follow the code of conduct in class described in the Student Handbook (Policies and Procedures, Code of Student Conduct). Violation of the code will lead to an initiation of the disciplinary processes described in the Handbook. Proper student conduct also includes maintaining a standard of academic honesty. This means that neither cheating nor plagiarism will be tolerated and students who engage in either will be subject to the disciplinary processes described in the Code of Student Conduct). Plagiarism essentially means that you cannot use the words and ideas of another person without giving them credit. Therefore, “quotation marks should be used to indicate the exact words of another. Each time you paraphrase another author you will need to credit the source in the text” (APA, 2001, p. 249). If you have any questions about what constitutes cheating or plagiarism please see me.

Students are expected to attend all symposia unless they have excused absences as described in the Student’s Handbook (Policies and Procedures, Academics). When students are absent from the symposia they are responsible for making up the work covered in class and speaking with me about these arrangements.

**Students with Disabilities:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with
disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services  
Texas A&M University-Commerce  
Halladay Student Services Building  
Room 303 A/D  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148  
StudentDisabilityServices@tamu-commerce.edu

NASP Standards Covered

As the internship experience is intended to be the culmination of your training experiences, it is anticipated that interns will be able to document progress on all of the NASP standards (although to varying degrees). Please keep in mind that these standards are the same criteria on which your progress during the internship will be evaluated.

2.1 **Data-Based Decision-Making and Accountability:** School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.

2.2 **Consultation and Collaboration:** School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

2.3 **Effective Instruction and Development of Cognitive/Academic Skills:** School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

2.4 **Socialization and Development of Life Skills:** School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

2.5 **Student Diversity in Development and Learning:** School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

2.6 **School and Systems Organization, Policy Development, and Climate:** School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

2.7 **Prevention, Crisis Intervention, and Mental Health:** School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School
psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.

2.8 Home/School/Community Collaboration: School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

2.9 Research and Program Evaluation: School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

2.10 School Psychology Practice and Development: School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

2.11 Information Technology: School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.
There are minimum hour requirements for each content area totaling to 280 hours. The remaining 320 hours can be distributed across content areas based upon the needs/requirements of the internship placement.

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Minimum Hours Required</th>
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<tbody>
<tr>
<td>Supervision</td>
<td>30</td>
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<tr>
<td>Cognitive/Academic Skills</td>
<td>40</td>
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<tr>
<td>School Psychology Practice and Development</td>
<td>40</td>
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<tr>
<td>Prevention, Crisis Intervention, and Mental Health</td>
<td>20</td>
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<tr>
<td>Student Diversity in Development and Learning</td>
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<tr>
<td>Consultation</td>
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<tr>
<td>Home/School/Community Collaboration</td>
<td>40</td>
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<tr>
<td>Research and Program Evaluation</td>
<td>10</td>
</tr>
<tr>
<td>Socialization and Development of Life Skills</td>
<td>40</td>
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**Total:** 280
# Internship Hours Log - Summary Form

**School Psychology Program**  
**Texas A&M University-Commerce**

<table>
<thead>
<tr>
<th>Code</th>
<th>NUMBER OF HOURS</th>
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<tbody>
<tr>
<td></td>
<td>Semester 1</td>
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<tr>
<td><strong>S</strong> - Supervision</td>
<td>___________</td>
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<tr>
<td><strong>CA</strong> - Cognitive/Academic Skills</td>
<td>___________</td>
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<tr>
<td><strong>PD</strong> - Professional Development</td>
<td>___________</td>
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<tr>
<td><strong>P/CI/MH</strong> - Prevention, Crisis, etc.</td>
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<td><strong>DIV</strong> - Student Diversity</td>
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<tr>
<td><strong>CC</strong> - Consultation &amp; Collaboration</td>
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<tr>
<td><strong>HSC</strong> - Home/School/Community</td>
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<tr>
<td><strong>RPE</strong> - Research/Program Evaluation</td>
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<tr>
<td><strong>SD</strong> - Socialization &amp; Life Skill Dev.</td>
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**SUBTOTALS:** ___________  ___________

**TOTAL NUMBERS OF HOURS** ___________
**INTERNERSHIP LOG CODING SYSTEM**  
School Psychology Program  
Texas A&M University-Commerce

<table>
<thead>
<tr>
<th>CODE</th>
<th>ACTIVITIES</th>
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</table>
| S    | **Supervision.** Supervision provided by an appropriately credentialed psychologist acting as the university program representative. This includes:  
  - **Field Supervision.** Formal supervision provided by an appropriately credentialed professional, e.g. Licensed Specialist in School Psychology with three years of experience. *Note: The site supervisor’s signature is required on the log to verify the other activities performed and listed.*  
  - **University Supervision.** Supervision provided by an appropriately credentialed psychologist acting as the university program representative. A minimum of one site visit per semester is required; however, regular communication and meetings are expected and should be documented.  
  - **Symposia.** Attendance at the scheduled symposia is required and counts as supervision as part of the internship course. |
| CA   | **2.3 Cognitive/Academic Skills.** School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.  
  - **Assessment.** Activities having as a primary focus the gathering of information to answer specific referral questions for both regular and/or special education. These may include but are not limited to administrations and scoring of formal and informal tests, report writing, behavioral observations, review of cumulative records, interviews with parents, staff, agencies, teachers and data analysis and integration.  
  - **Intervention.** Activities having as the primary focus the development of appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to consultation, academic interventions, counseling for study skills, etc. |
| PD   | **2.10 School Psychology Practice and Development.** School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are |
involved in their profession, and have the knowledge and skills needed to acquire
career-long professional development.
This includes:

- **Observation/Orientation.** Non-assessment and non-intervention related
observation related to the orientation to the regular and special education
school environment, including orientation meetings, introductions,
observation of classrooms and programs.

- **Professional Development.** Specific activities which focus on the
development of professional skills, including but not limited to attendance
at local, state, national conferences, in services, professional reading, etc.

**P/CI/MH**  
2.7 **Prevention, Crisis Intervention, and Mental Health.** School psychologists have
knowledge of human development and psychopathology and of associated
biological, cultural, and social influences on human behavior. School psychologists
provide or contribute to prevention and intervention programs that promote the
mental health and physical wellbeing of students.
This includes:

- **Prevention and Intervention Implementation.** Activities of a non-
assessment nature that involve observing, assisting, and/or directly working
with the design, planning, implementation, and evaluation of prevention
and intervention programs. Preferable activates will involve working face-
to-face with students. These may include but are not limited group or
individual treatments, direct instruction, or feedback to students.

- **Symposia.** (See above)

**DIV**  
2.5 **Student Diversity in Development and Learning.** School psychologists have
knowledge of individual differences, abilities, and disabilities and of the potential
influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-
related, and linguistic factors in development and learning. School psychologists
demonstrate the sensitivity and skills needed to work with individuals of diverse
characteristics and to implement strategies selected and/or adapted based on
individual characteristics, strengths, and needs.
This includes:

- **Observation/Orientation.** Non-assessment and non-intervention related
observation related to the orientation to the regular and special education
school environment, including orientation meetings, introductions,
observation of classrooms and programs.

- **Professional Development.** Specific activities which focus on the
development of professional skills, including but not limited to attendance
at local, state, national conferences, in services, professional reading, etc. for
the purpose of enhancing sensitivity and skills related to diversity.

**CC**  
2.2 **Consultation and Collaboration.** School psychologists have knowledge of
behavioral, mental health, collaborative, and/or other consultation models and
methods and of their application to particular situations. School psychologists
collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

This includes:

- **Consultation.** Activities of a non-assessment nature that incorporate a model of consultation including but not limited to assistance with or directly consulting with teacher, staff, parents, agencies, etc. regarding intervention strategies, presentations, at staff development in services, meetings (ARDS), the dissemination of information, and other prevention/intervention activities.

- **Collaboration.** Activities involving observing, assisting, and/or directly working with others (colleagues, school staff, etc.) for the purpose of addressing individual, group, and system level concerns.

**HSC**

2.8 Home/School/Community Collaboration. School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

This includes:

- **Home and Community.** Activities involving observing, assisting, and/or directly working with families and/or community agencies for the purpose of addressing student concerns (e.g., disseminating information to families, public relations, phone calls/conferences, emails, interactions with agency staff, etc).

- **Service Delivery.** Activities that involve the establishment and application of knowledge related to family systems and its influence on service delivery (e.g., ARDS meetings, presentations, readings, recommendations, etc).

**RPE**

2.9 Research and Program Evaluation. School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

This includes:

- **Research.** Participation in the design, data collection, analysis, and/or interpretation of research findings (e.g., case studies, analyzing archival data, progress monitoring, etc.), conducting program evaluations, etc.

- **Symposia.** (See above)

- **Readings.** Reading peer reviewed literature on topics related to school psychology and student concerns, interrupting study findings, evaluating the usefulness of findings, and identifying implications for practice.

**SD**

2.4 Socialization and Development of Life Skills. School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of
behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

This includes:

- **Assessment.** Activities having as a primary focus on the gathering of information to answer specific referral questions for both regular and/or special education. These may include but are not limited to administrations and scoring of formal and informal tests, report writing, behavioral observations, review of cumulative records, interviews with parents, staff, agencies, teachers and data analysis and integration.

- **Intervention.** Activities having as the primary focus the development of appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to consultation, behavioral intervention, and counseling.
INTERNSHIP HOURS LOG
School Psychology Program
Texas A&M University-Commerce

INTERN NAME: _______________________    PAGE#_____  

SEMESTER/YEAR: ____________________

INTERNSHIP SITE: _________________

**ACTIVITY CODE:** ____________________________

<table>
<thead>
<tr>
<th>DATE</th>
<th>LOCATION</th>
<th>ACTIVITY</th>
<th>HOURS</th>
<th>CLIENT CHARACTERISTICS</th>
<th>SUPERVISOR’S SIGNATURE (FIELD or UNIVERSITY)</th>
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*Client Characteristics: Client Age, Gender, Race / Ethnicity, Sexual Orientation, and Disability. Ex: 12, F, AA, DK, LD & ADHD*