**Instructor:** Dr. Sarah Conoyer

**Office Hours:** Mondays, 2:00 – 4:00 pm, Wednesdays, 2:00 – 5:00 pm, and by appointment

**Office Location:** Henderson 234

**Office Phone:** 903-886-5593

**Meeting Day:** Monday, 4:30 – 7:10 pm

**Class Location:** Metroplex (TBA)

**Email:** Sarah.Conoyer@tamuc.edu

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**COURSE INFORMATION**

**Course Description**
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.

**Course Objectives**
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

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**COURSE 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. Sarah Conoyer.

- 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. **We may also schedule group supervision around 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, the university supervisor must complete a site visit prior to the end of each semester to receive a satisfactory grade for that semester.**
COURSE AND UNIVERSITY PROCEDURES

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.

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

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
Gee Library
Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.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 & Accountability: You will gain knowledge of varied methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

2.2: Consultation and Collaboration: You will gain knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

2.3: Interventions and Instructional Support to Develop Academic Skills: You will gain knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

2.4: Interventions and Mental Health Services to Develop Social and Life Skills: You will gain 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.

2.5: School-Wide Practices to Promote Learning: You will gain knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.

2.6: Preventive and Responsive Services: You will gain knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.

2.7: Family–School Collaboration Services: You will gain knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.

2.8: Diversity in Development and Learning: You will gain knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

2.9: Research and Program Evaluation: You will gain knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

2.10: Legal, Ethical, and Professional Practice: You will gain 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.
TECHNOLOGY REQUIREMENTS

The following information has been provided to assist you in preparing to use technology successfully in this course.
- Internet access/connection – high speed recommended (not dial-up)
- Word Processor (i.e. MS Word or Word Perfect)
- Additionally, the following hardware and software are necessary to use eCollege:

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login in to eCollege, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

**eCollege Access and Log in Information:** This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: https://leo.tamuc.edu. You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu.

COURSE AND UNIVERSITY PROCEDURES

**Leo Mail and eCollege**
All Students should activate and regularly check their Leo Mail (e-mail account) and eCollege accounts associated with this class. All assignments will be turned in on eCollege (when applicable) unless otherwise instructed to do something differently by the instructor of this course. All class communication will be done through Leo Mail/eCollege. I WILL NOT send communication about the class to personal email accounts. When emailing please put the Course Number in the Subject Line of the Email, for example PSY 790: Question. All emails will be returned in 24-48 hours unless I notify you otherwise.

**Academic Integrity**
All students are expected to conform to the Texas A&M University-Commerce’s Code of Student Conducted Procedures as it relates to academic integrity. This states in part that all instances of cheating, fabrication and plagiarism are prohibited and will be reported. Any student who assists in any form of dishonesty is equally as guilty as the student who accepts such assistance. Any work submitted to me with your name alone on it should represent your work alone. Even in the event you are assigned group projects each student is still expected to complete their own part of the assignment. To the extent that others contribute ideas, suggestions, they must be directly credited by name (and fully cited as appropriate). Disciplinary action will be taken against any student found in violation of the Code, which may include failure of the given assignment, failure in the course, and possible expulsion from the University.
University Procedures

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:

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Texas A&M University-Commerce
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Phone (903) 886-5150 or (903) 886-5835,
Fax (903) 468-8148
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Student Conduct
All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Non-smoking Policy
Procedure 34.05.99.R1 now prohibits the use of vapor/electronic cigarettes, smokeless tobacco, snuff and chewing tobacco inside and adjacent to any
INTERNSHIP HOURS REQUIREMENTS

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>
</tr>
<tr>
<td>School Psychology Practice and Development</td>
<td>40</td>
</tr>
<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>
<td>20</td>
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<tr>
<td>Consultation</td>
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<tr>
<td>Home/School/Community Collaboration</td>
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<td>Research and Program Evaluation</td>
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<tr>
<td>Socialization and Development of Life Skills</td>
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**INTERNSHIP HOURS LOG - SUMMARY FORM**  
School Psychology Program  
Texas A&M University-Commerce

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

TOTAL NUMBERS OF HOURS     __________
### CODE

#### ACTIVITIES

**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 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, academic interventions, counseling for study skills, etc.
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 to 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.
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.

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).

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.
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: ______________________

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<thead>
<tr>
<th>DATE</th>
<th>LOCATION</th>
<th>ACTIVITY (specify subcategory)</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