PSY 790.01E
INTERNSHIPIN SCHOOL PSYCHOLOGY
COURSE SYLLABUS: Spring 2019

INSTRUCTOR INFORMATION

Instructor: Dr. DeMarquis Hayes, LP, LSSP
Office Location: Henderson 224
Office Hours: Wednesday 11-1 pm, By appointment
Office Phone: 9003-886-5979
University Email Address: demarquis.hayes@tamuc.edu
Preferred Form of Communication: email
Communication Response Time: 36 hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

No Textbook(s) are required for this course,
Software Required – myLeo Online, Microsoft Word, Google Drive

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.

Student Learning Outcomes
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

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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

Links to NASP Model 10 Domains of Practice
Domain 1: Data-Based Decision-Making and Accountability, you will gain knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

Domain 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

Domain 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.

Domain 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.

Domain 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.

Domain 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.

Domain 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

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support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools.

Domain 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.

Domain 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.

Domain 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

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Using the learning management system, using Microsoft Word and Google Drive and Google Docs, using presentation and graphics programs.

Instructional Methods

This course will include a mixed methods of instruction including discussion, instructor led group supervision, student led presentations, and attendance at professional development sessions. Since this is a field based course, classes will meet to discuss experiences in the field as well as cover hot topics in the field to ensure further professional development. At times individual meetings will be more appropriate.

Student Responsibilities or Tips for Success in the Course

Regularly logging into the course website, organization of final paperwork, and regular communication with the instructor to ensure that the student is meeting requirements and making progress.

GRADING

Final grades in this course will be based on the following scale:

Assignments	Points Possible
Monthly Hour Logs	50
Case Study	60
Consultation Report	20
Evaluations	30
Internship/Symposium Meetings	30
NCSP Praxis Score	10
Total Points for All Students	200

Passing score is 160-200 points (represents 80%)

Assessments

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 (600 hours can come from a clinic 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. DeMarquis Hayes.

- 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.

Monthly Hour Logs (5 x 10 pts): In order to keep track of your hours and activities all students will turn in electronic hour logs at the **end of each month** with the final comprehensive log due at the end of the school semester for your internship placement (see course calendar for dates). On these progress reports you will keep track of hours and the type of activities you have been engaged in during the month.

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<u>**Case Study (60 pts)**</u>
Texas A&M – Commerce School Psychology students submit two case studies during the internship year, to be submitted near the end of each semester of the internship. Students should work closely with their university supervisors in the planning and execution of the case studies. *Students are responsible for obtaining informed consent from parents for the internship case studies.* They must also include the Goal Attainment Scale – see reading on eCollege. The University Internship Supervisor evaluates the 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 <u>Internship Case Study rubric on p. 71 of the Internship Handbook and this will also be provide on eCollege</u>. Students will present the case review orally in a class meeting (see course calendar) and in paper format to the University Internship Supervisor by the date outlined in the course calendar.

<u>Consultation Report (20 pts:)</u>
Students must write 1 consultation case reports (parent or teacher). The purpose of the report is to demonstrate your ability to engage in a consultative relationship to address a parent/teacher concern. More information will be provided.

<u>Evaluations (2 x 15 pts):</u>
Practicum evaluations occur at the middle and end of each semester. Evaluations consist of the review and discussion of logged activities with the filed and university supervisors. Evaluation results are reviewed as part of the student's progress within the program. Evaluations are expected to reflect PROGRESS.

<u>**Internship/Symposium Meetings (50 pts):**</u>
All students are expected to attend all scheduled internship/symposium meetings. We will meet online and face to face. Students that miss 2 or more meetings can face academic consequences with respect to their internship.

<u>NCSP Praxis Score (10 pts):</u>
All students need to submit proof of their successful completion of the Praxis exam prior to the completion of their internship.

INTERNSHIP ACTIVITIES
Responsibilities for School Psychology interns will usually include taking on the typical duties of a LSSP in their given district. School Psychology interns are expected to act competently and independently however each supervisor should observe the intern in the first few days and weeks of internship to ensure their ability to work independently. The intern should be able to independently engage in a variety of activities associated with school psychology like: the administration, scoring, and interpretation of assessments, report writing, counseling (individual and group), participation in ARD and MDR meetings, provide behavioral management, engage in consultation with teachers, parents, and other professionals, and other activities appropriate for the particular agency. Attendance at professional association meetings may also be included. Minimum activities in each of the areas listed below are to be established across two semesters of practicum:

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Recommended Minimum Experiences

Activity	Minimum
Evaluation (conducting all phases-including reports)	
ED (2 initial evaluations)	3
LD (2 initial evaluations)	3
OHI (ADHD academic/behavioral concerns)	3
FBA	3
BIPs/MDR	3
ID	1
AU	3
Early childhood (any diagnosis)	1
Participation in ARDs and/or MDRs	10
Intervention (conducting-including IEP and Progress Notes)	
Counseling groups or individual cases (any)	3
Academic Intervention	1
Crisis intervention	1
Consultation (conducting):	
Pre-referral consultation-assistance team involvement	3
Teacher consultations (at least one academic and at least one behavioral)	3
Parent consultations	3
Training & **Supervision**:	
Conducting your own PowerPoint in-service training (research/present a topic)	1
Attendance at training program/in-service (regional or national)	3
Attendance at TAMUC SSP Program Symposiums	6
Two hours/week supervision (one alone with primary supervisor)	2

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

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Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or **point** release of that major version) and the previous major version of iOS (the latest minor or **point** release of that major version). For example, as of June 7, 2017, D2Lsupports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the

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Device	Operating System	Browser	Supported Browser Version(s)
			iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site http://www.java.com/en/download/manual.jsp

- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.
    Pop-ups are allowed.
    JavaScript is enabled.
    Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - Adobe Reader https://get.adobe.com/reader/
  - Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
  - Adobe Shockwave Player   https://get.adobe.com/shockwave/
  - Apple Quick Time   http://www.apple.com/quicktime/download/

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty,

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students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT
Brightspace Support

Need Help?
Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words "click here**"** to submit an issue via email.

System Maintenance

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

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Interaction with Instructor Statement

The instructor's communication response time and feedback on assessments are stated clearly.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies
Attendance/Lateness, Late Work, Missed Exams and Quizzes and Extra Credit

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook. http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: Netiquette http://www.albion.com/netiquette/corerules.html

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01. http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

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ADA Statement

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 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu

Website: Office of Student Disability Resources and Services

http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

Nondiscrimination Notice

Texas A&M University-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.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

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For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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Tentative COURSE OUTLINE / CALENDAR – Subject to Change

		Class Activities and Presentations	Course Materials Due: *(unless otherwise noted, all assignments are due at the start of class)*
		Internship begins at the start of the school district schedule not the TAMUC calendar	
WK 1	JAN 14	Topic: *Overview of Syllabus, Assignments, and Schedules* **Online Internship Meeting 6:30-7:30**	
WK 2	JAN 21	*MLK Day*	
WK 3	JAN 28		**Jan Hourly Log**
WK 4	**FEB 4**	**School Psychology Symposium Dallas ISD Interns 6:00 - 7:30 Mesquite MPLX**	
WK 5	FEB 11	**Online Internship Meeting 6:30-7:30**	
WK 6	FEB 18		
WK 7	**FEB 25**	**NASP ANNUAL CONVENTION IN ATLANTA NO CLASS**	**Feb Hourly Log**
WK 8	MAR 4	**Online Internship Meeting 6:30-7:30**	**Mid-Semester Evals due**
WK 9	MAR 11		
	MAR 12	**School Psychology Symposium 6:00 - 7:30 Mesquite MPLX**	
WK 10	**MAR 18**	**TAMUC SPRING BREAK NO CLASS**	
WK 11	MAR 25		**March Hourly Log**
WK 12	APR 1	**Online Internship Meeting 6:30-7:30**	

The *syllabus/schedule are subject to change.*

WK 13	APR 8		**Consultation Report**
WK 14	APR 15		
WK 15	**APR 22**	**Internship Meeting Case Study Presentation**	**Case Study Paper**
WK 16	APR 29		**April Hourly Log** **End-of-Semester evals due**
WK 17	MAY 6	**Online Internship Meeting 6:30-7:30**	
		Continue internship until the end of the school year for your placement	**Final hour logs due**

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