

RHODE ISLAND COLLEGE
Feinstein School of Education and Human Development
Department of Counseling, Educational Leadership, and School Psychology

**CEP 629 Internship in School Psychology
Syllabus of Record; Fall 2010**

CEP 629 faculty fall 08 to fall 10			
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Required Text:

Thomas, A. & Grimes, J. (Eds.). (2008). *Best practices in school psychology V*.
Washington, DC: NASP.

Course Description

This internship consists of a one-year, 1200-hour, five-days-per-week placement in a cooperating school system under the supervision of a certified school psychologist and a College faculty member. A weekly seminar is required. (2005-2007 Catalog)

Relationship of Course to the Professional Program

This is the capstone course, the culminating experience for students in the CAGS School Psychology program.

Relationship of Course to the Advanced Competencies of the Feinstein School of Education and Human Development

The guiding principles of the internship are to develop interns into becoming reflective practitioners who plan, analyze, and reflect on their experiences as school psychologists. The internship experience aims to consolidate the intern's knowledge based of the school psychology discipline, to strengthen the intern's skills in the delivery of school psychological services, to enhance sensitivity and responsiveness to student diversity and multicultural issues in school settings, and to develop a sense of accountability for professional development. The interns will be exposed to appropriate uses of technology that support school-based practice.

Goals and Objectives

The goals of the internship experience aim to provide the initial experience of being a reflectively practicing school psychologist in a school setting. Specifically, it is expected that the intern will be able to:

1. Select, administer and interpret psychological, educational and progress monitoring assessment tools related to the academic and cognitive needs of students. Assessment tools must be multi-faceted, comprehensive, fair, and valid for students from diverse backgrounds. Interns will demonstrate the ability to

- analyze test scores, write reports, and formulate/implement recommendations and interventions based on best-practice and directly linked to assessment findings. (NASP 2.1, 2.3, 2.8; Knowledge 1-3; Practice 1- 3) Artifacts (1) assessment case/report and (4) academic intervention)
2. Select, administer and interpret psychological, educational, and progress monitoring tools related to the adaptive, behavioral, social and emotional needs of students. Assessment tools must be multi-faceted, comprehensive, fair, and valid for students from diverse backgrounds. Interns will demonstrate the ability to analyze test scores, write reports, formulate/implement recommendations and interventions based on best-practice and directly linked to assessment findings (NASP 2.1, 2.4, 2.8; Knowledge 1, 2, & 3; Practice 1 – 3).
 3. Engage in pre-assessment and problem-solving practices in collaboration with teachers, families, and additional school staff to enhance the social, academic, emotional or behavioral functioning of students. Via direct and indirect service delivery models, interns will implement evidence-based interventions and evaluate the effectiveness of those practices using pre/post data (NASP, 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 2.9; Knowledge 1-3; Practice 1 & 3): Artifacts: (2) Prevention/Response to Intervention, (3) Psychological Intervention Case, (4) Academic Intervention Case.
 4. Demonstrate an understanding of the legal, ethical, and professional standards in the provision of school psychological services (NASP 2.5, 2.10; Knowledge 4) Artifact (5) Ethical/Legal Issues related to systems functioning.
 5. Pursue activities that foster professional development and the use information technology sources (NASP 2.10; Practice 2 & 4) Artifact 2, 3, or 4 requiring poster presentations of case data.
 6. Communicate effectively with parents, teachers, administrators, other support staff, and students (NASP PWCs, Professionalism)

Upon completion of the internship, the intern will demonstrate*

7. Competence in the application of data-based decision making to ensure interventions resulting in measurable positive change (NASP 2.1, 2.9, 2.10, Knowledge 1 & 2; Practice 1)
8. Competence in acquiring a developing knowledge base in school psychology which evolves from classroom-based learning infused with emergent technology, field-based experience, and stresses practical application of human learning and development theories to preventing and solving school based problems (NASP 2.3, 2.4, 2.5, 2.6, 2.10, 2.11 Knowledge 1-3; Practice 1 & 3)

9. Competence in all areas of service delivery including assessment, collaborative problem solving, prevention, individual and group counseling, behavioral intervention, and consultation (NASP 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8; Knowledge 1-3; Practice 1-3)
10. Competence as critical consumers of psychological and educational research and as collaborating contributors of new knowledge to the field (NASP 2.9, 2.10 Knowledge 2)
11. Competence in ethical, legal and responsible practice resulting in school psychologists who clearly are socialized into the profession; competence in meeting the needs of students and families from various racial, cultural, ethnic, socioeconomic and gender-related backgrounds (NASP 2.8, 2.10; Knowledge 3 & 4; Practice 3 & 4)

Course Requirements

1. Regular attendance at the school psychology seminar including active participation in discussion and other activities.
2. Regular attendance at the cross-discipline seminar. Interns will participate in case-based presentations and collaboration with other school professional regarding service delivery models and intervention practices.
3. Development of an Individualized Training Plan (ITP). This is an extension of goals you identified in your Training Portfolio and linked to NASP's 10 Domains of training and practice and FSEHD Advanced Competencies
4. 1200-hours of service at your internship site (documented in internship logs);
5. Weekly supervision from in-site credentialed school psychologist, and quarterly supervision from RIC school psychology faculty (formative and summative evaluation data from your field supervisor will be collected);
6. Completion of a Performance Portfolio containing 5 integrated artifacts; and
7. Take and pass Praxis II Test #10400.

Internship Performance Portfolio Artifacts (Portfolio serves at the Key Assessment)

1. Diagnosis/fact finding (2.1, 2.3, 2.7, 2.8)

- Assessment Case / Report (2.1)
 - Interns will conduct a comprehensive evaluation which uses *multi-faceted, comprehensive and fair* assessment tools to effectively address the referral question(s) (2.1).
 - As part of the assessment, the interns will demonstrate knowledge of and the ability to select a variety of assessment tools that are culturally and linguistically sensitive. These tools will be used to provide information related individual strengths and weaknesses (2.8).

- Interns will incorporate the use of both traditional assessment practices (e.g., WISC-IV, WJ-III), as well as progressing monitoring tools (e.g., CBM, DIBELS), rating scales (BASC), observations, and interviews as needed to effectively answer referral question(s) (2.1)
- Interns will provide a *direct* link between assessment results and evidence-based interventions used to enhance the student's academic, behavioral, social-emotional, or adaptive functioning (2.1).
- Interns will collaborate with both school staff and families to develop instructional goals related to the student's educational planning. (2.3, 2.7)

2. Consultation/Collaboration (2.1, 2.2, 2.6, 2.9)

- Consultation (behavioral) case
 - Interns will present a consultation/collaboration case in which he/she demonstrates 4 identified skills: (a) the ability to define the presenting issue, (b) conduct appropriate assessment measures (e.g., FBA, observations, interviews) evaluating environmental and individual variables, (c) implement an evidence-based intervention, (d) assess treatment integrity, and (e) evaluate the effectiveness of the intervention using pre/post data. Cases should be *preventative* in nature, implemented at the primary or secondary level and conducted prior to formal assessment for Special Education. Cases may include referrals dealing with behavioral, social-emotional, or adaptive issues.(2.2, 2.5, 2.6)
 - Cases must demonstrate the use of an evidence-based intervention (2.1,2.9)
 - Data documenting case effectiveness including effect sizes, GAS, BIRS (2.1,2.9)

3. Applied psychological foundations (2.1, 2.4, 2.9)

- Psychological Intervention Case (e.g., individual or group counseling)
 - Interns will present a psychological treatment plan and progress summary in which he/she demonstrates 4 identified skills: (a) the ability to define the presenting issue in measurable terms, (b) identify short and long term goals/objectives, (c) implement an evidence-based intervention addressing short-term objectives, (d) assess treatment fidelity, and (e) evaluate the effectiveness of the intervention using pre/post data.
 - Cases must demonstrate the use of knowledge related to human learning processes related to behavioral, affective, adaptive or social goals (2.4)
 - Cases must demonstrate the use of an evidence-based intervention (2.1,2.9)
 - Cases must use data documenting case effectiveness including effect sizes, GAS, BIRS (2.1, 2.9)

4. Applied educational foundations / Response to Intervention (2.1, 2.3, 2.9)

- Academic Intervention/RTI Case (e.g., instructional intervention, consultation related to academic difficulties)

- Interns will present an academic intervention case in which he/she demonstrates 4 identified skills: (a) the ability to define the presenting issue, (b) conduct appropriate assessment measures (e.g., CBM, observations, interviews) evaluating environmental and individual variables, (c) implement an evidence-based intervention, (d) assess treatment fidelity, and (e) evaluate the effectiveness of the intervention using pre/post data.
- Cases must demonstrate the use of knowledge related to human learning processes related to cognitive and academic skills (2.3)
- Cases must use data documenting case effectiveness including effect sizes, GAS, BIRS (2.1, 2.9)
- On *at least one* of the following artifacts (1) prevention/intervention, (2) applied psychological foundations, (3) applied educational foundations, the intern must collaborate with other key stakeholders (e.g., family members, social workers, special education teachers, administrators, counselors) to determine goals, presenting issues, and interventions. Interns will attach a one-page reflection discussing the strengths and unique perspectives offered by the other key stakeholders and benefits of forming collaborative partnerships. (**Domain 2.7**)
- On *at least one* of the following artifacts (1) prevention/intervention, (2) applied psychological foundations, (3) applied educational foundations, the intern must present the case to fellow professionals and colleagues at the Third Annual CEP Poster Session. (**Domain 2.10**). The artifact you use for your poster will be scored on both the course rubric as well as serve for your Professional Impact Project (PIP)

5. Ethical/Legal/Professional (2.5, 2.9, 2.10)

- Systems level artifact – Policy or Program Development/Evaluation.
 - Interns will present a system’s level intervention case in which he/she discusses the following information (1) a description of the program or policy (2) his/her role in development/implementation/evaluation, (3) an ethical/legal/professional issue related to the either the development, implementation, or evaluation of the program/policy, (4) the specific strategies used to facilitate change related to the issue (e.g., how would/did you influence administrators and school staff to adopt the program/policy, how did you address implementation issues such as lack of buy in), and (5) identify the assessment tools you would use to evaluate the effectiveness of the program/policy. Outcomes may include initial, intermediate or long-term outcomes. Include any data related to program/policy evaluation.

Alignment of Course Requirements with...

Performance Assessment	Conceptual Framework	NASP Standard	Course Objectives
Attendance and Active Participation	Knowledge 4	2.10	4, 5
Individualized Training Plan	Knowledge 4 Practice 4	2.1-2.11	1-11
Internship Hours, Weekly Supervision	Knowledge 1-3 Practice 1-4	2.10	5
Praxis Exam	Knowledge 1 & 4 Practice 1	2.1-2.11	1-11
Intern Performance Portfolio	Conceptual Framework	NASP Standard	Course Objectives
Portfolio Artifacts *Assessment Case/Report	Knowledge 1-4 Practice 1-3	2.1, 2.3, 2.7, 2.8	1, 2, 9
*Prevention / Response to Intervention (RTI)Case	Knowledge 1-4 Practice 1-3	2.1,2.2, 2.6, 2.9	2,3,6,7,8,9
*Psychological Intervention Case	Knowledge 1-4 Practice 1-3	2.1, 2.4,2.9	3,8,9
*Academic Intervention Case	Knowledge 1-4 Practice 1-3	2.1, 2.3, 2.9	1,2,6,7,9,10
*Systems Level Legal/Ethical Case	Knowledge 1-4 Practice 1- 3	2.5, 2.9, 2.10	4,5,7,10,11

Evaluation and Grading

As interns preparing to be professional school psychologist, the quality of your work is expected to meet the NASP standards of proficiency in our profession. Specifically, this means that you performance during the internship will demonstrate entry-level competency in the 10 domains of school psychology practice articulated by NASP. Excellent performance in meeting all course requirements will result in a grade of A. Satisfactory performance will result in a grade of B. A pattern of sub par performance will be dealt with according to departmental guidelines (see RIC School Psychology Program Handbook).

Evaluation

Attendance and Active Participation= 10 points

Individualized Training Plan = 10 points

Internship Hours, Weekly Supervision = 10 points

Praxis Exam = 10 points

Performance Portfolio = 50 points (10pts / artifact in your portfolio)

How Grades are determined:

Grades are based on a break down of points, with 100 being the highest number of points possible:

A =	100 - 94 points	B+ =	87 - 89 points	C+ =	77 - 79 points	D=	60-69 points
A- =	90 - 93 points	B =	84 - 86 points	C =	74 - 76 points	F=	60 and below
		B- =	80 - 83 points	C- =	70 - 73 points		

Internship Log Coding System:

ARA – Assessment related activities (NASP 2.1; 2.3): Includes: standardized norm-referenced assessments, progress monitoring, criterion-based assessments, parent/teacher/student interviews, and data collection procedures used to evaluate the effectiveness of services.

DI – Direct Intervention (NASP 2.3; 2.4; 2.6): Includes: developing and implementing interventions aimed to enhance the academic, behavioral, social-emotional or adaptive functioning of a student(s)

TBS – Team based services (NASP 2.2): Includes: Team-based meetings, consultation with team members such as parents, teachers and other service providers, eligibility meetings, RTI team meetings ect.

IC – Individual Consultation (NASP 2.2): Includes individual consultation with a teacher, parent or service provider to enhance students' academic, behavioral social-emotional or adaptive functioning.

HSC – Home/School Community Collaboration (NASP 2.7) Includes: working with families to determine the strengths and areas of need via their perspective, connecting families with community and/or school resources ect.

SSO – School System Orientation / training (NASP 2.5) Includes: becoming familiar with school system, policies, procedures ect, developing an understanding of how the system operates, involvement of initiatives that support safe and effective learning environments for students.

PD – Professional Development: Includes attending conferences, workshops, or other activities designed to enhance your development as a professional. You are NOT providing the PD in these cases but rather are receiving it.

TR – Training/In-service: Includes research, preparation and delivery of training or in-service content to staff. In this case, YOU are providing the professional development rather than receiving it.

FBA – Functional Behavioral Assessment (NASP 2.1, 2,4): includes conducting FBAs and incorporating the information into behavior support plans.

OBS – Observation (2.1): includes observations made during the course of an assessment.

RES – Research and Program Evaluation (NASP 2.9) Includes your engagement in research and statistics (e.g., doing research to determine appropriate services) as well as evaluation of classroom, school or district level policies or procedures.

EC – Early Childhood (2.1, 2.3, and 2.4) – involves the assessment and delivery of interventions specific to an early childhood population.

FSup – Field supervision (NASP 3.1): Includes time in which you are conversing with your field supervisor about topics related to professional practice.

CSup - College-based supervision (NAPS 3.1): Includes time in which you are conversing with your college supervisor or colleagues (including group supervision) related to issues of professional practice.

TRA – Travel: Includes time spent traveling between schools during the course of the day. This does not include time spent traveling to your school in the morning or home from the school upon completion of your day.

REP – Report writing: Includes time spent writing reports

Also indicate the following:

- (1) Type of intervention (e.g., academic, social, behavioral ect)
- (2) Type of student (e.g., grade level, ethnicity, disability)
- (3) Referral Issue