Psychology 686: Internship Seminar in School Psychology
9 s.h.
Millersville University
Professional Education Unit
Conceptual Framework Abstract
(CF abstract & Disposition statement to be included in all PEU syllabi – table available)

COMMUNITIES OF LEARNERS

All members of the Millersville University's Professional Education Unit will create
learning communities of inquiry and action, focus on students, and demonstrate
exemplary professional practices.

<table>
<thead>
<tr>
<th>Learning Communities of Inquiry and Action</th>
<th>We will engage in learning communities in which reflection, collaboration, lifelong learning, and habits of mind are developed and nurtured.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on Students</td>
<td>We will balance knowledge and the principles and standards delineated in professional and state standards with an appreciation of all students’ individuality, diversity, and cultures.</td>
</tr>
<tr>
<td>Exemplary Professional Practices</td>
<td>We will demonstrate the knowledge, skills and dispositions of exemplary professionals. We will have strong competence in our content knowledge, pedagogical content knowledge and skills as delineated in professional, state, and institutional standards. We will demonstrate professional dispositions or standards of conduct; will be supportive of students, families, and the school and community and will serve as catalysts for positive and responsible change.</td>
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</tbody>
</table>

To view the full text of the conceptual framework, visit the School of Education web page linked to Millersville University web page.

Dispositions Statement:

Faculty in the Professional Education Unit evaluate professional dispositions for all undergraduate and graduate students. Students are expected to: (1) Communicate Professionally, (2) Demonstrate Professional Growth, (3) Demonstrate Professional Relationships, (4) Exhibit Attributes Suitable to the Profession, and (5) Display Responsible & Ethical Behavior. Students are referred to the evaluation criteria and the administrative policy online at: http://muweb.millersville.edu/~deaneduc/

Conceptual Framework

The knowledge content of Psychology 686 is in accordance with two important documents; The NASP Standards for School Psychology Training Programs (2000) and School Psychology: A Blueprint for Training and Practice III (2006).
I. COURSE DESCRIPTION

Students are required to complete two semesters (a complete school year), in supervised school psychology field experiences in assessment, intervention, and consultation in a school setting. Students are required to log a minimum of 1200 hours in a school setting, and to complete the entire academic year which typically exceeds 1200 hours. This course is designed to be the culminating experience of the student in the School Psychology Certification Program. The internship offers experience in the independent use of the skills of the school psychologist that allows for the full development of the student competencies and program themes articulated throughout the Program. This occurs in a school setting under joint University/Field supervision. To be taken at the end of the students’ Program. Prerequisites: Psyc 646, 672, 673, 685.

This course is intended to meet NASP Domains for Training and Practice. The course addresses the following domains:

Domain 1: Data-Based Decision Making and Accountability
Domain 2: Consultation and Collaboration
Domain 3: Effective Instruction and Development of Cognitive/Academic Skills
Domain 4: Socialization and Development of Life Skills
Domain 5: Student Diversity in Development and Learning
Domain 6: School and Systems Organization, Policy Development, and Climate
Domain 7: Prevention, Crisis Intervention, and Mental Health
Domain 8: Home/School/Community Collaboration
Domain 9: Research and Program Evaluation
Domain 10: School Psychology Practice and Development
Domain 11: Information Technology

II. COURSE OBJECTIVES

A. Administer, score and interpret appropriately chosen batteries of psychological test instruments for diverse populations

B. Write psychological reports appropriate to the nature of the child’s referral and language appropriate to the person using the report.

C. Interpret test results orally to school personnel, parents and children.

D. Conduct systematic observations in classrooms and organize the obtained data into useful information for teachers.

E. Engage in ongoing consultation with teachers and other school personnel in planning strategies to facilitate the learning of individual students and/or classes.

F. Establish rapport with, and relate comfortably to, children of diverse cultural backgrounds.

G. Establish rapport with, and relate comfortably with, children with various special needs.

H. Establish rapport with, and relate effectively to, teachers, administrators, and other school personnel.
I. Establish rapport with, and relate in an information and understanding manner to parents of diverse cultural backgrounds.

J. Interview parents for the purpose of gathering information needed to adequately conduct an individual assessment of the child.

K. Consult effectively with parents concerning the needs of their child and with involved school personnel.

L. Demonstrate knowledge of programs, services, and related service resources within the greater school setting.

M. Participate effectively in multidisciplinary team meetings (MDE, IEP, SAP, IST…).

N. Demonstrate knowledge of community resources providing services to children and youth of diverse cultural backgrounds and special needs.

O. Consult effectively with community agencies and programs on behalf of children and their families.

P. Utilize skills within the framework of the existing ethical codes and legal mandates governing professional practice and educational services.

Q. Show evidence of interest for, and participation in, professional growth activities.

NOTE: Documentation of having met Standard Competencies and Program Themes during your internship must be evident in your Student Portfolio.

III. Book/Resource List

Required:


Commonwealth of Pennsylvania, Department of Education. Standards and Regulations for Special Education.

Praxis Resources:


http://www.nasponline.org/students/praxissuggestions.pdf
Intervention Resources:


Recommended Readings:


IV. Course Requirements/Assignments

1. **Internship Agreement.** Students must present a complete Internship Agreement which has been signed by student, field supervisor and university supervisor in order to remain in the course.
2. **Liability.** Students must purchase and present verification of coverage of liability insurance for the internship period.

3. **Internship Plan.** Students must develop a detailed internship plan. Using the student “self evaluation” students are to identify competencies which they feel are in need further development. This may also be an area that you like and would like to strengthen. The internship plan must include: 1) a clear definition of the competency, 2) detailed steps that you will like to take to strengthen this competency, 3) a specific goal that you will like to achieve 4) a timeframe for achieving this goal, and 5) information regarding how you will determine that you have attained this goal.

4. **Complete 1,200 hours of field experience** performing the roles and functions of school Psychologists under the supervision of a certified school psychologist (Spend two semesters full-time or four semesters half time in the internship placement). Spend one-half of the internship within a school setting with a balanced exposure to regular and special needs populations and spend at least six weeks of the internship in a school setting requiring the student to interact with, and provide services for, children from culturally diverse backgrounds.

5. **Complete Multi-tiered Intervention Project-Tier 1: Preventive, Universal, or Systems Intervention and Report.** During this course students will have the opportunity to become involved with interventions which reflect multi-tiered approaches. For Tier 1, students may select from one of three choices:
   1) Students may in collaboration with their Field supervisor select one classroom or setting where they can design and implement either an academic or a behavioral intervention. The intervention is universal in nature and is delivered to all children in that setting.
   2) Students identify a classroom or setting where Tier 1 intervention is being implemented. Students assist in the implementation of the intervention. Students are to evaluate the effects of this intervention by assisting in data collection activities and writing the results of effects of this intervention on the academic or behaviors of children in that setting.
   3) Students in collaboration with their Field supervisor plan and deliver a teacher or parent in-service.
   4) Student Generated (must be approved by Dr. Lopez)

6. **Complete Multi-tiered Intervention –Tier II Project: Targeted Intervention.** During this course students will have the opportunity to become involved with interventions which reflect multi-tiered approaches. For Tier II students in collaboration with their Field supervisor may work with school district’s RtI or pre-referral process. They will select 4-5 children exhibiting an academic difficulty. Students will select an appropriate researched based intervention and engage in implementation and data collection activities. Students will present their results through a written report or class presentation.

7. **Case study and Report (from requirement # 6 above).** During this course, students will implement a research based intervention with a child referred for academic
or behavioral difficulties. The case study requires several components with results presented both in written and oral formats (see attached Case study guidelines for details). The case study should be representative of your best work, and include (a) evidence of your ability to use of data to make decisions (must include ecological data: CBA, Progress Monitoring, observations), and (b) evidence of your Intervention skills.

8. **Exit Assessment Presentation.** Students will participate in an oral presentation and assessment of their completed Intervention case study conducted by program Faculty.

9. **Field Supervision.** Students are required to participate in at least two hours of face to face supervision with their school district field supervisor. During this session students will identify and prioritize cases and materials to be discussed with supervisor. *(Students must present two Supervisor evaluations: Fall and Spring)*

10. **Maintain a professional Journal.** Students must present a three ring binder consisting of: documentation of hours and activities, child service log, field supervisor evaluation, agreements and evidence of insurance, child abuse clearances, samples of your work. This journal must be kept up-to-date and brought to class upon request (see Log evaluation for details).

11. **Attend University Group Supervision.** Students are required to attend group meetings with the university supervisor and bring discussion material appropriate for group supervision. Examples include: case reviews, supervision issues and concerns, placement concerns, ethical concerns, sharing of experiences. Students are expected to engage in active participation (see evaluation of group supervision).

12. **Conduct oneself at all times in a manner consistent with the prevailing ethical principles and legal mandates governing the profession of school psychology.**

**VI. EVALUATION**

**A. Grades:** Grades will be assigned by the University Supervisor based upon:

1. Scores on Tier 1, Tier 2, and Tier 3 projects. Scores are assigned based on each Tier’s “Grading Rubric.” Scores reflect grades as follows:
   - 3.35 – 4.00 = A
   - 3.00 – 3.34 = B
   - 2.99 and below = Remediation Required
   
   *Note: Students who receive a rating of a 1 or 2 in any specific area will be required to participate in faculty review and receive remediation*

2. Supervisor Evaluations. Scores on supervisor evaluations reflect grades as follows:
   - 3s and 4s = A
   - 3s and 2s = B
   - 2s and below = Remediation Required
Note: Students who receive a rating of a 1 or 2 in any specific area will be required to participate in faculty review and receive remediation

3. Group Supervision. Grading of participation in group supervision is based on criteria described in “Group Supervision” document. Grades are based on 100 points.

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80 - 89</td>
<td>B</td>
</tr>
<tr>
<td>79 and below</td>
<td>Remediation Required</td>
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</tbody>
</table>

4. Participation in program assessment (Exit Presentation). Students are given a Pass/Fail grade for their participation.

NOTE:
** A passing grade will not be earned if the Field and/or University Supervisor reports problems with the quality of work with clients or colleagues or if the student has not conducted her/himself in accordance with the accepted legal mandates and ethical standards of the profession.

** It is the responsibility of the University Supervisor to assure quality experiences with the field placement and field supervision. If problems or concerns arise it is the responsibility of the student to inform the University Supervisor immediately so that successful resolution can be achieved.

Grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>all As in requirements/assignments</td>
</tr>
<tr>
<td>A-</td>
<td>mostly As in requirements/assignments</td>
</tr>
<tr>
<td>B+</td>
<td>some As and Bs in requirements/assignments</td>
</tr>
<tr>
<td>B</td>
<td>mostly Bs in requirements/assignments</td>
</tr>
</tbody>
</table>

** If it is determined the student is not making satisfactory progress in the attainment of skills, competencies, and professional status, s/he will be asked to leave the internship. Interventions will be suggested and repetition of the internship may or may not be permitted at some future date pending recommendation by the Graduate Faculty.

B. Recommendation for Certification

Students will be recommended for certification based on

1. Log which provides evidence of completion of a minimum of 1200 hours or more depending on the school’s academic calendar.
2. Successful completion of all course requirements in the School psychology Certification Program.