

PRE 991 Ed.S. Internship Fall 2003

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Course Purpose

This course is intended to provide students with a supervised experience as a practicing school psychologist intern. Students will have the opportunity to integrate knowledge and skills in providing psychoeducational services to children, youth, parents, teachers, and other school personnel.

Course Requirements

Supervision

Each intern will be supervised by the intern's field supervisor. Interns are required to have ***at least 2 hours of face-to-face supervision each week with their field supervisor***. Indirect supervision will be provided by the university supervisor via Blackboard.

Readings

Each intern will read two articles from an assigned journal, write a brief summary, approximately 1-to 1-1/2 pages in length, and post the summary in the group discussion forum on Blackboard. The first summary is due on 10/3/03 and the second summary is due on 11/7/03. Each intern will then read all the other postings and comment or ask questions concerning the summaries or readings. ***The readings, summaries, and participation in the group discussion forums will be worth 20 points (10% of the student's grade).***

Reflective Paper

Each intern will write a 3-to 5-page reflective paper on his/her internship experience. Learning experiences, challenges encountered, obstacles overcome, and intern strengths and areas in need of improvement are examples of what the intern might include in the paper. ***The reflective paper is due 12/5/03 and will be worth 20 points (10% of the student's grade).***

Intern Activities/Experiences

Each intern is expected to be involved in the delivery of a variety of psychoeducational services under the supervision of the intern's field supervisor. (Each intern will participate in a minimum of 1500 hours of supervised experience for the academic year. For Kansas endorsement in Early Childhood, an intern will need to obtain at least 100 hours of work with the preschool population). Intern activities should include but are not limited to the following: psychological evaluations (initial assessments and reevaluations), counseling (individual and group), consultation with teachers and parents, in-service, work with multidisciplinary teams, behavior management, program evaluation, and prevention. Interns should work with students from diverse backgrounds and special needs, and with students of various ages. Each intern will be evaluated on these activities/experiences by their field supervisor. Evaluations will be in both oral and written formats and will be sent and/or communicated to the university supervisor. A field evaluation form, a copy appears under the course documents header in Blackboard, will be used by the field supervisor to evaluate the student's work in these supervised experiences at the end of the

semester. ***The field supervisor's ratings on the field evaluation form will account for 90 points (45% of the student's grade).***

Logs

Each intern will be required to keep a daily log of the intern's experiences/activities. At the end of the month, summarize your activities and hours, and create a monthly log, an example of a monthly log was emailed to you at the end of July 2003. Please include a column on the monthly log for the number (frequency) of each activity performed (e.g., 6 reevaluations). ***Submit both the daily and monthly log to the university supervisor via the digital dropbox on Blackboard by the first day of the next month for August through November. December's log will need to be submitted by 12/11/03 to the university supervisor in order to receive your grade for the course.***

Ed.S Goals and Objectives

Each intern will be required to prepare a comprehensive statement of professional goals and objectives for the Ed.S. internship. Using the KSDE/NASP standards (see below), each intern will come up with two goals (an example is presented below) for each standard, develop activities to achieve each goal, and a means of evaluating each goal. The comprehensive statement of professional goals and objectives needs to be submitted via the digital dropbox to the university supervisor by ***9/19/03*** for approval. Once approved, the field supervisor will evaluate the intern's progress on and achievement of these goals. ***The field supervisor will turn in his/her evaluation of the intern's progress on or achievement of each goal by 12/12/03. Achievement of goals will account for 70 points (35% of the student's course grade).***

Example:

Standard #1: Psychoeducational Assessment

Goal: Learn to administer and score the Stanford Binet 5 (SB5)

Activities: 1) Study the SB5 manual; 2) Receiving training on the administration and scoring of the SB5 by attending a workshop on the SB5; 3) Administer the SB5 to three volunteers; 4) Obtain feedback on the administration and scoring of the SB5 from the field supervisor; 5) Administer the SB5 to a student referral; and 6) Obtain feedback on the scoring of the SB5 from the field supervisor.

Method of

Evaluation: Competency ratings and written feedback

KSDE/NASP Standards

Standard #1 (Psychoeducational Assessment): The school psychologist uses varied models and methods of assessment 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.

Standard #2 (Consultation): The school psychologist has knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of the application to particular situations. The school psychologist collaborates and consults effectively with others in planning and decision-making processes at the individual, group, and system levels.

Standard #3 (Collaboration for Academic Intervention): The school psychologist, in collaboration with others, develops appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs, implements interventions to achieve those goals, and evaluates the effectiveness of interventions.

Standard #4 (Collaboration for Behavioral, Social, and Emotional Intervention): The school psychologist, in collaboration with others, develops appropriate behavioral, affective, adaptive, and social goals for students of

varying abilities, disabilities, strengths, and needs, implements interventions to achieve those goals, and evaluates the effectiveness of interventions.

Standard #5: (Diversity): The school psychologist demonstrates the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected based on individual characteristics, strengths, and needs.

Standard #6: (Knowledge of Education/Safe Schools): The school psychologist has knowledge of general education, special education, and other educational and related services and understands schools and other settings as systems. The school psychologist works with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

Standard #7: (Prevention): The school psychologist provides or contributes to prevention and intervention programs that promote the mental health and physical well-being of students.

Standard #8: (Families/Communities): The school psychologist works effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

Standard #9: (Research): The school psychologist evaluates research, translates research into practice, and understands research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

Standard #10: (History of Psychology, Professional Development, and Ethics): The school psychologist has knowledge of the history and foundations of the profession, of various service models and methods, of public policy development applicable to services to infants, children and families, and ethical, professional, and legal standards. The school psychologist practices in ways that are consistent with applicable standards, is involved in the profession, and has the knowledge and skills needed to acquire career-long professional development.

Standard #11: (Technology): The school psychologist accesses, evaluates, and utilizes information sources and technology in ways that safeguard or enhance the quality of services.

Standard #12: (Internship): The school psychologist must complete an internship supervised by the recommending institution as part of the performance assessment for this license.

Grading Policy

Course Requirements	Points	% of Course Grade
Field Evaluation Form	90	45
Accomplishment of Goals	70	35
Reflection Paper	20	10
Readings	20	10
Total Points	200	100%

Grades

Grades**	Letter Equivalent
90-100	A
80- 89	B
70- 79	C
60- 69	D
59 & Below	F

****Based on percentages**

Colleagues' Tips Corner

Helpful tips or request for tips from colleagues to perform school psychological duties may be submitted to the university supervisor who will then post the helpful tips or request for tips on Blackboard. Interns are asked to contribute to the Colleague's Tip Corner if they have tips to suggest that have proven to be effective in practice.

