

**PRE 991 Ed.S. Internship
Syllabus for Fall-Spring 2007-08**

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Office hours: Monday 9:00-10:00; Tuesday & Thursday 1:00-2:00

No class meetings. The class will be conducted entirely online through Blackboard. Please complete your course webpage with contact information for you and your supervisor ASAP.

Web Access

Go to <http://courseware.ku.edu/> to log on to Blackboard. Contact IDS (4-2600) if you have any problems. Most course communication will take place via Blackboard.

Purpose

The purpose of the Ed.S. internship is to provide each student with a full-time, supervised experience as a school psychologist.

Supervision and Placement

Clinical supervision is provided by each student's Field Supervisor with whom the intern must meet for at least two hours of face-to-face supervision each week. The University Supervisor provides indirect supervision via interactive web-based support via Blackboard. See attached Ed.S. handbook.

Student Activities and Evaluation

Students should be involved in a number of diverse activities as part of the internship. These should include working with multidisciplinary teams, psychological evaluations, both new and re-evaluations, consultation with teachers and parents, individual and small group counseling, and preparation of reports. Students should work with students of all ages, ethnicities and socioeconomic levels with a variety of learning, behavioral and emotional needs. Interns should schedule at least 100 clock hours working with preschool children if Kansas endorsement in Early Childhood is desired.

Psychological Reports (Fall Only)

Each student will submit a psychological report for evaluation by the University supervisor. The report should be completely written by the intern and not a team report. That report will be graded using a checklist and rubric to be found on the course website. Students may submit a report during a mid-semester of the fall term for feedback, with the final (new) report due on December 3rd. The rubric score from the psychological report will constitute 25% of the internship course grade for the fall term.

Consultation Project (Spring Only)

A consultation case study will be completed by all Ed.S. interns during the 2007-2008 internship, but completed and turned in May 2, 2008. The consultation project will use an action research format and will be completed according to criteria available on the course website. The scoring rubric for grading the consultation project is also available on the course website. Interns should contact the University supervisor to discuss potential cases to be used for the completion of this project. The rubric score from the consultation project will constitute 25% the internship course grade for the spring term.

Field Evaluation

Each intern will be evaluated by the Field Supervisor through oral and written evaluations to the University Supervisor. The University Supervisor may visit the internship site (when possible) and meet with each intern's Field Supervisor. A copy of a field evaluation form is under the "Course Documents" button on the course website. The Field Supervisor's ratings of the intern will comprise 50% of the semester course grade. This evaluation will be done each semester.

Internship Logs

Each student will provide a summary of work performed on the log forms provided by your University Supervisor. This will include data on numbers and types of psychological evaluations, consultations and counseling, team meetings, and parent conferences, completed weekly. Please make copies of the logs before handing them in. Logs must be submitted electronically. All logs must be submitted before a grade is entered for the Ed.S. Internship. Please send all logs to me via the "Digital Dropbox".

Goals of Ed.S. Internship

Each intern will prepare a comprehensive statement of professional goals and objectives for the internship according to the outline below. Along with each goal, the student is to present a plan of action to attain the goal. Each student should plan at least one goal for each domain (more is better). The plan of action should include specific dates by which each goal will be accomplished. Accomplishment of goals will constitute 25% of the course grade.

A draft of the goals and objectives should be prepared by September 14, 2007 and sent via email (or the Digital Dropbox) to the University Supervisor. Once approved by the University Supervisor, the goals will be evaluated by the field supervisor and then turned in by December 14, 2007 for the Fall term and May 16, 2008 for the Spring term. Write at least two goals from each of the following areas. An example of a goal follows:

Example

Domain: Psychoeducational Assessment/Evaluation

Goal: Learn standardized administration of the Rorschach Inkblot Technique.

Activities: 1) Study the Exner Scoring System for the Rorschach; 2) Practice the Rorschach on two volunteers; 3) Write-up completed interpretation of the Rorschach using the Exner System;

4) Obtain supervisor's comments on administration and scoring; 5) Administer the Rorschach with a real referral; 6) Score the Rorschach and obtain supervisor feedback.

Method of Evaluation: Written feedback and ratings of competency.

DOMAINS

Standard #1 [Psychoeducational Assessment/Evaluation] *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 intervention to achieve those goals, and evaluates the effectiveness of intervention.*

Standard #4 [Collaboration for Behavioral and Social 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 intervention.*

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/Community] *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 of 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*

Calendar

Interns must follow the calendar of the district or host institution during the internship rather than the University of Kansas calendar. Please plan vacations and spring break accordingly. The internship ends on the last day of the district or host institution's calendar.