

Stephen F Austin State University Department of Human Services

EPS 595 School Psychology Internship FALL 2019

Instructor: Dr. Frankie Jo Clark

Office: HSTC 217, ECL 209

Office Phone: 936-468-1072

Other Contact Information:

Course Time & Location: Thursday 4:30 – 7:00
p.m. HSTC 319

Office Hours: Tuesday - Thursday 1:00 to 3:00
p.m.

Credits: 3

Email: clarkfj@sfasu.edu

I. Course Description: A post-practicum field placement requiring supervised exposure to best practices in school settings.

In pursuit of the Master's degree, students are expected to complete 600 clock hours of supervised service delivery per fall and spring. Placements may include public or private schools. Field-based internships supervisors provide, on average, 2 hours per week of direct supervision for each intern. University internship supervisors provide at least one on-site contact per semester with each intern and supervisor and 3 hours per week group supervision. The internship placement agency continues to provide appropriate support for the internship as required by the particulars in the current NASP Standards.

II. II Intended Learning Outcomes/Objectives:

General/EEO:

This course reflects the following core values of the College of Education:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community.

This course also supports the mission of the Human Services Department.

The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.

Program Learning Outcomes (PLO):

Students will demonstrate knowledge and application of the following NASP Domains:

Domain 1: Data-based decision making and accountability

Domain 2: Consultation and collaboration

Domain 3: Interventions and Instructional Support to Development Academic Skills

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills

Domain 5: School-Wide Practices to Promote Learning

Domain 6: Preventive and Responsive Services
Domain 7: Family-School Collaboration
Domain 8: Diversity in Development and Learning
Domain 9: Research and Program Evaluation
Domain 10: Legal, Ethical, and Professional Practice

Student Learning Outcomes (SLO):

Upon completion of EPS 595, students will be able to:

Perform tasks of a Licensed Specialist of School Psychology (LSSP) such as assessment, consultation, and intervention procedures. [PLO-1, 2, 3, 4]

Possess standards of professionalism associated with job title of LSSP. [PLO- 1, 2, 4]

Be knowledgeable and implement organization of materials associated with LSSP title.

[PLO- 1, 2, 3]

Demonstrate knowledge and skills on NASP Domains and evidenced by internship evaluation data [PLO 1-10]

NASP Domains addressed by this course:

- [Domain 1: Data-Based Decision Making and Accountability](#)
School psychologists have 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](#)
School psychologists have 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](#) School psychologists have 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](#)
School psychologists have 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](#)
School psychologists have 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](#)
School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multiter prevention, and evidence-based strategies for effective crisis response.
- [Domain 7: Family–School Collaboration Services](#)
School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to 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](#)

School psychologists have 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](#)

School psychologists have 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](#)

School psychologists have 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.

This course also supports the mission of the Human Services Department and the College of Education.

The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.

1. The student can recognize and describe "best practices" in assessment, delivery of individual interventions, group interventions, organizational change, in-service training, working in teams, working with diverse communities, crisis intervention, building community relations, and conducting research.
2. The student can describe, recognize, and apply ethical principles of school psychology.
3. The student can describe and recognize legal issues stemming from IDEA, Section 504 and the ADA for school psychologists.
4. The student is prepared to take and pass a state certification examination for school psychology.
5. Students are to describe major historical developments in the history of school psychology

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Students will complete the following assignments as part of Internship A/B:

1. Functional Behavioral Assessment & Planning for Intervention: See scoring rubric on D2L
2. Professional Development Presentation-to be presented in class to colleagues.
Students select topic from one of the NASP domains listed on the schedule.
Presentations are to be practitioner focused. This is an opportunity for you to share resources from NASP, your district, the literature, and other sources. All sources are

to provide help for your colleagues. At the end of the semester, you will all have a notebook or file, or electronic file, of resources to address the areas addressed in student presentations.

Following your presentation, please email all links, pdfs, and other resources to Dr. Clark to post on D2L for your colleagues to download.

3. Counseling Component

Students will be taught basic counseling skills to include:

Critical skills counselors should cultivate

Skills needed to a therapist

Active Listening

Top 10 basic counseling skills

Semi-structured clinical interview for children and adolescents

Child behavior checklist for ages 6-18

Clinical techniques for common child and adolescent mental health problems

Smart classroom management

Effective communication

The Art and Science of Brief Psychotherapies

4. A weekly schedule of activities will be required to document time spent in field placement.

4. Academic Assessment-Using the rubric from NASP you are to complete an academic assessment, prepare an academic intervention, utilize this with your student for 6 weeks and document improvements to that particular skill. Prepare your report and present your data according to your rubric.

5. Complete a social skills/counseling assessment and use the NASP rubric for the write-up.

6. Be involved in a system wide action in your school such as RTI. Write this up and present to the class.

7. Complete an initial psychoeducational assessment and present your work to the class using the NASP rubric.

INCLUDED WITHIN THESE CAE STUDIES MUST BE AT MINIMUM, ASSESSMENT DATA, INTERVENTION DATA AND OUTCOME DATA. THE ASSESSMENT DATA MUST CONSIST OF FORMAL AND INFORMAL ASSESMENT (DIRECT AND INDIRECT ASSESSMENT OF PERFORMANCE, INTERVIEW, FUNCTIONAL ANALYSIS, ETC.) AS APPROPRIATE FOR THE CASE. THE OUTCOME DATA FOR EACH OF THE CASE STUDIES INCLUDE THE PROTOCOLS FROM ANY INTERVENTION IMPLEMENTED WITHIN THE CASE AS WELL AS DATA COLLECTION METHODOLOGIES. IN ADDITION DATA MUST BE INCLUDED TO DEMONSTRATE A POSITIVE IMPACT ON STUENT LEARNING. SPECIFICALLY DATA WILL BE SUBMITTED THAT ADDRESSES TREATMENT INTEGRITY, EFFECT SIZE AND THE PERCENT OF NON-OVERLAPPING DATA POINTS FROM EACH CASE STUDY.

IV. Evaluation and Assessments (Grading):

Program outcomes will be assessed according to student/agency satisfaction surveys, and on-site visits by the university based school psychologist as per internship manual details. These assessments are completed via FEM through LiveText.

V. Tentative Course Outline/Calendar: See an overview which is subject to change based on individual small group instructor.

Date	Activities and Topics
8/28/19	Introduction to course, FEM information from site supervisors, scheduling site visits, preparation for site supervisor orientation, supervision
9/5	Professionalism and Ethics Group Supervision, Review of the Planning for FBA Assignment & Rubric
9/12	Discussion of NASP Domain 1-Data-Based Decision Making and Accountability / Counseling techniques Group Supervision
9/19	Discussion of NASP Domain 2-Consultation and Collaboration Group Supervision /Mental Status Exam
9/26	Discussion of NASP Domain 3-Interventions and Instructional Support to Develop Academic Skills-Student/ Group Supervision/Start work on academic assessment if not already doing that in the schools
10/3	Discussion of NASP Domain 4-Interventions and Mental Health Services to Develop Social and Life Skills-Student /Group Supervision
10/10	Discussion of NASP Domain 5-School-Wide Practices to Promote Learning-Student / start the Counseling skills workbook/ Group Supervision
10/17	Discussion of NASP Domain 6-Preventive and Responsive Services/continue workbook Group Supervision
10/24	Discussion of NASP Domain 7-Family-School Collaboration/review of psychological terms/ Group Supervision
10/31	Discussion of NASP Domain 8-Diversity in Development & Learning Group Supervision/start case consultation presentations continue till completion
11/7	Discussion of NASP Domain 9-Research & Program Evaluation Group Supervision
11/14	Discussion of NASP Domain 10-Legal, Ethical, and Professional Practice Group Supervision
11/21	Review of Crisis Intervention and Assessment/ Group Supervision
11/28	Thanksgiving

12/5	Continued professional development opportunities- professional memberships, conferences Group Supervision/last class

VI. Readings (Required and recommended—including texts, websites, articles, etc.):

Live Text account, ISBN# 978-0-979-6635-4-3. This may be purchased at the bookstore or purchased online at www.livetext.com for \$18. If you have already purchased LiveText, you will use that account and do not need to buy it again. NOTE: If you plan to use financial aid to purchase this account, you must do so within the first two weeks of classes. You should also be able to use FEM and Time to Track as was required during your practicum course last spring. Please check D2L for additional readings and resources.

VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical! In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA.

Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

Attendance:

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

Students with Disabilities

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as

possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to <http://www.sfasu.edu/disabilityservices/>.

Academic Integrity

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own.

Examples of plagiarism are (1) submitting an assignment as if it were one's own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Withheld Grades Semester Grades Policy (A-54)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Acceptable Student Behavior

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:

L. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check; the completed information form is due _____ . If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU. 2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TexES exams (additional information available at

YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

LiveText Statement:

This course uses the Live Text data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate graduate and doctoral(or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing Live Text account will receive an access code via the SFA email system within the first week of class. You will be required to register your Live Text account and you will be notified how to do this via email, If you forward your SFA email to another account and do not receive an email concerning Live Text registration, please be sure to check your junk mail folder and your spam filter for these emails.

If you have questions about obtaining or registering your Live Text account, call ext.1267 or email SFALiveText@sfasu.edu. If you have technical difficulty after activation call ext. 7050 or email livetext@sfasu.edu . Once you have received the access code, it is YOUR responsibility to activate the account. Failure to activate the account and/or submit the required assignment(s) could result in course failure.

IX. Other Relevant Course Information:

Instructional and Supervisory Format. The Internship course will have two formats:

- A. **GROUP SUPERVISION.** A program faculty member is assigned to meet with students in each group supervision section. These sessions will be devoted to discussing common issues, learning about helping strategies, considering ethical issues, discussing assigned readings, and generally improving each student's knowledge of clinical practices and the profession.

- B. **INDIVIDUAL SUPERVISION.** Individual appointments with the university supervisor will focus on improving skills. A one-hour, weekly session with the university supervisor is possible if needed, in addition to the participation in small group supervision. The office of the individual supervision will be on campus and determined by the individual supervisor.

Course Expectations.

A. Consistent, punctual, and regular attendance to class, individual supervision, and practicum site is **essential** to passing the course.

B. Be prepared to present at least one client each week. Also, be prepared to present one formal case conceptualization, of one of your individual clients, before the end of the semester. It is your responsibility to schedule this in advance. The following section provides a guideline for case presentations:

1. Client demographic information (do not include specific identifying information)
2. Client's culture and ethnic background
3. Client's presenting concern
4. Client's bio/psycho/social history
5. Trainee's conceptualization of the client.

6. Do a power point with your case illustrating what you might do with your case using each of the domains. Be sure to note how you would handle any point of diversity such as race, ethnicity, gender, sexual identification, etc.

D. **Evaluations:** Field supervisor forms will be submitted to your faculty supervisor at mid-term and the last week of the semester. The forms are available via LiveText.

Note: All forms should be signed, copied and placed in the practicum portfolio.

E. Each student will develop a Portfolio to include supervision agreement forms w/contact information of all supervisors; documentation of professional liability insurance) and a **log of all professional activities** (except process notes—these do not leave the practicum site). This Log of all professional activities will provide attendance at professional in-services, conferences, number and types of groups, letter of recommendation, etc. **Portfolios will be due on the last day of classes, including all mid-semester and final evaluations and the composite time log signed by the on-site supervisor.**

All portfolios will include:

- Syllabus
- Supervision Agreement
- Liability Insurance
- Field Supervisor Evaluations
- FIE/FBA/Counseling/Academic Reports/System Level Experience
- Professional Development Logs
- Field Supervision Logs
- Group Supervision Logs
- Log of Professional Activities/Activity Summaries
- Letter of Recommendation

F. All practicum students will write their own **letter of recommendation** highlighting their knowledge and skill level in the third person singular. This should be the last item in the Portfolio.

G. Each student will keep a **COMPOSITE LOG OF TIME ALLOTTED TO TASKS** during the semester. This will be inspected by the field supervisor on a weekly basis or at whatever interval is established as convenient and appropriate by the field supervisor. The **COMPOSITE LOG** will be brought to each individual and group meeting with the practicum instructor for review as needed. Both the student and the field supervisor will verify the accuracy of this log at the semester's end, with signatures required from both directly on the weekly log report sheets. This record of student activity is required for the completion of course requirements. This time log will become part of the student's training record. See section VII above for a list of activity categories.

In addition to the Composite Log of Time, students will also complete a Log of Professional Activities. This log will include practicum field placement(s), client demographics, number of contacts per client, and client presenting concerns. This log will become part of the student's training record and will be used to reference a student's clinical experience when faculty members prepare letters of recommendation, etc.

Resources for Praxis Preparation:

Free Webinars: <https://www.ets.org/praxis/prepare/webinars/> The School Psychology interactive practice test is now available.

Additional study information is available at: <https://www.ets.org/praxis/prepare/materials/5402>