

Psychology 799: Internship
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Term: Spring 2016

Section Number: 4735

Meeting Times: TBD

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Introduction:

The expectations and objectives of the internship experience are discussed in the Certification and Internship Planning Guidelines, the Internship Guidelines and the Applied Research Project Guidelines, as presented in the School Psychology Handbook (Handbook), and attached to this syllabus. These have been discussed with you and you are expected to use these as the minimal standards for your internship. This syllabus pertains to academic expectations (grades) of the internship and the “scheduled monthly internship seminars” mentioned in the Internship Guidelines.

Professional Conduct:

Any serious breach of professional conduct (e.g., legal or ethical) or competency, as determined by you Field Supervisor and the School Psychology Faculty, will result in your failing this course. A single minor violation may affect your grade; repeated minor violations will also result in your failing the course. Professional conduct is discussed in the Handbook and has been repeatedly discussed in your classes. Your conduct should be guided by the ethical and legal standards associated with our profession (e.g., NASP Principles for Professional Ethics 2010, IDEA ‘04 and State Board of Education Regulations 43-243 & 43-234.1).

Competency:

Your “expected” level of competency will be determined based on your training and experience. That is to say that a higher level of professional competency will be expected from you as you finish the internship than when you start the internship. At the beginning of the internship, your expected level of competency will be determined by the School Psychology Faculty based on the training you have received and practicum experiences you have had. This will be used as a “baseline” and will be continuously updated based on the input from your Field Supervisor and the experiences you have had during your internship. In this, and other areas, your Field Supervisor’s comments are extremely important.

Site Visits:

There will be two (2) site visits – one in the fall and one in the spring. During the first visit I would like to meet with your field supervisor and you to discuss the expectations of the internship and their roles. (If it is a new site, I would also like to meet briefly with the director of special education.) This meeting typically takes 30 minutes to an hour. Following this, I would like for you to tell me about your school and “show me” what makes it special. This may take 15 minutes to an hour. Next, I would like to see you “in action.” Typically, I attend a meeting where you are planning to make a significant contribution. It can be an intervention team meeting, a planning meeting, an eligibility meeting, an IEP meeting, or any other where you are making a significant contribution. I will not be an active participant in the meeting, although I should be on the invitation. I will remain for the entire meeting and following the meeting we will meet to review your performance and the meeting in general. Your field supervisor may attend the debriefing, but, if not, should be available via phone to discuss any pressing issues. Expect the first visit to last 2 to 4 hours. These first visits should be scheduled between September 21 and October 23.

On the second visit, your field supervisor, you, and I will meet to discuss your progress and other issues. Following this meeting, I would again like to see you “in action” and then have time to review the event with you and to have your field supervisor available for consultation. This visit typically last between 90 minutes to 3 hours. The second visit should be scheduled between February 22 and March 24.

Portfolio:

Your portfolio will be presented electronically (on a CD, DVD or USB flash drive). Your portfolio will be reviewed at the end of the Spring semesters. It should document appropriate progress toward the internship objectives in December and completion of all objectives in April. While the portfolio is your individual work and may contain what you feel best represents your internship experience, certain entries are required. These include:

1. A copy of your internship contract.
2. A copy of your temporary certification.
3. Proof of professional liability insurance.
4. A copy of your most recent Praxis scores (all pages).
5. Your current resume
6. Your activity and time logs, accurately totaled, including the age, sex and ethnicity of the children you have worked with.
7. Copies of at least eight (four in the Fall) psychological reports demonstrating competence in various areas. At least one report addressing each of the following areas of eligibility must be included – Autism, Developmental Delay, Emotional Disability, Intellectual Disability, Other Health Impairment, and Specific Learning Disability.
8. Documentation of at least four (two in the Fall) behavior intervention case studies including the FBA, BIP, and follow-up notes.
9. Documentation of at least four (two in the Fall) academic interventions case studies from observations to outcome.
10. Documentation of at least four (two in the Fall) consultation case studies.
11. Documentation of at least four (none required in the Fall) counseling case studies:
 - a. two of these must be individual counseling cases
 - b. one of these must be a group counseling case with at least three members in the group
 - c. one of these must be a family therapy case with a parent intervention.
12. Documentation of at least two (one in the Fall) in-service training sessions you presented including materials used (power point, handouts) and evaluation data.
13. Documentation of your research project including your poster and the final paper (Spring only).
14. Your reflections concerning your training.
15. A personal statement of your goal/objectives for the next five years.

As stated, these are the minimum entries required. Also, your final portfolio should present your best work. As such, you may wish to replace some of the Fall entries with better examples before you turn in your final portfolio. Please mark the case studies (one in each area) and report you want the faculty to evaluate.

Research Project:

Your research project should be discussed with your Field Supervisor. It should be a project that fulfills a need of the school district and the objectives discussed in the Handbook. After you and your Field Supervisor have decided upon the project, you should submit a brief proposal (one page) to your University Supervisor for approval. While the University Supervisor will be glad to discuss your project with you at any time, the proposal is “official” documentation of your intent. The proposal must be turned in with your portfolio in December.

Grade:

Your grades for the internship courses will be based on six (6) factors:

1. Professional conduct and competence as observed and reported
2. Field Supervisor’s Evaluations
3. Portfolio
4. Research Project
5. Attendance and participation in the monthly seminars.
6. Site visits

Seminars:

The purpose of the seminars are to bring the interns together (along with the Field Supervisors who wish to attend) to discuss their field experiences and relevant topics. The seminars will be facilitated by the University Supervisor, but you, the interns, will be the main contributors after the first seminar.

A secondary purpose of the seminars is to support the students in any way possible. The School Psychology Faculty, as are other members of the university family, are committed to your success. While your Field Supervisor will be more knowledgeable of the school system you are working in, the resources they have available, and their policies and expectations, the University Supervisor, and other associated with the university, may be able to help you in specific areas. For example, you may have a “sticky” ethical or legal issue you would like another opinion on, need a test kit your district does not have, have concerns about instituting CBA in the development of IEPs, wish to discuss a difficult behavior intervention, counseling or consultation case, and so forth. The monthly seminars give you the opportunity to raise these issues, in the group or privately, with the other interns and the University Supervisor.

Last, but of equal importance, by attending the monthly seminars and discussing your concerns, you make the faculty aware of current issues in the field and help us evaluate our program’s effectiveness in preparing you to meet these challenges. As you have seen during your time at FMU, we, the faculty, are constantly looking for weaknesses within the program and way to improve the program. Your feedback during your internship and the Program Exit Interview is extremely valuable and is used to benefit the students who are behind you, and future students, in the program.

Attendance is required and the policy is as follows:

- 1 - all seminars are mandatory, including the poster fair and exit interview.
- 2 - you are allowed to miss 1 seminar during the year without penalty
- 3 - if you miss a second one during the year your grade for that semester will be lowered one letter grade.
- 4 - if you miss a third one, you will not receive credit for the course in which you are currently enrolled.

Granted, there are extenuating circumstances in which cases an absence may be excused. Request for such consideration will be handled on an individual basis.

Dates of Seminars and Other Events

Date	Topic	What's Due
January 15	<p><u>8:30 am – 12:00 pm</u> Ethics in a Digital Age – Part I</p> <p><u>12:00 pm – 1:30 pm</u> Round Table How to do a poster presentation General Questions</p> <p><u>1:30 pm - 5:00 pm</u> Ethics in a Digital Age – Part II</p>	Complete graduation application Review portfolios
February 19	<p><u>12:00 pm – 1:30 pm</u> Lunch</p> <p><u>1:30 – 4:00 pm</u> Round Table What is going on in your district? Case Study General Questions</p>	Dates for Internship Site Visits Case Study
March 25	<p><u>8:30 am – 12:00 pm</u> Suicide Risk Assessment – Part I</p> <p><u>12:00 pm – 1:30 pm</u> Round Table How to do a poster presentation General Questions</p> <p><u>1:30 pm - 5:00 pm</u> Suicide Risk Assessment – Part II</p>	Research Posters (Please read the section on research projects in your School Psychology Student Handbook)
April 5	<p><u>10:00 am – 11:30 am</u> FMU RED – Research Presentations</p> <p><u>12:00 pm – 1:30 pm</u> Faculty Luncheon</p> <p><u>1:30 pm – 4:00 pm</u> Meeting the next class of interns</p>	Research Presentation
April 22	<p><u>12:00 pm – 1:30 pm</u> Lunch</p> <p><u>1:30 pm – 4:00 pm</u> Round Table What is going on in your district? Getting the job General Questions</p>	End-of-semester evaluation Due Portfolio Due
May 6	<p>12:00 pm – 2:00 pm Exit Interviews</p> <p>2:30 Commencement Rehearsal</p>	Program Evaluation

GOOD LUCK!