Term Information

Effective Term: Summer 2014
Previous Value: Autumn 2013

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)
Change course name to make it specific to the Ed.S. degree in School Psychology.

What is the rationale for the proposed change(s)?
The original course on the quarter system, EduPAES 992.63, is to be split into two courses, one for the Ed.S. Students (ESSPSY 8191) and the other (ESSPSY 8192, requested as a new course) for the Ph.D. students. The change was necessitated by the need to have the internship identified specifically to the degree on the transcript.

What are the programmatic implications of the proposed change(s)?
(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?
Students will have an internship specific to their degree on their transcripts.

Is approval of the request contingent upon the approval of other course or curricular program request?
No

Is this a request to withdraw the course?
No

General Information

Course Bulletin Listing/Subject Area: Educ Sts: School Psychology
Fiscal Unit/Academic Org: School/Educ Policy&Leadership - D1280
College/Academic Group: Education & Human Ecology
Level/Career: Graduate
Course Number/Catalog: 8191
Course Title: EdS Internship: School Psychology
Previous Value: School Psychology Internship
Transcript Abbreviation: EdS Internship
Previous Value: Sch Psy Internship
Course Description: Application of school psychologists roles and functions as intern in a public school setting for EdS students.
Previous Value: Application of school psychologists roles and functions as intern in a public school setting.
Semester Credit Hours/Units: Variable: Min 3 Max 6

Offering Information

Length Of Course: 14 Week
Flexibly Scheduled Course: Never
Does any section of this course have a distance education component?
No
Grading Basis: Satisfactory/Unsatisfactory
Repeatable: Yes
Allow Multiple Enrollments in Term:
No
Max Credit Hours/Units Allowed: 6
Max Completions Allowed: 2
Course Components: Field Experience, Seminar
Grade Roster Component: Field Experience
### Prerequisites and Exclusions

**Prerequisites/Corequisites**
Prereq: Majoring in School Psychology.

**Exclusions**

### Cross-Listings

**Cross-Listings**

### Subject/CIP Code

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<td>Doctoral Course</td>
<td>Masters, Doctoral, Professional</td>
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### Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

### Course Details

**Course goals or learning objectives/outcomes**
- Upon completion of the degree, students will possess the knowledge base that would enable them to teach the basic concepts, theories, and principles that comprise the foundations of their fields of study.

**Content Topic List**
- Working with clients in the field. Identifying the roles and functions of a school psychologist as an intern in a public school setting and working with urban youth.

### Attachments

- Internship syllabus EdS.docx
  
  (Syllabus. Owner: Wheaton, Joe Edward)

### Comments

### Workflow Information

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The Ohio State University
School Psychology Program
Educational Studies

ES SPSY 8191
EdS Internship
Autumn and Spring Semesters

Instructor: Antoinette Miranda
Office Phone: 292-5909
Office Hours: by appt.
Cell Phone: 565-7926
Email: miranda.2@osu.edu
Home: 238-9428

NOTE: PLEASE BE SURE TO SIGN UP FOR INTERNSHIP EVERY SEMESTER. IT IS
DIFFICULT TO ADD AFTER THE FACT.

Mission Statement for the School Psychology Program
The foundation for the school psychology program at the Ohio State University is based on socio-cultural theories
of psychological and educational practices with youth. Socio-cultural theories encompass social cognition and
social-behavioral principles of understanding and working with a diversity of youth in America’s schools. Children
do not experience life in a vacuum but do so within socio-cultural contexts such as school, home, and community.
The focus of the school psychology program is service delivery across many different settings with a particular
emphasis on the unique needs of children in urban settings. Within this framework, students are trained as scientist-
practitioners who function as data-based decision makers and collaborative problem solvers. The program has a
commitment to diversity at the research, training, and service levels.

Description/Rationale:
The internship enables the prospective school psychologist to integrate, apply, and advance the
knowledge and skills introduced during graduate-level courses and practices. This intensive and
comprehensive year of supervised professional experience also affords the opportunity for field
and university supervisors to closely evaluate the professional competence of the intern and to
determine his or her preparedness and qualification to enter professional practice as a
credentialled school psychologist in the State of Ohio.

Course Objectives:
The course objectives are for interns to acquire preparedness in ten areas of competence as
established by the National Association of School Psychologists (NASP).

Competencies
1. **Data-Based Decision-Making and Accountability**
   Ability to define current problem areas, strengths, and needs (at the individual, group, and
   system level) through assessment, and measure the effects of the decisions that result from
   the problem solving process.

2. **Interpersonal Communication, Collaboration, and Consultation**
   Ability to listen well, participate in discussions, convey information, and work together with
   others at an individual, group, and systems level
3. **Effective Instruction and Development of Cognitive/Academic Skills**
   Ability to develop challenging but achievable cognitive and academic goals for all students, provide information about ways in which students can achieve these goals, and monitor student progress toward these goals.

4. **Socialization and Development of Life Competencies**
   Ability to develop challenging but achievable behavioral, affective, or adaptive goals for all students, provide information about ways in which students can achieve these goals, and monitor student progress toward these goals.

5. **Student Diversity in Development and Learning**
   Awareness of, appreciation for, and ability to work with individuals and groups with a variety of strengths and needs from a variety of racial, cultural, ethnic, experiential, and linguistic backgrounds.

6. **School Structure, Organization, and Climate**
   Ability to understand the school as a system and work with individuals and groups to facilitate structures and policies that create and maintain schools as safe, caring, and inviting places for members of the school community.

7. **Prevention, Wellness Promotion, and Crisis Intervention**
   Knowledge of child development and psychopathology in order to develop and implement prevention and intervention programs for students with a wide range of needs and disorders.

8. **Home/School/Community Collaboration**
   Knowledge of family influences that affect students' wellness, learning, and achievement, and ability to form partnerships between parents, educators, and the community.

9. **Research and Program Evaluation**
   Knowledge of current literature on various aspects of education and child development, ability to translate research into practice, and understanding of research design and statistics in sufficient depth to conduct investigations relevant to own work.

10. **Legal, Ethical Practice and Professional Development**
    Acceptance of responsibility for developing as a professional and practicing in ways that meet all appropriate ethical, professional, and legal standards to enhance the quality of services, and to protect the rights of all parties.

**Students with Special Needs:**
Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

**Academic Integrity:**
The School of Physical Activity and Educational Services has set forth clear policies and procedures regarding academic misconduct. These procedures can be found in the program handbook and the Patterns of Administration, and you are expected to read and follow these policies. All projects and tests will represent your own work. You are responsible for understanding the limits of collaboration on all work in this class. Any use of others’ ideas and words without proper citation of sources is plagiarism and will result in a formal response from the instructor and university. Additionally, all assignments submitted in the course should be work produced specifically for this course. Academic misconduct will be handled on an individual basis; however, in most cases, students will receive the strictest consequences given by the University as explained in the academic misconduct policy.

**Attendance:**
Prompt attendance to all internship requirements is expected. You are expected to contact your supervisor prior to an absence except in the case of an emergency. You are also expected to be punctual and complete all requirements on time. Late requirements must be discussed with your supervisor. The instructor reserves the right to deduct from your course grade for late assignments.

**Diversity Statement:**
The National Association of School Psychology, the American Psychological Association, and the American Counseling Association have explicit policies regarding issues related to race, gender, class, sexual orientation, disability, religion, etc. You may find this information in the APA publication manual, standards and ethics for each organization, and on the organizations’ respective home pages. In this class, you will be expected to reflect the standards and ethics of your profession. Any use of written or verbal language should be consistent with that specified by APA and NASP. These policies should also be reflected in your conceptualization of client needs, interpretation and use of assessment results, critical analysis of assessment tools, and creation of services provided to clients. You will be evaluated accordingly on these skills.

**Professional Statement:**
As graduate students and future professionals in the field of psychology and for most, school psychology, you are required to obtain competencies in numerous areas including writing skills, presentation skills, clinical skills, and research skills. Standards for this class are compatible with professional standards. You are expected to have a good understanding regarding ethics and standards set forth by the American Psychological Association and the National Association of School Psychologists. Your behavior and performance in this class must be consistent with the expectations set forth by the School Psychology Program Contract. In addition to academic behaviors, you will also be evaluated on your professional judgment. These behaviors include, but are not limited to, working well with other professionals, other students, and clients, meeting deadlines for the class, dressing appropriately when working in the schools, and representing the school psychology program and the department in a professional manner. You are expected to behave like a professional while engaging in internship. The instructor in collaboration with the intern supervisor has the right to deduct evaluation ratings from a particular skill area or a final grade for unprofessional or unethical behavior of any kind. Depending on the severity of the violation, additional consequences may also be pursued.
Confidentiality. All students training in the field of psychology are required to abide by certain confidentiality policies. In order to fulfill these ethical requirements, interns will only be allowed to discuss cases with their supervisors, the practicum instructor, other students in the practicum class, parents, the school principal, and school personnel involved with the case. Different confidentiality issues may need to be observed during your work in the schools, and your site supervisor will inform you of policies relevant to the work you will be doing. Your site supervisor will inform you as to the appropriate procedures for handling case materials away from your site, and you are responsible for understanding and following these procedures.

Reporting of Child Abuse. Another ethical requirement to be met by all interns regards the reporting of child abuse, suicidal intention, or any other concern regarding harm to self or others. Any reporting of harm to self or others should be discussed with the practicum supervisor first. The internship instructor should also be informed of any reporting.

Informed Consent. Practicum students are expected to obtain permission forms from school personnel when working with a student for the first time. Additionally, practicum students are expected to obtain the appropriate permission from parents before direct services are provided to children.

Quality of Services Provided. Even though you are a student in training, the children, families, and teachers you will be working with still deserve high quality services. If your performance at any point in the program does not progress adequately or is severely lacking, you may be asked to retake coursework, leave an internship site, and/or leave the program. The school psychology faculty must ensure that clients do not experience any harm while working with students in the program. Additionally, faculty also act as gatekeepers for the field of school psychology and in this role, we must guarantee the welfare of those individuals receiving services from graduates of this program. “Above all else, do no harm” is an ethical philosophy that all students must follow. Therefore, students should never practice beyond their level of training or outside of their scope of training. Additionally, students are always responsible for obtaining the necessary supervision when providing psychological services. Students are encouraged to be intimately familiar with ethical guidelines and standards of practice, and are responsible for asking questions when unsure about these principles.

Course Requirements/Evaluation:

Hours: Internship is a vital entity by which school psychology training programs are evaluated. Our professional standards require 1,500 hours for doctoral level.

Supervision: A minimum of two (2) hours of face-to-face supervision per week on an average, recognizing that there are differential needs for mentoring as a function of the stage of intern development.

School assignments: Recommended experiences were communicated to field supervisors and will be shared the first seminar. It is the intern’s responsibility to seek out these experiences; if barriers become apparent, seek out the university coordinator’s assistance.
**Internship Seminar:** All interns will meet monthly to discuss issues taking place at their site and participate in educational seminars. Some professional development activities may substitute for seminar. Attendance and/or completion of the professional development activities is mandatory and any unacceptable absence/lack of completion will result in a course grade deduction for that quarter.

**Internship Conference:** The internship conference will be the Wednesday before the OSPA conference, November 6, 2013 and Thursday November 7 in the morning. Attendance is mandatory. They will take attendance.

**Record-keeping:** You are expected to complete and turn in three types of paperwork at the end of each quarter while on internship:

1) a log of all of your internship hours including supervision, and these hours should be reviewed with your supervisor;
2) record of students served, demographic information and tiered services provided;
3) Evaluation from field supervisor (described below).

**Portfolio:** Students are expected to create a portfolio that by the end of the internship includes examples which demonstrate their performance in each of the following competency areas: Data-Based Decision-Making and Accountability; Effective Instruction and Development of Cognitive/Academic Skills; Socialization and Development of Life Competencies; School Structure, Organization, and Climate; Prevention, Wellness Promotion, and Crisis Intervention; Home/School/Community Collaboration; Research and Program Evaluation; Information Technology. Examples include but are not limited to: psychological reports; inservice power point and evaluations; Data/documentation of interventions/problem-solving/RTI cases. Evaluation from the university supervisor will be based in part on this portfolio. The student will turn in their portfolio at the end of fall and winter quarter and it is expected that they will have a minimum of six areas completed by the end of winter quarter. **The portfolio will also include a copy of your praxis score results, including area scores.**

**Goal-Attainment Scaling:** In keeping with data-based assessment on practice effectiveness you will maintain GAS data for six intervention related activities as explained in the document titled, “Goal-Attainment Scaling Data”. You will submit this data via the web spring quarter along with providing a brief presentation on one of the tiered service levels you provided.

**Using the Web and the Listserv:** Because students do not meet with the instructor on a weekly basis like a lecture course, it is most imperative that communication be maintained electronically. If students have questions that are likely of interest to all intern students, I will forward my response to all students. Therefore, if you primarily use another email account, you must have your OSU email forwarded to that account. This process is very simple and can be completed online. All reminders and most of the correspondence with students will be completed over the listserv or through the web site. Of course, any student who needs to meet privately with the instructor can request a meeting at any time.
**Evaluation.** You will be given feedback on your performance at the end of each quarter from your field supervisor using the evaluation form provided. Semesterly grades will be determined by both the field supervisor and university supervisor with the latter having the final decision. In order to receive a grade, you must turn in all record-keeping forms and assignments.

**Meeting Dates**

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<th>Topic</th>
<th>Assignment</th>
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<tr>
<td>August 21, 4:30-6:48</td>
<td>Review of requirements, sharing of experiences</td>
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<tr>
<td>September 18, 4:30-6:48</td>
<td>District and school politics</td>
<td>Case presentations</td>
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<tr>
<td>Rm. 19</td>
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<tr>
<td>October 16, 4:30-6:48</td>
<td>Legal and Ethical Issues</td>
<td>Case presentations</td>
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<tr>
<td>November 20, 4:30-6:48</td>
<td>Mental health issues in school settings</td>
<td>Case presentations</td>
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<tr>
<td>December 18, 4:30-6:48</td>
<td>Affordable Care Act update</td>
<td>Case presentations</td>
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<td>January 15, 4:30-6:48</td>
<td>Moving from novice to competent</td>
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<td>February 19, 4:30-6:48</td>
<td>Debriefing of NASP conference</td>
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<td>March 19, 4:30-6:48</td>
<td>Resume and job talks</td>
<td>Resume</td>
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<tr>
<td>April 16, 4:30-6:48</td>
<td>Wrap up, meet with second year students</td>
<td>Intern paperwork due</td>
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<tr>
<td></td>
<td></td>
<td>Logs are due</td>
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Internship sites are aware of seminar once a month. Please let them know the dates so that there will be no conflicts. Since we only meet once a month, it is important to be in attendance.
**Recommended Experiences**

*These recommended experiences are based on my many years as an Internship Coordinator and what interns, on average, are engaged in.*

*Since we have new sites and new supervisors, I thought it might be helpful to put this together as some have asked me for our requirements.*

*The evaluation continues to be a good guide for what is required in internship.*

1. Interns should have both breadth and depth of experiences. That means, they should have experiences across **all grade levels** and **as many disabilities** as possible. In other words, they should not simply be testing elementary students suspected of having a learning disability.

2. Interns should be involved in IATs. This means they should be full participants in the IAT process. This is where they have the opportunity to share their ideas and assist in developing solutions to the problem.

3. Interns should be engaged in no more than 45 cases; this includes re-evals and initials, but not partial evaluations.

4. Interns usually start out doing partial evaluations and generally by October/November they are doing cases on their own.

5. Interns generally transition to having their own school around February. Some interns will have their own school earlier and some not until March. But to have the experience of being autonomous, interns need to be responsible for a school at least by March.

6. Over the years, I have found it to be helpful for interns to experience working with more than one school psychologist. While there is a primary supervisor, I would recommend that the intern have the opportunity to work with at least two other school psychologists. This allows them to see a variety of styles, schools and to get broader experiences.

7. It is not uncommon to have interns head up projects. Please make sure the projects are in keeping with what a school psychologist does and that it is not too tall of a task.

8. It is important that interns gain experience conducting in-services, group counseling and individual counseling. I have found that sometimes these are left to the end and it can be difficult to get them included.

9. Involve your interns in what you are doing. At the beginning, many of the interns will spend their time shadowing their supervisor which is a great opportunity for them to see how their supervisor operates and how schools, school staffs, and administrators operate.
10. Interns must engage in “Gathering impact data for the Ohio School Psychology Internship Evaluation”. This involves six interventions, three academic, one at each of the tiers and three behavioral, one at each of the three tiers. The interns have the guidelines and we will talk in detail about this at seminar. This data has been instrumental in the continuation of the internship program.

11. As supervisors engage in supervision, I will provide some thoughts on supervision from “Professional Development and Supervision of School Psychologists: from intern to expert”

“Supervisors who perceive supervision as a method of fostering supervisees’ cognitive and professional development toward eventual self-actualization have quite a different approach to supervision than those who perceive supervisees as fundamentally untrustworthy and in need of authoritarian structure and close monitoring.”

We are fortunate to have great supervisors who I think do the former rather than the latter. This year, I hope to share supervision ideas and tips with supervisors via email. I know there have been requests for this in the past. I will start with supervisory dilemmas, via email, from this book that I think that might be helpful and could lead to great discussion.