
INTERNSHIP SEMINAR

EDCP 889I

Fall 2017 | Selected Mondays 5-7:30 pm

Instructor: Jill B. Jacobson, Ph.D.

Email: jillbj@umd.edu

EDU 3208, office hours by appt.

Work: 301-405-0687, Cell: 757-621-5621

COURSE SYLLABUS

Overview and Goals

The primary purpose of this internship seminar, which will continue into the Spring 2018 semester, is to provide a structured environment for you to supplement and synthesize what you are learning during your internship experience. Although the seminar will include instructor-defined and instructor-led topics as well as intern-defined and intern-led topics, the predominant mode of learning will be collegial, professional sharing of experiences, knowledge, and learning from the internship experience.

In this course, you will:

1. Have structured opportunities to share, reflect on, and receive peer and instructor feedback on your experiences working in schools as intern practitioners;
2. Participate in case discussions and practice peer supervision skills with other interns;
3. Collaboratively discuss a variety of topics relevant to the practice of school psychology and discuss resources and strategies useful to new practitioners;
4. Take a leadership role in one seminar each semester;
5. Develop an internship portfolio (i.e., collection of administrative materials, seminar assignments, and exemplary work) that will be useful for seeking employment and credentialing.

You will complete the following assignments during the fall semester:

- **Internship Goals:** During the first meeting of the fall semester, you will write a description of 2 to 3 major goals for your internship experience and an action plan for accomplishing each goal. The action plan must be specific and include a plan for monitoring progress toward and the completion of each goal.
- **Research Summary and Timeline:** You will write a summary of your current thesis or dissertation research project and propose a timeline for working on and completing the project. Your write up should include a two-page executive summary of the current research project, and a timeline/outline of the steps to complete during your internship year.
- **Reflections (submitted on Sundays prior to each class meeting):** Approximately twice a month you will reflect on your ongoing day-to-day experiences on internship, identifying experiences that are meaningful in a positive or negative sense (or both). You may wish to write about experiences that are challenging, thought provoking, and/or troubling in some way; for example, you might describe an ethical dilemma, social justice issue, and/or interpersonal conflict. You may also wish to write about experiences that have had a positive impact on you, such as rewarding or inspiring encounters or opportunities for insight and growth. You may write about incidents that directly involved you or that you have observed. Please spend about 30 minutes thinking about and writing each reflection. Though you do not need to spend much time editing your reflections, be sure to remove student and staff names for confidentiality purposes and check for typos before submitting on Canvas. We will discuss and share experiences in class (unless you indicate a preference to keep your experience private).

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- **Case Presentation:** You will make one, *twenty-minute* Case Presentation this semester. A case is broadly defined as a specific professional work experience (rather than a general topic) and can include your work with a particular student, group, staff member, team, or project. Your Case Presentation should not take place on the same date as your Seminar Leadership (see below). For your case presentation, please provide background information, discuss your work on the case, and bring discussion questions for the group. You must remove all identifying information before presenting the case. The instructor will evaluate the Case Presentation using the scoring rubric provided.
- **Seminar Leadership:** You will lead a *half hour portion* of one seminar this semester, on a topic of your choice within the range of topics identified by the group at the start of the semester. To provide background for the topic, you should select at least one scholarly resource for the group to read ahead of time and prepare handouts/resources for class. You should send out reading materials at least one week in advance. Please contact the instructor for help with preparation. The instructor will evaluate the Seminar Leadership using the scoring rubric provided.
- **Internship Portfolio:** The primary product from this seminar will be the development of an internship portfolio, which includes administrative documentation, assignments, and documented exemplary work that you wish to include. Your final portfolio will also contain instructor-completed evaluations of assignments. With the exception of the second Outcome-based Case Report (see below), *all of the documents listed below must be submitted by the end of the fall semester (12/14/17)*. To guide your planning, some recommended due dates are provided. The actual dates will depend on when cases are assigned at the internship site. All personally identifiable information must be removed before submitting these documents. The Program will archive your portfolio for one year after you complete internship.

Components of Internship Portfolio

Although internship activities (e.g., assessment, consultation, counseling cases) are completed under the supervision of your school-based internship supervisor, the course instructor will evaluate your work products (see below) using the Program's scoring rubrics. More than one assignment may be completed for a single case (e.g., a case may lend itself to writing about consultation, collaboration, and academic outcomes). In these instances, a single report will be accepted, as long as each element is clearly and adequately covered. Note that follow-up reports will be due for many of these assignments in the spring semester.

1. **Internship Goals Statement; Research Summary; Case Presentation Material; Seminar Leadership Material:**
 - As described above, included in portfolio with rubrics (when applicable).
2. **Monthly Service Logs (due at the beginning of the next month):**
 - Log your service hours in *MyPsychTrack* and keep a back-up written/electronic record.
 - Printed summary of hours spent on each activity is submitted each month.

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- Printed log for each semester is signed by your primary supervisor for your portfolio.

- 3. **Psychological Assessment Report:**
 - Submit one psychological assessment report completed in fall, with all identifying information removed.
 - Also submit your reflections on the case (1-2 double-spaced pages).
 - Instructor evaluates the assessment report using the scoring rubric provided.
 - *Components of this assignment will address NASP Standard 1 and APA Profession-Wide Competency F¹.*

- 4. **Consultation Report:**
 - Submit a brief summary of a consultation case, either a write-up completed for the school or a write-up for this seminar (5 double-spaced pages or less, de-identified).
 - Instructor evaluates the consultation report using the scoring rubric provided.
 - *Components of this assignment will address NASP Standard 2 and APA Profession-Wide Competencies E & I.*

- 5. **Social/Emotional/Behavioral Intervention Report:**
 - Submit a brief summary of an intervention that you implemented, designed to impact a client's social/emotional, behavioral, or life-skills outcomes (e.g., behavioral intervention, counseling case, preventive intervention). This report may either be a write-up completed for the school or a write-up for this seminar (5 double-spaced pages or less, de-identified).
 - Instructor evaluates the intervention report using the scoring rubric provided.
 - *Components of this assignment will address NASP Standard 4 and APA Profession-Wide Competency G.*

- 6. **Collaboration Summary:**
 - For one of the three reports above (Psychological Assessment, Consultation, or Social/Emotional/Behavioral), write a brief summary (5 double-spaced pages or less) describing your collaboration with other stakeholders, such as family members, school personnel, and community-based professionals. Detail how the collaboration led to a more effective assessment or intervention, as well as other benefits of the collaboration. Reflect on (a) school-specific factors that enhance or impede collaboration among school-based personnel, and (b) efforts to promote and/or enhance family-school collaboration.
 - Instructor evaluates the collaboration summary using the scoring rubric provided.
 - *Components of this assignment will address NASP Standards 2 & 7 and APA Profession-Wide Competencies E & I.*

- 7. **Ethical Issues Summary:**

¹ Other NASP Standards and APA Profession-Wide Competencies may be addressed by each assignment. The standards/competencies indicated outline the minimum covered by the assignment.

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- For one of the three reports above (Psychological Assessment, Consultation, or Social/Emotional/Behavioral), will write a brief summary (5 double-spaced pages or less) discussing ethical issues or implications relevant to the case. If none of these lend themselves to discussion of an ethical issue, you can instead summarize an ethical issue related to one of your reflections. Cite specific NASP and APA ethical standards, explaining how the standard applies to the incident. Also describe how you handled the situation, including supports sought, follow-up/resolution, and reflections.
- Instructor evaluates the ethical issue summary using the scoring rubric provided.
 - *Components of this assignment will address NASP Standard 10 and APA Profession-Wide Competencies B, D, & H.*

8. **Outcome-Based Case Reports:**

- One report due during the fall semester, second report due during the spring semester. One report must reflect primarily academic goals and outcomes, and the other must reflect primarily social/emotional/behavioral goals and outcomes.
- For each, you will submit a report of your intervention or assessment work in which you document measurable positive change in the student(s) or system considered “the client(s)” for the case. You will document the process of the outcome-based case (i.e., how the outcome is to be measured), as well as the results of the intervention. For each case, you must deliver the intervention, identify measureable goals, and report quantified outcome data must be reported for each.
- Instructor evaluates the outcome-based case reports using the scoring rubric provided.
 - *Components of this assignment will address NASP Standards 1, 3, & 4 and APA Profession-Wide Competency G.*

Evaluation

Students will receive one grade for “Internship” and “Internship Seminar” (Satisfactory or Unsatisfactory). The criteria for a satisfactory grade are: (a) successful completion of the requirements listed in the syllabus, including satisfactory evaluation by a program faculty member on the portfolio components, and (b) satisfactory performance evaluation by your primary, school-based internship supervisor. The instructor will solicit feedback from your primary internship supervisor at the end of each semester, using the performance evaluation form. You will also participate in a site visit with the instructor and your primary supervisor in December/January to discuss your internship experience, receive feedback on progress toward goals, and plan for spring semester activities. In the unlikely event that your progress is not deemed to be satisfactory, a remedial plan will be developed consistent with the guidelines and procedures included in the *Program Handbook*.

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Additional Information & Expectations

Meeting Dates, Times, and Format:

We will meet on selected Mondays from 5:00 -7:30 pm. Some of our meetings will be held online in a virtual classroom space. To make our class format work, it is important that you arrive on time, whether our meeting is in person or online (barring unforeseen delays). The campus meeting location is in the instructor's office (EDU 3208). Instructions for participating in virtual meetings will be distributed in class. Meeting dates are listed on the Course Schedule (below).

Accommodations

If you have a documented disability and wish to discuss academic accommodations, please see the course instructor as soon as possible.

Academic Integrity

In all work, it is expected that students adhere to the highest personal and professional standards that reflect both the objectives of the University of Maryland and our professional ethics. Each student's work is expected to be consistent with the affirmation in our University's Code of Academic Integrity (*I pledge on my honor that I have not given or received any unauthorized assistance on this examination/assignment*).

Confidentiality and Case Management

Students are expected to engage in ethical and professional behavior and adhere to the APA and NASP confidentiality and case management rules and policies. All materials related to cases are to remain confidential, and it is your responsibility to protect confidential information by removing personally identifiable information before circulating materials within the class and submitting assignments. Class discussions about sensitive topics, including specific information shared about schools, districts, and school personnel, are not to be discussed outside of class.

Timely Completion of Assignments

Students are expected to complete assignments as specified by the due dates in the syllabus, unless otherwise indicated by the instructor. All assignments must be completed by the end of the first semester. (Note: The second Outcome-Based Case Report is due during the second semester).

Attendance & Class Participation

Regular attendance to and active participation in class is required to successfully complete this course. Attendance to all classes is expected. If unforeseen circumstances require you to miss a class, it is essential to notify the instructor as far in advance as possible. You will still be responsible for all materials covered/assignments due that day. In the unlikely event that you are absent on the day of your seminar leadership, you should plan to provide the instructor with all materials prepared in advance of the class' start time. If you have difficulty meeting the attendance and/or class

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participation requirement, you may be asked to complete additional work to make up for missed class time. The instructor will evaluate your Professionalism & Compliance using the scoring rubric provided.

NASP and APA Standards Covered:

This internship seminar is designed to address topics and issues that cover all of NASP's Domains of Practice and APA's Profession-Wide Competencies, which overlap as shown in the table below.

NASP	APA
<i>Program Standards: Domains of Practice*</i>	<i>Program Standards: Profession-Wide Competencies**</i>
1. Data-based decision making and accountability	f. Assessment
2. Consultation and collaboration;	e. Communication and interpersonal skills; i. Consultation and interprofessional/ interdisciplinary skills
3. Interventions and instructional support to develop academic skills	g. Intervention
4. Interventions and mental health services to develop social and life skills	g. Intervention
5. School-wide practices to promote learning	g. Intervention
6. Preventive and responsive services	g. Intervention
7. Family-school collaboration services	e. Communication and interpersonal skills; i. Consultation and interprofessional/ interdisciplinary skills
8. Diversity in development and learning	c. Individual and cultural diversity
9. Research and program evaluation	a. Research
10. Legal, ethical, and professional practice	b. Ethical and legal standards; d. Professional values, attitudes, and behaviors; h. Supervision

*NASP: <http://www.nasponline.org/standards/practice-model/domains-of-practice.aspx>

**APA: <http://www.apa.org/ed/accreditation/about/policies/standards-of-accreditation.pdf>

Course Materials and Readings

Required readings beyond those listed below will be posted on Canvas and/or sent over e-mail. You are encouraged to share additional resources with the class via e-mail or during seminar discussions. The instructor can also post some of these materials to Canvas and/or make copies for the class.

Required Texts:

- Newman, D. S. (2013). *Demystifying the school psychology internship: A dynamic guide for interns and supervisors*. New York: Routledge.
- Branstetter, R. (2012). *The school psychologist's survival guide*. San Francisco, CA: Jossey-Bass.

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Course Schedule

Date	Meeting Format	Topics (<i>NASP/APA Standards Covered*</i>)	Assignments/Readings Due***
9/11/17	On campus	Course Overview and Syllabus Internship Goals and Plans Initial Reflections from the Field	Assignments: <ul style="list-style-type: none">• Internship Goals (in class)• August Service Log
9/25/17	Virtual	Research Activities Use of Supervision School Psychology in Maryland and Virginia <i>NASP: 9 & 10; APA: a & h</i>	Assignments: <ul style="list-style-type: none">• Reflection (<i>due 9/24</i>)• Research Summary & Timeline Readings: <ul style="list-style-type: none">• Branstetter Chapters 1-3• Newman Chapters 1, 2, 3, & 6
10/9/17	On campus	Building a Case Conceptualization Assessment Reports School Psychologist Role in Disability Determination <i>NASP: 1 & 2; APA: e, f, & i</i>	Assignments: <ul style="list-style-type: none">• Reflection (<i>due 10/8</i>)• September Service Log Readings: <ul style="list-style-type: none">• Newman Chapters 4 & 5
10/23/17	Virtual	Diversity & Ethical Issues Case presentation: Presenter _____ <i>NASP: 8 & 10; APA: b & c</i>	Assignments: <ul style="list-style-type: none">• Reflection (<i>due 10/22</i>)• Psychological Assessment Report** Readings: <ul style="list-style-type: none">• Branstetter Chapters 6 & 7
11/6/17	On campus	Prevention & Intervention Survival Case presentation: Presenter _____ Seminar Leadership _____ <i>NASP: 3, 4, 5 & 6; APA: g</i>	Assignments: <ul style="list-style-type: none">• Reflection (<i>due 11/5</i>)• Consultation Report**• October Service Log Readings:

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			<ul style="list-style-type: none"> • Newman Chapter 8 • Branstetter Chapters 11 & 12 • TBD by seminar leader
11/20/17	Virtual	Professional Collaboration Case presentation: Presenter _____ Seminar Leadership _____ <i>NASP: 2 & 7; APA: e & i</i>	Assignments: <ul style="list-style-type: none"> • Reflection (11/19) • Social/Emotional/Behavioral Intervention Report** Readings: <ul style="list-style-type: none"> • Newman Chapter 7 • TBD by seminar leader
12/4/17	On campus	Review of Goals, Looking Ahead Seminar Leadership _____	Assignments: <ul style="list-style-type: none"> • Reflection (due 12/3) • First Outcome-Based Case Report • November Service Log Readings: <ul style="list-style-type: none"> • TBD by seminar leader
12/14/17	No meeting	Instructor will make site visits during December/January	Assignments: <ul style="list-style-type: none"> • Internship Portfolio •
1/8/18			Assignments: <ul style="list-style-type: none"> • December Service Log • Fall Semester Service Log

Notes:

*Refer to table of NASP/APA Standards on the previous page.

**The order in which the assessment, consultation, and social emotional behavioral intervention reports are submitted may be negotiated. Dates are to assure that assignments are not all submitted at the end.

***Readings and other assignments are subject to change at the instructor's discretion. You will be notified of any changes through Canvas and/or email.