

# EDCP 889 Internship Seminar Fall Semester 2015

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Meetings: Selected Wednesdays, 5:30-7:30

## COURSE SYLLABUS

### Overview and Goals

The primary purpose of this internship seminar, which will continue for two semesters, is to provide a structured environment for interns to synthesize what they are learning during their 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, students will:

1. Have structured opportunities to share, reflect on, and receive peer and instructor feedback on their 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.

*Dates and times of meetings: We will meet on selected Wednesdays from 5:30 -7:30. To make our "community" work it is important that everyone be on time (barring unforeseen delays, of course). The location is the Schlossberg Conference Room. The dates are listed in the chart below.*

The following assignments will be completed during the fall semester:

- **Internship Goals (due 9/2/15):** At the beginning of the semester, students will submit their Internship Goals, a description of 2 to 3 major goals for the internship experience and an action plan for accomplishing each goal (students may wish to include sub-goals or objectives). The action plan must be specific and include a plan for monitoring progress toward and the completion of each goal.
- **Research Summary and Timeline (due 9/16):** Students will complete a Research Summary and Timeline, which will involve a two-page executive summary of student's thesis/dissertation or other current research plans, and a timeline/outline of the steps to complete while on internship.

- ***Bi-Weekly Reflection Logs (to be e-mailed on Mondays prior to each class meeting)***: This assignment asks you to reflect on your ongoing day-to-day experiences to identify encounters that are meaningful in a positive or negative sense (or both). Some will present as challenging, thought-provoking, and/or troubling in some way, for example presenting an ethical dilemma, raising issues of cultural/linguistic diversity or equity, and/or reflecting interpersonal issues or challenges to professional competence. Others will be those that are positive in their impact, perhaps rewarding/inspiring or producing insight/growth. Over time, a difficult experience may have a positive impact; many experiences will contain elements of both. Each week, please choose a specific time and place and devote 30 minutes to writing about your internship experiences in both of the above categories. It is best to choose the same time each week; find a comfortable place that is free of distractions, and enjoy the time to reflect. There is no need to edit or fuss about organization or grammar. You may write about incidents in which you were directly involved, or that you have observed. Please choose a regular time to e-mail your reflections to me each week. Please mask identities of those involved and let me know if you prefer that the experience you describe not be shared/discussed in class.
- ***Case Presentation (due 10/28, 11/11, or 12/2)***: Each student will make one Case Presentation each semester. A case is broadly defined as a specific professional work experience (rather than a general topic) and can include student's work with a particular student, group, staff member, team, or project. The student's Case Presentation should not take place on the same date as his/her Seminar Leadership (see below). Students should provide background information and details about their work on the case, as well as bring questions for the group. Students may wish to bring handouts/materials from the case (removing personally identifiable information) to share with the class. The instructor will evaluate the Case Presentation using the scoring rubric provided.
- ***Seminar Leadership (due 10/28, 11/11, or 12/2)***: Each student will lead a *half hour portion* of one seminar each semester, on a topic of his or her choice within the range of topics identified by the group at the start of the semester. The student's Seminar Leadership should not take place on the same date as his/her Case Presentation. To provide background for the topic, students should select at least one reading and prepare handouts/resources. Students should send out reading materials for their topic at least one week in advance. The instructor is available to help with preparation. The instructor will evaluate the Seminar Leadership using the scoring rubric provided.
- ***Internship Portfolio (all materials due by 12/16)***: The primary product from this seminar across both semesters will be the development of an internship portfolio, which will include administrative documentation, assignments, and documented exemplary work that interns wish to include, along with rubric-based evaluations of each element. Students will submit one copy of their portfolio to the instructor and keep a copy for themselves. The Program will archive the portfolios for one year after the students' completion of internship, after which only the administrative documentation will remain on file. All personally identifiable information must be removed before submitting these documents. 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.* To guide the student's planning, some *recommended* due dates are provided. **The actual dates will depend on when cases are assigned at the internship site.**

## Components of Internship Portfolio

1. **Internship Goals Statement; Research Summary; Case Presentation Material; Seminar Leadership Material:** As described above, with rubrics when applicable.
2. **Psychological Assessment Report (due ~10/14):** Students will submit one psychological assessment report completed during the fall semester of internship. The report submitted should be a copy of an assessment report completed in the school setting with all identifying information removed. Although the assessment report is completed under the supervision of the school-based internship supervisor, the course instructor will evaluate it, using the rubric provided. *Components of this assignment will address NASP Standard 1 and APA Profession-Wide Competency F<sup>1</sup>.*
3. **Consultation Report (due ~10/28):** Students will submit a brief summary of a consultation case (either a write-up completed for the school or a write-up for this seminar). The consultation report should not exceed five pages (unless the actual report for the school was longer) and should not include identifying information. The consultation report, despite being completed under the supervision of the school-based internship supervisor, is evaluated by the course instructor, using the scoring rubric provided. *Components of this assignment will address NASP Standard 2 and APA Profession-Wide Competencies E & I.*
4. **Social/Emotional/Behavioral Intervention Report (due ~11/11):** Students will submit a brief summary of an intervention 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. The intervention report should not exceed five pages (unless the actual report for the school was longer) and should not include identifying information. Although the case is completed under the supervision of the school-based internship supervisor, the instructor will evaluate the report, using the scoring rubric provided. *Components of this assignment will address NASP Standard 4 and APA Profession-Wide Competency G.*
5. **Collaboration Summary:** For one of the three reports (Psychological Assessment, Consultation, or Social/Emotional/Behavioral), students will write a brief summary of no more than five pages describing their collaboration with other stakeholders, such as family members, school personnel, and community-based professionals. The summary should detail how the collaboration led to a more effective assessment or intervention, and cite other benefits of the collaboration. Students should reflect on school-specific factors that enhance or impede collaboration among school-based personnel, and speak to family-school collaboration as well. The collaboration summary may be written separately or included in the report. Although the collaboration for the case is completed under the supervision of the school-based internship supervisor, the instructor will evaluate 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.*

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<sup>1</sup> 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.

6. **Ethical Issues Summary:** For one of the three reports (Psychological Assessment, Consultation, or Social/Emotional/Behavioral), students will write a brief summary of no more than five pages discussing ethical issues or implications relevant to the case. If none of these lend themselves to discussion of an ethical issue, the intern may rely on one of their reflection write-ups. Interns should reference both NASP and APA ethical standards. The ethical issues summary may be written separately or included in the report to which it is relevant. Although the ethical issues around the case are discussed/supervised by the school-based internship supervisor, the course instructor will evaluate the ethical issues summary using the scoring rubric provided. *Components of this assignment will address NASP Standard 10 and APA Profession-Wide Competencies B, D, & H.*
  
7. **Two Outcome-Based Case Reports (one is due by the end of the first semester, and the other is due before the start of the second semester):** Students will submit two specific pieces of their work (assessment or indirect/direct interventions) in which they document measurable positive change in the student(s) or system considered “the client(s)” for the case. The process of the outcome-based case (i.e., how the outcome is to be measured) must be documented, as well as the actual results of the interventions. Two outcome-based case reports will be submitted during the internship year: One must reflect primarily academic goals and outcomes; while the other must reflect primarily social/emotional/behavioral goals and outcomes. “Effect Size” must be reported for each in quantified terms. These cases may or may not be the same as either the Consultation or Intervention Report described above. The two outcome-based case reports are evaluated with a rubric adopted by the Program, in accord with NASP Standards. Although each case is completed under the supervision of the school-based internship supervisor, the instructor will evaluate the reports, using the scoring rubric provided. (Refer to detailed description and rubric below.) *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) satisfactory performance evaluation by the intern’s primary, field-based internship supervisor, and (b) satisfactory evaluation by a program faculty member on the portfolio components described in this syllabus. In the unlikely event that the intern’s progress is not deemed to be satisfactory, a remedial plan will be developed consistent with the guidelines and procedures included in the *Program Handbook*.

## **Additional Information & Expectations**

### *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 the student's responsibility to protect confidential information by using initials and fake names whenever possible. Identifying information should be removed before circulating materials within the class. 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 before the start of 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 a student to miss a class, it is essential to notify the instructor as far in advance as possible. Students are still responsible for all materials covered/assignments due that day. In the unlikely event that a student is absent on the day of his or her seminar leadership, the student should plan to provide the instructor with all materials prepared in advance of the class' start time. Students who have difficulty meeting the attendance and/or class participation requirement will need to meet with the instructor and may be asked to complete additional work to make up for missed class time.

#### *Professionalism and Compliance*

Refer to the rubric below for more information.

### **Course Materials and Readings**

Required readings beyond those listed below will be posted on the ELMS course website and/or sent over e-mail. Interns are encouraged to share additional resources with the class via e-mail or during seminar discussions – the instructor can also post these materials to the course website or make copies for the class as appropriate.

#### 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.

## Weekly Class Schedule

Date	NASP/APA Standard(s) Covered*	Topics	Assignments
9/2/15	All APA and NASP Standards will be reviewed during course overview.	Internship Goals & Beyond; Description of Assignments; Structuring the Meetings; Initial Reflections from the Field	Internship Goals & Action Plans; Newman Chapters 1-3
9/16	NASP: 9 & 10 APA: a & h	Research Activities; Use of Supervision; School Psychology in Maryland	Research Summary & Timeline; NASP Career Center; Log; Branstetter Chapters 1-3 Newman Chapter 6
9/30	NASP: 1 & 2 APA: e, f, & i	Building a Case Conceptualization; Assessment Reports; School Psychologist Role in Disability Determination;	Log; Newman Chapters 4&5
10/14	NASP: 8 & 10 APA: b & c	Diversity & Ethical Issues; Attend Town Hall 6:30-7:30 pm	Psychological Assessment Report**; Log; Branstetter Chapters 6&7
10/28	NASP: 3, 4, 5 & 6 APA: g	Prevention & Intervention; Survival; Case presentation Presenter _____ Seminar Leadership _____	Consultation Report**; Log; Newman Chapter 8 Branstetter Chapters 11&12
11/11	NASP: 2 & 7 APA: e & i	Professional Collaboration; Case presentation Presenter _____ Seminar Leadership _____	Social/Emotional/Behavioral Intervention Report** Log; Newman Chapter 7
12/2	Specific Standards to be covered will vary with content.	Case presentation Presenter _____ Seminar Leadership _____	First Outcome-Based Case Report; Log
12/16	Specific Standards to be covered will vary with content.	Roundtable discussion; Loose Ends; Review of Goals, Looking Ahead	Internship Portfolio; Log
1/22/16			Second Outcome-Based Case Report; Log

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

\*\*NOTE: 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.

**National Association of School Psychologists (NASP) &  
American Psychological Association (APA)  
Comparison of Program Standards**

<b>NASP</b>	<b>APA</b>
<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

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

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