

# 8894FA09

by Larry Hilgert

## Syllabus Cover Page

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PSYC 8894

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**PSYC 8894**  
**Internship in School Psychology IV**  
**Summer and Fall 2009**  
**1 Semester Hour**

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**Dewar College of Education**  
**Valdosta State University**  
**Department of Psychology and Counseling**  
**Conceptual Framework: Guiding Principles**  
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

**Dispositions Principle:** Productive dispositions positively affect learners, professional growth, and the learning environment.

**Equity Principle:** All learners deserve high expectations and support.

**Process Principle:** Learning is a life-long process of development and growth.

**Ownership Principle:** Professionals are committed to, and assume responsibility for, the future of their disciplines.

**Support Principle:** Successful engagement in the process of learning requires collaboration among multiple partners.

**Impact Principle:** Effective practice yields evidence of learning.

**Technology Principle:** Technology facilitates teaching, learning, community building, and resource acquisition

**Standards Principle:** Evidence-based standards systematically guide professional preparation and development.

*"Positively Impacting Learning Through Evidence-Based Practices"*

## Course Information

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### REQUIRED TEXT/SOFTWARE

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Kerr, Mary M. (2007) *School crisis prevention and intervention*. Upper Saddle River, NJ, . Pearson

National Association of School Psychologists. (2000). *Professional conduct manual*. Silver Springs, MD: Author.

LiveText, Inc. (2006). *College LiveText edu solutions* [computer software from livetext.com]. La Grange, IL: Author.

### COURSE DESCRIPTION

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**Prerequisite:** **Advanced Standing in the School Psychology program**

Limited to post-master's level students. Internship must be taken for at least two semesters. PSYC 8891 may be taken concurrently with PSYC 8892 for a total of 2 semester hours credit .

## COE Conceptual Framework: Standards

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### COE/NCATE Standards Addressed in this Course

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Teacher professional standards:

II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.

III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-

motivation.

## **NASP Objectives**

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### **NASP Standards Addressed**

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2.1 School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring needs and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically based decisions about service delivery, and evaluate the outcomes of services. Data based decision-making permeates every aspect of professional practice.

2.2 School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

2.3 School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

2.4 School psychologists have knowledge of human development processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

2.5 School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

2.6 School psychologists have knowledge of general education, special education and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

2.7 School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.

2.8 School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

2.9 School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

2.10 School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

2.11 School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

## **Course Objectives (CO):**

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### **Course Objectives**

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1. Students will conduct intellectual and psychological evaluations as required by their individual internship supervisor. performance and experience with various categories of students having a wide variety of behavioral and learning difficulties. After gaining a broad background in psychological and educational issues, students should attain the objectives relevant to the school psychology program at State University Valdosta (see listing at the end of this syllabus).
2. Students will write coherent interpretive reports based on evaluations, making responsible treatment recommendations and diagnostic decisions where appropriate.
3. In their work with clients, students will utilize counseling skills honed through prior class work.
4. Students will follow appropriate professional and institutional guidelines regarding ethical standards and procedures.
5. Students will present a case to fellow students and faculty with awareness of research-validated interventions through WebCT. Students will receive intensive, supervised experience in a school or clinical setting that should give rise to competent performance and experience with various categories of students having a wide variety of behavioral and learning difficulties. After gaining a broad background in psychological and educational issues, students should attain the objectives relevant to the school psychology program at Valdosta (see listing at the end of this syllabus).

Purchase of LiveText may be required to complete this process. State University

6. Students will follow appropriate professional and institutional guidelines regarding ethical standards and procedures.
7. Students will present a power-point presentation of their in-service or program evaluation projects to fellow students and faculty available in part through WebCT links.

## Course Activities/Assignments/Requirements

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### General Requirements

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Students enrolled in Practicum and Internship usually convene as a group. Students in the advanced sections of practicum (PSYC 7792-5) or internship (PSYC 8891-4) present various topics related to individual case studies, psychodiagnostics, and interventions. Group meetings, guided by the faculty supervisor, allow students to share experiences, learn from each other how to work in a professional setting, and present cases to their peers. Via the Internet Logging System<sup>®</sup>, under the subcategory of “university supervision,” students should document activities that occur during these class meetings.

**Note: A pre-registration form must be completed at the time of enrollment in this course..**

1. While part of the practicum experience may begin at the master's degree level, the formal completion of the internship course for credit requires a master's degree and/or admission to the specialist degree program at Valdosta State University. The internship will take place only at an approved school site or appropriate agency with a written agreement in place. The agreement outlines the responsibilities of all supervisors and the local agency. The on-site supervisor must have at least 3 years of experience and hold higher credentials in the field than those held by the student. (licensure as a psychologist or 6th-year certification in school psychology). The internship will consist of a total minimum of 1200 hours experience at an approved internship site and includes consultation time with faculty. A minimum of 50% of the internship experience (600 hours) shall be in a school setting. A minimum of 300 hours experience per credit hour of enrollment at Valdosta State University is expected. Per NASP requirements, and since fall and spring semesters at Valdosta State University are generally 15 weeks in duration, the internship may be (at a minimum) a part-time responsibility with no less than 20 on-site hours per week.
2. Weekly conferences must occur with on-site supervisor (2 hours/week).
3. On-site visits (minimum 1 per semester by designated faculty). One consumer evaluation (see *VSU Practicum and Internship Manual*) for EACH hour of internship enrollment should be provided to the instructor at the time of the site visit.
4. An Internship log documenting hourly experiences is required. Students are required to keep a log documenting their allocation of time in relation to role functions validated by student and supervisor on a weekly basis. The student should be familiar with the assessment and intervention process for the at the internship site. As verified by the internship log, no more than 50% of the internship experience will be counted in the area of evaluation. Other areas of experience will be provided.
5. By the conclusion of the 1200-hour internship experience both individual interventions and

systems-related assistance should be provided.

6. Evaluative experience in major areas of dysfunction should include the complete and appropriate assessment of students with mild, moderate, and severe levels of mental disability as well as students with learning disabilities. The Ed.S. intern should also be familiar with formal assessment of emotional disorders, and direct assessment of the emotionally disabled should be provided. The student will submit two psycho-educational evaluations during this course. Experience will be provided in initial evaluation, reevaluation procedures, and report writing. Evaluation experience at all age levels (3-21 years) should be provided if possible. Assessment of multicultural special education candidates may be required based on the agency's representation of the multicultural population at large. Assessment opportunities should also be given for the evaluation of individuals with auditory, visual, or multiple disabilities. Experience in the assessment of students with normal or gifted intellectual levels may be required. Intervention recommendations should be a part of the report. Direct assessment (individual testing) should not account for more than 40% of an intern's experience.

7. Experiences in computer utilization, consisting of 10 internship hours (minimum), should be provided whenever possible. The experiences should include familiarization with word processing, test data analysis, computer-assisted instruction, and web page construction if possible.

8. Ethical guidelines must be available on-site.

9. The student will present one psycho-educational evaluation with an intervention plan per semester hour of course enrollment (see schedule link). Peer and self-ratings will comprise 50% of the presentation grade while the faculty supervisor's rating of the student's presentation will comprise the remaining 50% of the assessment in this area.
10. The student will participate in individual educational plan (IEP) development.
11. The student will participate in consultations with teachers and provide/monitor at least one intervention.
12. Internship students will develop an in-service for teachers or counselors and/or administrators of the school system(s) served as part of PSYC 8891. At least one in-service plan will be put into effect during the internship course enrollment (PSYC 8892-4), and interns will provide results of a participant assessment (survey/rating scale). Interns will describe how the in-service contributed to positive outcomes for students they serve in the local educational agency (LEA).

## Specific Requirements

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Based on objectives, completion of general requirements, and evaluation form completed by the on-site supervisor. General requirements are necessary for completion of the entire practicum experience. Following site approval (see site approval form) specific requirements are outlined. Evaluation of specific requirements determine the grade, and are as follows:

1. Evaluation form completed by on-site supervisor (10% P/F – see grading criterion)
2. Presentation of one individual case during each semester per hour of enrollment (10% P/F – see grading criterion)
3. Web-based final exam related to a given textbook will be established for students (10% P/F – see grading criterion).
4. Internship log documenting required activities (10% P/F – see grading criterion)
5. Internship students will complete an in-service to teachers or counselors and/or administrators of the school system(s) served as part of early internship enrollment (PSYC 8891-2). The in-service data will include the date of the scheduled workshop as well as the assessment used at the workshop (10% P/F – see grading criterion).
6. Presentation of a finalized in-service powerpoint for the in-service is expected by the PSYC 8893 course completion (10% P/F – see grading criterion)
7. Completion of supervisory rating forms linked to this syllabus (10% P/F – see grading criterion)
8. Peer ratings as well as a self-rating will follow each student presentation. These ratings will comprise 50% of the presentation grade while the faculty supervisor's rating of the student's presentation will comprise the remaining 50% of the assessment in this area (see 2 above) (10% P/F – see grading criterion).
9. The intern will complete a preliminary portfolio by providing a work sample within

each of the 11 areas related to the NASP training model (see samples below) (20% P/F – see grading criterion).

## Outcome Measures

Table 1 - Possible work samples for use in electronic portfolio			
Domains of School Psychology Practice <sup>1</sup>		Possible artifacts – also see course syllabi in the VSU <i>School Psychology Practicum and Internship Manual</i> (pp. 16-42)?	
		Artifact One	Artifact Two
1	Data-Based Decision Making and Accountability	Summary from the Required Thesis	PowerPoint Case Studies & practica/internship comments
2	Consultation & Collaboration	Developmental Psychology Written Projects	PSYC 7793 or Internship Case Studies/Student Ratings
3	Effective Instruction & Development of Cognitive and Academic Skills	Academic and Behavioral Assessment Course Project	PSYC 7792/4 or Internship Case Studies/Student Ratings
4	Socialization and Development of Life Skills	Academic and Behavioral Assessment Course Project	PSYC 7792/4 or Internship Case Studies/Student Ratings
5	Student Diversity in Development and Learning	Conditions of Learning Projects	Cultural Issues Course Project
6	School Systems and Policy Development	Behavioral Health Systems Course Projects	PSYC 7795 or Internship Presentation/Student Ratings
7	Prevention, Crisis Intervention, and Mental Health	Methods in School Psychology Red Cross Training	Topical Presentation in Practicum or Internship
8	Home/School/Community Collaboration	Issues and Trends in Special Education Course projects	PSYC 7793 or Internship Case Studies/Student Ratings
9	Research and Program Evaluation	Statistics Course Project	Research Design Course Project
10	School Psychology Practice and Development	Methods in School Psychology Class Presentations	Ethics Project listed in portfolio requirements
11		Emerging Technologies	Other course work links as a

	Information Technology	Software evaluations	required project
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<sup>1</sup>Ysseldyke, J., Dawson, P., Lehr, C., Reschly, D., Reynolds, M., & Telzrow, C. (1997). *School psychology: A blueprint for training and practice II* (pp. 7-9). Bethesda, MD: National Association of School Psychologists.

## Course Evaluation

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### Course Evaluation and Grading Scale

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AREA OF COURSE EVALUATION		PERCENTAGE	
1.	Student Evaluation by Site Supervisor	10%	
2.	Case Presentation	10%	
3.	Web-based Assignments (text)	10%	
4.	Journal Documenting Internship Hours	10%	
5.	Program Evaluation or In-Service Training Data	10%	
6.	In-Service PowerPoint Presentation	10%	
7.	Supervisory Rating Forms	10%	
8.	Peer ratings	10%	
9.	Portfolio Materials	20%	

### EVALUATION

Evaluation is also based on stated objectives, completion of requirements, and evaluation form completed by the on-site supervisor. Students in practicum (PSYC 7792-5) will present on one individual case during each semester.

**Grade Criterion:**  $\geq 90\%$ =A, 80-89%=B, 70-79%=C, 60-69%=D, below 60%=F

## Attendance Policy

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### Attendance Requirements

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VSU policy requires class attendance. Class attendance is important in doing well. Changes to the schedule topics may be announced in class, and students will be expected to be aware of them.

## Course Withdrawal Policy

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Students withdrawing from the course BEFORE mid-term will be assigned a nonpunitive W. After midterm, a W or punitive WF, based on course performance, is assigned by the instructor and forwarded to the Registrar's Office for processing. **Please note that if you stop attending class, this does not constitute withdrawing from the course.**

## Policy Statement on Plagiarism and Cheating

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### Plagiarism and Cheating

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Students are required to be familiar with Valdosta State University's Policy on plagiarism and cheating (see *VSU 2006-07 Student Handbook*, Appendix A, p. 39). Excerpts from this policy follow:

1. No student shall receive or give or attempt to receive or give assistance not authorized by the instructor in the preparation of any essay, laboratory report, examination, or other assignment included in any academic course.
2. No student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner any material pertaining to the conduct of a class, including but not limited to tests, examinations, laboratory equipment, and roll books.
3. No student shall sell, give, lend, or otherwise furnish to any unauthorized person material which can be shown to contain the questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the University, without authorization from the University.
4. Plagiarism is prohibited. Themes, essays, term papers, tests, and other similar requirements must be the work of the student submitting them. When direct quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper they must be appropriately acknowledged.

Academic dishonesty is taken very seriously and the range of academic actions that can be taken range from a much lower letter grade to expulsion. The full text of this policy is also available in the College of Education Dean's Office, EC room 227. The following penalties will be enforced, as stated in the Policy:

- FIRST OFFENSE:** The student will earn a "0" on the assignment, test, project, etc.  
**SECOND OFFENSE:** The student will earn the letter grade "F" for the course.

**THIRD OFFENSE:** The student will earn the letter grade "F" for the course, and further action involving referral of the matter (with documentation) to the appropriate college (university) officials within the administrative structure will be taken. (Please see page 39 of the VSU Student Handbook.)

## Special Needs Statement

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### Special Needs Statement

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Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin, handicap, veteran status, or sexual orientation of the individual. It is the intent of the institution to comply with Title VI of the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX and Section 504 of the Rehabilitation Act of 1973.

<http://www.valdosta.edu/catalog/0809/ugrad/index.shtml>

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall; phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

## Instructor Information

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### Instructor Name

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Larry D. Hilgert, Ph.D., Associate Professor

### Office Address

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Psychology Building (Next to the Continuing Education Building on Patterson Street)  
Office #1

### Office Telephone Number

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Direct Line: (229) 333-5616

Secretary: (229) 333-5930

Fax: (229) 259 -5576

### E-mail Address

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[lhilgert@valdosta.edu](mailto:lhilgert@valdosta.edu)

## Office Hours

Office Hours for Summer: Monday to Wednesday  
3 pm - 5 pm or *by appointment* - *Please note that I will be away from the office from July 7th and 8th.* Office Hours for Fall:TBA.

## Course Schedule

### Summer Semester 2009

<b>PSYC 8894 COURSE SCHEDULE FOR SUMMER 2009</b>		
<b>Class</b>	<b>Date</b>	<b>Topic (Mondays, 5:30-7:30 pm in POB and live classroom)</b>
1	6/15/09	Introductions - Syllabus – <i>live classroom</i> – Schedule Presentation
2	6/22/09	Review and Finalized Schedule
3	6/29/09	Materials Review
		Jade Enrique/Will Snyder – Case Presentations
4	7/06/09	No Classes – July 4th Holiday
5	7/13/09	Britni – Case Presentation
		Pamela – Case Presentation
		Yolanda – Case Presentation
		Shantayia – Case Presentation
6	7/20/09	Allison – Case Presentation
		Cassandra – Case Presentation
		Karli – Case Presentation
		Shakierra – Case Presentation
7	7/27/09	Joni – Case Presentation
		Lindsey – Case Presentation
		Matthew – Case Presentation
		Maggie – Case Presentation
7/28-7/31/09		Visits (28th Waycross/Jessup; 29th Hahira/Valdosta; 30th Thomasville; 31st At

### Fall Semester 2009

<b>PSYC 8894 INTERNSHIP COURSE SCHEDULE FOR FALL 2009</b>		
<b>Class</b>	<b>Date</b>	<b>Topic (Tuesdays, 5:00-7 pm in POB and live classroom)</b>
1	8/18/09	Introductions -

2	8/25/09	Syllabus – <a href="#">Live classroom</a> – Schedule Presentations
3	9/01/09	Review and Finalized Schedule
		LiveText Materials Review
4	9/08/09	LiveText – Portfolios Review with Will
		WebCT Materials Review
5	9/15/09	An Overview of Assessments & Intervention Case Presentations
		Jade - presents in-service materials and data
6	9/22/09	Shakierra– Assessment Case Presentation
		Joni – Intervention Case Presentation
7	9/29/09	Dr. Hilgert – Review of NASP Rubric for Case Presentations
8	10/06/09	Dawn - presents in-service materials and data
9	10/13/09	Mathew – Intervention Presentation
10	10/20/09	- Fall Break
11	10/27/09	Courtney D. - presents in-service materials and data
12	11/03/09	Shantayia – Assessment Case Presentation
		Live from the Georgia Association of School Psychologists's Conference
13	11/10/09	Courtney W. - Assessment Presentation
14	11/17/09	Dawn – Intervention Presentation
15	11/24/09	Rhea – Intervention Presentation
12/01/09		Visits / Final Exam

 Created with LiveText - [livetext.com](https://www.livetext.com)