

**NIAGARA UNIVERSITY**  
**Department of Education**  
Spring 2007  
Thursdays 4:20 – 7:05 pm  
DN210

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Office Telephone (716) 286-8548  
Office Hours: Tuesday 1-2 pm  
Wednesday 12-3 pm  
Thursday 2-4 pm

**A. Course Number and Title:**

EDU 807 & 808: School Psychology Internship I & II

**B. Course Description:**

Students will be placed in school/therapeutic settings consistent with their personal goals for growth in the field of school psychology. Each internship experience will be uniquely designed to meet the needs of each individual student. Basic commonalities across internships include a total of 1200 clock hours on site for the two-semester internship, 450 hours of which must be hours of direct service with students and their families. A minimum of two hours per week of on-site, individual supervision and biweekly seminars/group supervision of three hours in length will be provided throughout the internships.

**C. Number of Credit Hours:**

3 each semester

**D. Methods of Instruction:**

The internship sequence consists of seminar groups of no more than 10 students. Seminars will meet every other week throughout the semester. Planned activities such as treatment plan presentations, examples of counseling sessions, discussion of multidisciplinary team meeting, etc. will be decided upon in accordance with students' needs. Individual supervision with students will occur at least two times throughout the semester. (On-site supervision will occur two hours per week). Individual supervision will revolve around the assessment of strengths and challenges articulated through the practicum evaluation procedures and evidenced by the comprehensive exam evaluation portion of EDU 806 and by site supervisor evaluations.

**E. Course Objectives:**

For each of the following areas, the candidate will develop a summary paper describing how learning in each area has advanced her/his professional practice. Additionally, the candidate will provide between two and four pieces of evidence to support each reflection. Evidence can be a paper, tape, transcript, or professional work samples. *All artifacts must protect confidentiality in accordance with NASP professional standards.*

The student will demonstrate the following competencies by the end of the 1200 clock hour internship sequence:

### **1) Communication Skills**

a) Verbal Skills – The student will be able to:

- i) express her/himself clearly and concisely in daily interactions with school staff members and other professionals.
- ii) communicate pertinent information about children and participate effectively in interdisciplinary treatment team meetings and case conferences, while maintaining her/his identity as a school psychologist within a multidisciplinary group.
- iii) educate caregivers, teachers, and other consultees by providing appropriate information on a variety of issues (such as cognitive, social, behavioral and educational development of children, parenting, psychotropic medications, stress management, psychiatric disorders, etc.) in an easily understandable manner.
- iv) communicate with children and their families, significant others, and designated friends in a helpful fashion. Students will be able to provide, as well as obtain, information concerning the child, while respecting the child's and family's rights concerning privacy, confidentiality and informed consent.
- v) communicate effectively with referral sources, both inside and outside the school, concerning all aspects of child's needs and well-being (e.g. developmental, psychiatric, health and safety needs).

b) Writing Skills - The student will be able to:

- i) prepare a complete, written initial psychoeducational assessment, including a psychosocial history, cognitive and educational evaluations, behavioral observations, interviews with multiple informants, a diagnostic impression, and recommended treatment modalities.
- ii) write progress notes to chart and maintain child's records according to professional standards and regulations.
- iii) prepare a written treatment plan, including client problems, therapeutic goals, and specific interventions to be used.
- iv) prepare a formal, written case study.
- v) use computer skills to work with word-processing programs, and to maintain and search data bases.

c) Knowledge of Nomenclature – Students will be able to :

- i) acquire a thorough knowledge of professional terminology pertaining to neuropsychology, counseling, psychopathology, treatment modalities, and psychotropic medication.
- ii) demonstrate understanding of professional jargon through participation in professional dialogues.

**Required for portfolio:** Candidates will briefly summarize their perceived strengths and weaknesses in professional communication and formulate a plan for continued growth.

Suggested artifacts for portfolio: Practicum/internship performance review, psychological reports, intervention contracts, learning summaries and/or exemplar work from courses.

## **2. Counseling and Behavior Therapy**

The student will be able to:

- a) structure a counseling session according to a specific theoretical perspective (for example, psychodynamic, cognitive or behavioral theory), understanding that a theory base provides the framework and rationale for all therapeutic strategies, techniques and interventions.
- b) use appropriate counseling techniques to engage the child in the therapeutic process, to build and maintain rapport, and to begin to establish a therapeutic alliance. This may include using attending behaviors, active listening, and displaying a knowledgeable and professional attitude to convey empathy, genuineness, respect, caring and competence.
- c) Use appropriate counseling techniques to increase the child's comfort and to facilitate collection of data necessary for clinical assessment, such as conducting a mental status evaluation, taking thorough psychosocial history, and eliciting relevant, valid information concerning the presenting problem, in order to formulate a diagnostic impression. Specific interviewing competencies may include observation, expressive play and art therapy, use of open-ended and closed-ended questions, the ability to help the client stay focused, reflection of content and feeling, reassuring and supportive interventions, and the ability to convey an accepting and nonjudgmental attitude.
- d) Develop a holistic approach toward interviewing multiple informants (i.e. family, caregivers, teachers, etc.) by assessing psychological, biological, environmental, and interpersonal factors that may have contributed to the client's developmental history and presenting problems.
- e) demonstrate the ability to see things from the child's frame of reference and to develop a growing understanding of the client's phenomenological perspective.
- f) demonstrate awareness of the child/family from a multicultural perspective and respect for her/his/their sociocultural heritage with awareness that this is a key factor in determining the client's unique sense self, worldview, values, ideals, patterns of interpersonal communication, family structure, behavioral norms, and concepts of wellness and pathology.
- g) Demonstrate understanding that different client populations and different types of problems may respond best to varying therapeutic approaches and techniques via familiarity with the professional literature about various

types of client populations and their particular problems and concerns, including but not limited to the following:

- infants and preschoolers
- children and adolescents
- individuals with addictions
- children of alcoholics
- gay and lesbian adolescents
- survivors of trauma
- individuals with eating disorders
- individuals with physical and psychological disabilities
- individuals with a dual diagnosis (e.g. mental retardation with depression)
- individuals from diverse backgrounds

h) use the following types of therapy and understand the underlying principles, issues, dynamics and role of the school psychologist associated with each type of treatment:

- individual therapy (including, but not limited to: behavioral, cognitive, play therapy)
- group therapy
- crisis intervention
- prevention
- Stress management
- Educational interventions
- Behavioral interventions
- IEP development and monitoring

**Required for portfolio:** Candidates will briefly summarize:

- I) Her/his own theoretical framework which guides developmentally appropriate therapeutic service delivery.
- II) Successes and challenges encountered in actual supervised cases related to the constructs outlined in b-f.
- III) Perceived strengths and weaknesses and a plan for continued skill development related to g-h.

Suggested artifacts for portfolio: Practicum/internship performance review, culminating projects from EDU 652, 658, 669, counseling treatment plans, and/or progress notes.

### **3) Assessment / Diagnosis**

The student will be able to:

- a) Demonstrate an understanding of the most used assessment instruments, such as intelligence tests, educational evaluations, personality assessments, behavioral scales and interest inventories.

- i) demonstrate familiarity with the validity and reliability of these instruments.
  - ii) interpret data generated by these instruments and understand the significance of these data in relation to diagnosis and treatment.
  - iii) determine which assessment instruments would be most helpful in evaluating specific client problems or concerns.
  - iv) Be cognizant of the limitations of assessment instruments when used with culturally diverse populations.
- b) Develop a working knowledge of the DSM-IV and USDOE special education eligibility criteria.
- i) demonstrate knowledge of the organization of the DSM-IV and use this nosology effectively (for example, to find diagnostic codes or to trace clients' behaviors, affects, or cognitions along decision trees to ascertain potential diagnoses).
  - ii) demonstrate proficiency using the DSM-IV and USDOE classification of disorders and be able to identify particular constellations of child's problems as specific DSM-IV diagnostic categories.
  - iii) review and consider all pertinent data, including interviews, medical records, previous psychiatric records, test results, psychosocial history, consultations, and DSM-IV classifications, in formulating a diagnostic impression or preliminary diagnosis.

**Required for portfolio:** Assuming service delivery to a diverse K-12 population and limited budget for standardized equipment, the candidate will compile an inventory of a maximum of ten standardized assessment deemed to be the most utilitarian. Additionally, the candidate will identify and describe at least two alternative assessment practices congruent with their perceived professional role. Rationale for all choices must be clearly stated.

Suggested artifacts for portfolio: Practicum/internship performance review, psychological reports, instrument review completed for EDU 805, culminating projects from EDU 652, 670, 802 and 803, IEPs, counseling treatment plans and progress notes.

#### **4) Academic Intervention/Problem-Solving**

The student will be able to apply a problem –solving model to developing academic interventions which ensure positive student outcomes rather than determining failure or deviance.

The problem-solving model must promote a cyclical, inductive, empirical process rooted in behavioral analysis. Application must evidence the following:

- i) Focus on a rigorous data-based processes to:
  - a. Behaviorally define the problem (specific, observable, measurable terms).

- b. Functionally assess the problem (via CBA, FBA, or other empirically supported methods) in relation to curriculum-based skills and other relevant keystone variables.

*Example:*

<p><i>Curriculum-based skills for reading:</i></p> <p><i>Phonemic awareness</i></p> <p><i>Phonic decoding</i></p> <p><i>Vocabulary</i></p> <p><i>Fluency / reading rate</i></p> <p><i>Comprehension</i></p>	<p><i>Other relevant keystone variables:</i></p> <p><i>Time allocated for instruction</i></p> <p><i>Academic Learning time</i></p> <p><i>Time on task</i></p> <p><i>Pacing of instruction</i></p> <p><i>Opportunities to respond / qty of response</i></p> <p><i>Sequence and qty of skill examples</i></p> <p><i>Basic skill v. metacognitive strategies</i></p>
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- c. Collect baseline data

- ii) Delineation and prioritization of multiple possibilities for instructional practices / interventions.
- iii) Formulation of an intervention plan with focus on strategies to maintain treatment integrity.
- iv) Determine student response to intervention via specific information on rate of progress.

**Required for portfolio:** The candidate will provided a written summary of an actual case application of the steps delineated above. Professional literature and/or empirically supported constructs that guide them in professional decision-making must be highlighted for each step.

Suggested artifacts for portfolio: Practicum/internship performance review, psychological reports, culminating projects from EDU 536/539, 572, case studies presented in practicum/internship seminars, IEPs, FBAs, CBM products, intervention contracts co-designed on-site, etc.

**5) Consultation and multi-disciplinary teaming**

The student will be able to:

- a) demonstrate facility with the process of consultation / collaborative problem solving
- b) demonstrate an understanding of the functions and goals of all service providers with their placement and will be able to network with appropriate personnel throughout the system.

- c) demonstrate knowledge of roles, responsibilities, and contributions to client care made by members in each multi-disciplinary team. The student will know which individuals to contact to address various needs of the child.
- d) demonstrate thorough knowledge of community resources and will understand the school's procedures for referring families to outside sources for help.
- e) demonstrate recognition of the importance of continuity of care. Beginning with the initial contact, the student will act as an advocate for the child in assuring continued quality of care and access to services.

**Required for portfolio:** documentation and evaluation of consultative case study (model to be presented ).

Suggested artifacts for portfolio: Practicum/internship performance review, written reflections on barriers to and quality indicators of effective collaborative with other professionals.

### **6) School Operations and Program Administration**

The student will be able to:

- a) demonstrate familiarity with the organization structure of the school and will understand the responsibilities and functions of various staff.
- b) demonstrate understanding of the philosophy, mission, and goals of the each school building within which the student is placed.
- c) evaluate the need for and assist in implementing effective prevention programs in accordance with population needs.
- d) demonstrate understanding of school standards to ensure quality of outcomes pertaining to general and special education services.

**Required for portfolio:** Written comparison of school mission statement and personal professional orientation OR one assessment of school needs and your possible professional contributions.

Suggested artifacts for portfolio: Practicum/internship performance review, projects on contemporary needs in school (e.g. prevention programs, crisis management, etc.), evidence of leadership ability, etc.

### **7) Professional Orientation and Synthesis Paper**

The student will be able to:

- a) demonstrate knowledge of ethical and legal codes for school psychologists, provided by professional associations as well as by state law.
- b) adhere to these standards at all times.
- c) demonstrate knowledge of the school's regulations and policies regarding ethical and legal issues and will adhere to these standards at the placement site.
- d) demonstrate awareness of legislation protecting human rights.

- e) seek guidance from the on-site supervisor and the academic program supervisor with any questions concerning ethical or legal issues or professional behavior.

Required for portfolio: The candidate will compose a synthesis paper integrating how her/his knowledge, skills, and dispositions, as evidenced in the preceding six areas, contribute to a holistic view of their personal professional identity. Candidates will also reflection on role of the profession of school psychology in promoting change at the individual and organization level. (Note: A review of NASP’s mission, position papers, and statements on advocacy and public policy may be helpful). The paper must follow the APA manual (5<sup>th</sup> Ed.) writing style and include a minimum of ten references.

Suggested artifacts for portfolio: Practicum/internship performance review, self-evaluations from EDU 805 and 806, reflections on challenging cases.

**F.Course Outline and Assignments:**

**Spring Semester**

**(remember: Last semester for certification course on mandated child abuse reporting / violence prevention. Plan for course on first week of classes. To register: call Continuing Education at 286-8181)**

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
1-25	Grand rounds case presentation	<b>All students prepared with <u>new*</u> sample case</b>
	<i>(New* = case that you have not yet presented. If we do not get to your case during grand rounds, you may reserve that case for the next grand rounds.)</i>	
	Discussion of “Authentic Happiness” led by Jessica	<b>Book Chp 1-2</b>
	<b>Planning time for structure/content of mock interviews</b>	
2-8	Presentation and Discussion Section 4 Grand Rounds <b>Review vitae of interviewees</b>	<b>Portfolio Section 4 Due All students prepared with <u>new</u> case</b>
	Discussion of “Authentic Happiness” led by Erin	<b>Book Chp 3-4</b>
	<i>Monday 2-12 (7:15 pm, O’Shea)</i> <b>Interviews</b>	
	<i>Monday 2-19 (7:15 pm, O’Shea)</i> <b>Interviewee Debriefs</b>	
3-1	Grand Rounds Reflections on interview process	<b>All students prepared with <u>new</u> sample case</b>

Discussion of “Authentic Happiness”  
led by Kristen **Book Chp 5-6**

***(Winter Recess 3/12 – 3/18)***

3-22 Presentation and Discussion **Portfolio Section 5**  
Section 5 **Due**  
Discussion of “Authentic Happiness”  
led by Megan **Book Chp 7-8**

***(NASP 3/26 – 3/31)***

4-12 Grand rounds case **All students prepared with**  
presentation **new sample case**  
Discussion of “Authentic Happiness”  
led by Stephanie **Book Chp 9**

4-26 Presentation and Discussion **Portfolio Section 7**  
Section 7 **Due**  
Discussion of “Authentic Happiness”  
led by Nevia **Book Chp 10-11**

5-10 Course debrief **Time logs due**  
**Site supervisors eval due**  
**PORTFOLIOS DUE**  
Discussion of “Authentic Happiness”  
led by Wendy **Book Chp remainder**

**(note: the portfolios will be archived –  
keep copy for yourself)**

**G. Course Requirements:**

Required Texts:

Seligman, M.E.P. (2002). *Authentic happiness*. New York: Free Press.

Thomas A. & Grimes J. (Eds.). (2002). *Best practices in school psychology: IV*.  
Washington DC: National Association of School Psychologists.

Assignments:

- Required minimum of 1200 clock in a school setting under the immediate supervision of a certified specialist or doctoral level school psychologist in the field.
- Attendance and participation in ALL seminar and individual sessions is mandatory.
- **Comprehensive Portfolio:** During the two internships, students will compile a comprehensive portfolio demonstrating evidence of knowledge and skill in each of the areas outlined above under Course Objectives. Students will present portfolio sections during seminar (format and schedule will be provided).

Evaluation:

1. Portfolio:

Each section of the comprehensive portfolio will be evaluated as excellent, satisfactory, or unsatisfactory (rubric will be provided). The candidate must achieve a rating of satisfactory or excellent in **each area** in order to obtain a recommendation of “pass”.

Grading Rubric for Portfolio Sections 1-7

Excellent	Satisfactory	Unsatisfactory
The candidate demonstrates knowledge, dispositions and applied skills related to the intended standard. The evidence is comprehensive, well developed, and congruent with a best-practice approach in professional school psychology.	The candidate demonstrates knowledge and dispositions related to the intended standard. Applied mastery of skill is not readily apparent, though may be developing. The evidence is adequately developed to evidence a strong conceptual foundation and professional orientation.	The paper/ artifacts lack the totality of elements defined as satisfactory performance. The evidence is vague, underdeveloped, and/or not related to the intended standard.

If a candidate receives a unsatisfactory rating on up to two (2) portfolio sections, he/she will meet individually with the University advisor and contract for a reasonable time frame to submit further evidence of acceptable proficiency. In the interim, the course grade will remain incomplete (I) in accordance with University policy.

Three (3) ratings of unsatisfactory, on either individual sections or revised versions of sections, will result in a final grade of (U) for the course.

2. Field placement:

Candidates' efficacy in the field will be evaluated by the site supervisor via the Performance Review Form.

The final grade (S, U or I) will be determined by feedback from the student, the on-site supervisor, and the university professor.

All class requirements must be submitted for feedback to be eligible for a passing grade.

Academic Integrity: I commit myself to do everything in my power to provide a fair and stimulating learning environment. You, however, must be equally committed to this goal by resisting the temptation to use the work of others and by informing me of any compromise to fairness of the environment. Cheating is considered to be a serious offense. If cheating occurs, formal action may be taken, which may include dismissal from the class or the program.

Attendance Policy: Attendance in this course is required in order to receive a favorable grade. As expected with graduate level work, you will be in control of your attendance and your educational experience. This means you are responsible for motivating yourself to fulfill all of the requirements for successfully completing this class. You are responsible for determining the weather conditions and planning appropriately to arrive on time. **Candidates missing more than two sessions will receive an “incomplete” grade.** Candidates completing internships outside the region may choose to pursue a cooperative arrangement with a neighboring school psychology program to meet bi-weekly group supervision requirements. However, completion of these content requirements / assignments are mandatory.

Time Extensions: In order to promote optimal learning and reduce stress, each student will be allotted a total of ten days non-penalized time extension for the aggregate of all class assignments. If you choose to use a time extension, it is your responsibility to notify me via e-mail when your assignment has been submitted and the cumulative number of days you have expended. Failure to do so may result in forfeiting time extension privileges. In-class presentations are not eligible for time extensions. Assignments outstanding after the exhaustion of the allotted ten days will be penalized at a rate of 10% per day. Allowances for the assignment of an “incomplete” course grade will be made in accordance with university policy.

Disability and Counseling Services: Any student eligible for and needing academic adjustments or accommodations because of a disability is requested to speak with the professor no later than the first two weeks of class. Students should also notify the Coordinator of Specialized Services located in Seton Hall of their particular situation and special needs. The university will make reasonable accommodations for persons with documented disabilities.

### **G. Bibliography:**

American Psychiatric Association (1994). *Diagnostic and statistical manual of mental disorders (4<sup>th</sup> ed., Rev.)*. Washington, DC: Author.

American Psychiatric Association (2001). *Division 16, school psychology*

- conversation series*. Washington, DC: Author.
- Baird, Brian N. (1999). *The Internship, practicum, and field placement handbook: A guide for the helping professions (2<sup>nd</sup> Ed.)*. Upper Saddle River, NJ: Prentice Hall.
- Bear, G.G., Minke, K.M. & Thomas, A. (Eds.) (1997). *Children's needs II: Development, problems, and alternatives*. Bethesda, MD: National Association of School Psychologists.
- Bradley-Johnson, S. & Johnson, C.M. (1998). *A handbook for writing effective psychoeducational reports*. New York: Pro Ed.
- Boylan, John C., Malley, Patrick B. & Scott, Judith (1995). *Practicum and internship: Textbook for counseling and psychotherapy (2nd Ed.)*. Washington, DC: Accelerated Development.
- Cottone, R. Rocco & Tarvydas, Villa M. (1998). *Ethical and professional issues in counseling*. Upper Saddle River, NJ: Prentice Hall.
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- Goh, D. (1997, June). New standards for testing released for public comment. *Communiqué*, p.33.
- Goldstein, S. & Reynolds, C.R. (1999). *The handbook of neurodevelopmental and genetic disorders in children*. New York: Guilford Press.
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- House, A.E. (1998). *DSM-IV diagnosis in the schools*. New York: Guilford Press.
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- Maxmen, J.S. & Ward, N.G. (1995). *Essential psychopathology and its treatment (2<sup>nd</sup> Ed.)*. New York: W.W. Norton.

- Moline, Mary E., Williams, George T., Austin & Kenneth M. (1998). *Documenting psychotherapy: Essentials for mental health practitioners.* Thousand Oaks, CA: Sage Publications, Inc.
- Nastasi, B.K. (2000). School psychologist as health-care providers in the 21<sup>st</sup> century: Conceptual framework, professional identity, and professional practice. *School Psychology Review*, 29 (4), 540-554.
- National Association of School Psychologists. (1997). *Professional conduct manual (3<sup>rd</sup> Ed.)*. Bethesda, MD: Author.
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- Posavac, E.J. & Carey, R.G. (1997). *Program evaluation: Methods and case studies (5<sup>th</sup> Ed.)*. Upper Saddle River, NJ: Prentice Hall.
- Reschly, D. (2000). The present and future status of school psychology in the United States. *School Psychology Review*, 29 (4), 507-521.
- Reynolds, C.R. & Gutkin, T.B. (Eds.) (1999). *The handbook of school psychology (3<sup>rd</sup> ed.)*. New York: Wiley.
- Sattler, J.M. (2001). *Assessment of children: Cognitive applications (4<sup>th</sup> Ed.)*. LaMesa, CA: Author.
- Sattler, J.M. (2001). *Assessment of children: Behavioral and clinical applications (4<sup>th</sup> Ed.)*. LaMesa, CA: Author.
- Shapiro, E. (2000). School psychology from an instructional perspective: Solving big, not little problems. *School Psychology Review*, 29 (4), 560-572.
- Sheridan, S.M. & Gutkin, T.B. (2000). The ecology of school psychology: Examining and changing our paradigm for the 21<sup>st</sup> century. *School Psychology Review*, 29 (4), 485-502.
- Sternberg, R.J. & Grigorenko, E.L. (1999). *Our labeled children*. Reading, MS: Perseus Books.
- Swerdlik, M.E. & French, J.L. (2000) School psychology training for the 21<sup>st</sup> century: Challenges and opportunities. *School Psychology Review*, 29 (4), 577-588.
- Thomas A. & Grimes J. (Eds.), (2002). *Best practices in school psychology: IV* Washington DC: National Association of School Psychologists.

Young, M.E. (2001). *Learning the art of helping* (2<sup>nd</sup> Ed.). Upper Saddle River, NJ: Prentice Hall.

Additional resources will reflect needs specific to the seminar group and will be furnished accordingly.