



## CPSE 688-R

### School Psychology - Internship Syllabus Winter 2014 & Spring 2014

Tuesday 4:30 – 6:20 p.m.

Location: Orem Junior High – Alpine School District

Instructor: Nancy Y. Miramontes, Ed.S., NCSP

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#### **Office hours**

MCKB 261 by appointment only

NOTE: Faculty meetings are held on the 2<sup>nd</sup> and 4<sup>th</sup> Thursdays of each month from 10:00-12:00.

#### **Course Description and Goals:**

This course is designed to provide internship students with added supervision as they acclimate to working independently in the field. Interns should have received adequate instruction regarding the university requirements for internship, and internship applications should have been submitted by the intern to the Internship Coordinator by the start of internship. The goals of the course are designed to help the intern complete and submit required portfolio artifacts by university set deadlines in efforts to prepare graduating students to receive the NCSP endorsement by NASP. Support for field-based problem solving will also be provided in this group venue. Interns are encouraged to work together and exchange ideas to benefit all class members. The internship requires a minimum of 1200 hours of full-time involvement for a period of one year, or 600 minimum hours of part-time involvement in two consecutive years to be completed by June of the respective school year.

#### **Class Requirements**

1. **Portfolio:** Interns will compile a portfolio of their activities, documenting their competencies in each domain. (For each domain required and suggested activities are noted elsewhere in this document.) The portfolio is a variety of documents that provide evidence of professional competency. Each artifact (or collection of artifacts) should be connected to a **rationale** and **reflective statement**. This format facilitates students' connections between classroom and field-based experiences and encourages reflection and insight not typical in most traditional types of assessment. I, and another faculty member will review portfolios during the remainder of your internship year.
2. **Time Logs:** Interns are to maintain a time log documenting their activities (an excel file with formulas for the excel spreadsheet should have been provided previous to this course). Field-based supervisors will review and initial intern's logs during weekly supervision. Each month the logs will be reviewed and initialed by the university-based supervisor. At this time the university supervisor can also review the on-site supervisor's formative evaluation of the intern.

**Logs are to be submitted (via email) for review once a month – see class schedule for due dates.**

3. **Attendance:** Interns will regularly attend CPSE 688R. Missing **2 or more** class periods during the semester will result in a letter grade drop. *Class cancellations due to inclement weather will be announced via email no less than 1 hour before class. Cancelled classes due to weather will be made up on the following week.*

4. Interns will complete at least two case studies, as part of their portfolio, suitable in format and quality for submission for credentialing as a Nationally Certified School Psychologist. Guidelines for completing the case studies are available online at <http://www.nasponline.org/certification/casestudytips.aspx>.

5. Interns will act in an ethical manner as described by the NASP and APA ethical codes. Interns will maintain the standards outlined in the BYU Honor Code.

6. Interns will read and understand the Utah standards for licensure in school psychology.

**Grading:**

94-100%	= A	73-76%	= C
90-93%	= A-	70-72%	= C-
87-89%	= B+	67-69%	= D+
83-86%	= B	63-67%	= D
80-82%	= B-	60-62%	= D-
77-79%	= C+	0-59%	= E

Note: per CPSE policy, students earning below a B- must re-take the class.

**Grade Distribution:**

- 10% Class Participation
- 10% In-class Assignments
- 40% Class Attendance
- 40% Uploading Portfolio Domains and Primary Artifacts on time

## CLASS POLICIES

**Plagiarism:** Any student who represents the work of another person as his or her own on any of the papers or the presentations will receive zero (0) credit for that paper or presentation. Cheating, submitting work other than your own, or plagiarism may result in penalties ranging from an F in the course to expulsion from the university. All students are subject to the University Policy Statement on Academic Dishonesty in the current Catalog.

**Grading:** A letter grade consistent with the student's performance on assignments will be awarded upon completion of the requirements of this course. A grade of incomplete (I) may be awarded, but only in extraordinary cases. The expectation is that all work will be submitted on or before the date it is due. Insufficient time, poor time management, or course/work overloads are NOT sufficient reason for awarding an incomplete (I).

**Drop/Withdrawal:** Students who drop or withdraw from the course must notify the instructor in writing. Failure to notify the instructor shall result in the student being considered absent without leave from the class and the student shall be considered responsible for all work missed.

**Course changes:** The instructor reserves the right to modify or change any part or all of the syllabus or the course requirements at any time during the quarter. Students shall be notified of any such changes.

**Honor Code:** In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

**Sexual Harassment:** Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at [801-422-2130](tel:801-422-2130); the Honor Code Office at [801-422-2847](tel:801-422-2847); the Equal Employment Office at [801-422-5895](tel:801-422-5895); or Ethics Point at <http://www.ethicspoint.com>, or 1-888-238-1062 (24-hours).

**Student Disability:** Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

## Class Schedule

*\*All assignments are to be uploaded to Task Stream by the University deadline date. Faculty Reviewers have been scheduled to have access to your portfolios by the 21<sup>st</sup> of each month during Winter Semester. Faculty reviewers are entitled to a 2-week turn around period.*

***Caution: missing or incomplete portfolio domains inconvenience faculty reviewers and reflect poorly upon you. Please prioritize and make sure you upload completed domains by the University Deadlines! 😊***

*\*All time logs and assignments submitted for instructor review may be emailed to me directly.*

DATE	TOPIC	In-Class Assignments	Portfolio Due Dates
Jan 14	Introduction Syllabus Review  “How to fit it all in” – Organizing your work life.	Site Visit Sign ups	<p><u>Optional:</u> Submit Work for Instructor Review. May submit first 3 Domain Artifacts, Rationale and/or Reflective Statements</p> <p><b><u>University Deadline – Jan 20</u></b></p> <ul style="list-style-type: none"> <li>○ Case Study #1 - Final</li> <li>○ Psych Report #1 - Final</li> <li>○ First 3 Domains Complete With: <ul style="list-style-type: none"> <li>○ Rationales</li> <li>○ Artifacts</li> <li>○ Reflective Statements</li> </ul> </li> </ul>
Jan 28	The IEP: <i>Writing Behavioral Goals and setting up goal banks that measure progress.</i>	Site Visit Sign ups	<p><b>Submit Time Log</b></p> <p><u>Optional:</u> Submit Work for Instructor Review. May submit next 3 Domain Artifacts, Rationale and/or Reflective Statements</p>
Feb 11	Autism Interventions		<p><b><u>University Deadline – Feb. 20</u></b></p> <ul style="list-style-type: none"> <li>○ Next 3 Domains Complete With: <ul style="list-style-type: none"> <li>○ Rationales</li> <li>○ Artifacts</li> <li>○ Reflective Statements</li> </ul> </li> </ul>
Feb 25	Understanding Cognitive Profiles: <i>What testing needs to be done when.</i>		<p><b>Submit Time Log</b></p> <p><u>Optional:</u> Submit Work for Instructor Review. May submit psych report #2 and the last 4 Domain Artifacts, Rationale and/or Reflective Statements</p>
Mar 11	Running Groups: <i>the how, the why, the when – putting it all together.</i>		<p><b><u>University Deadline – Mar. 20</u></b></p> <ul style="list-style-type: none"> <li>○ Last 4 Domains Complete With: <ul style="list-style-type: none"> <li>○ Rationales</li> <li>○ Artifacts</li> <li>○ Reflective Statements</li> </ul> </li> </ul>
Mar 25	Behavior Interventions: <i>When the basics don't work...now what?!</i>		<p><b>Submit Time Log</b></p> <p><u>Optional:</u> Submit Work for Instructor Review. May submit second case study and/or any revisions to Domain Artifacts,</p>

			Rationale and/or Reflective Statements.
April 8*	Autism & Behavioral Interventions: <i>Additional support.</i>	Site Visit Sign ups	<b><u>University Deadline – April 20</u></b> <ul style="list-style-type: none"> <li>○ Case Study 2 - Final</li> <li>○ Psych Report #2 - Final</li> <li>○ All 10 Domains Complete With: <ul style="list-style-type: none"> <li>○ Rationales</li> <li>○ Artifacts</li> <li>○ Reflective Statements</li> </ul> </li> </ul>
Winter Ends; Spring Semester Begins			
April 29*	Student's Choice	Site Visit Sign ups	<b>Submit Time Log</b> Upload revisions to Task Stream as needed
May 13	Student's Choice		Upload revisions to Task Stream as needed
May 27	Student's Choice		<b>Submit Time Log</b> Upload revisions to Task Stream as needed
June 10	Exit Interviews		
<b>FINAL PORTFOLIO (with all revisions addressed and completed)  DUE BY JUNE 15, 2014</b>			

# SITE VISITS SIGN UP

**Please sign up for:**

- 1 Winter Visit (green)
- 1 Spring Visit (tan) – next page
- \* *Write your name, time and school location*

Date	Morning		Afternoon	
	Early (8 am – 10 am)	Late (10 am – 12 pm)	Early (12 pm – 2 pm)	Late (2pm – 4 pm)
Jan 21				
Jan 31				
Feb 6				
Feb 14				
Feb 21				
Feb 27				
Mar 7				
Mar 13				



## APPENDIX A

### School Psychology Internship Portfolio – How it will be evaluated

*Adapted from EdS Student Handbook 2013-2014 Edition*

The intern is required to document experiences in each of the 10 domains listed in the internship syllabus. These domains are based on the NASP program training standards.

#### REVIEWING THE PORTFOLIO:

University Due dates:

- January 20 - Students will turn in final draft of one case study, one psychological report, and three domains
- February 20 - Turn in next 3 domains
- March 20 - Turn in remaining 4 domains
- April 20 - Students will turn in a second case study and psychological report and the final version of 10 domains for faculty review.

The intern is responsible for uploading the portfolio to Task Stream where the Internship Coordinator will view it.

**Review Process:** Two university faculty members will be assigned to review the intern’s portfolio components throughout winter semester. Faculty reviewers will have two weeks to complete their reviews and students will have two weeks to complete revisions. Each domain of the portfolio contains selected samples of the intern’s work and provides evidence of developing professional competency.

The faculty reviewers rate each domain as Unsatisfactory (0), Basic (1), Proficient (2), or Distinguished (3). Interns will receive written feedback regarding their final portfolio during spring semester.

#### Portfolio Evaluation:

For each of the 10 domains of competency, the portfolio will be rated with the following rating guidelines:

0 Unsatisfactory	1 Basic	2 Proficient	3 Distinguished
(a) Materials missing, (b) Disorganized, (c) Evidence of poor performance, (d) Incomplete logs - not documenting hours, basic requirements, and supervision	(a) Materials incomplete, (b) Questionable organization or appearance, (c) Written communication is unclear, (d) Content lacks some information	(a) Materials generally complete, (b) Professional appearance and organization, (c) Clearly written, (d) Appropriate and sufficient content and documentation	(a) Materials complete, (b) Exceptional appearance and organization, (c) Well written and clearly documented, (d) Complete and detailed contents



**Rubric for Rationale and Reflective Statements:**

Assessment Criteria	0 Unsatisfactory	1 Basic	2 Proficient	3 Distinguished
Rationale or justification for artifact(s)	No rationale is included or the rationale provided is judged as having no connection to knowledge, dispositions, or performance of the domain.	Rationale is included but connection to the knowledge, dispositions, or performance indicators of the domain is unclear to the reviewer.	Rationale provides a general connection to the knowledge, dispositions, or performance indicators of the domain.	Rationale represents domain and is presented so that there is a clear connection to the knowledge, dispositions, or performance indicators of the domain.
Reflective Statements	No reflective statement presented	Student writing lacks independent and original thought or expression of personal tone.	Student writes in a personal tone that is somewhat reflective of independent and original thought.	Student writes in a personal tone that is reflective of independent and original thought.

**Remediation:** In the case of an intern demonstrating weakness or deficiency (Unsatisfactory or Basic) in any of the 10 domains, work related experiences or activities will be assigned to assist the student in demonstrating competency.

**Confidentiality:** The portfolio must reflect an understanding and respect for confidentiality. All identifying information, including student (child/adolescent and family) names, should be blackened (unreadable), altered substantially, or removed from the work samples.

**Portfolio Domain Summary Sheets:**

Each domain should be prefaced with a “domain summary sheet.” This summary provides a global report of the intern’s experiences related to the specific domain and explains the work samples or experiences cited which provide support for demonstrating competency. Refer to the internship syllabus for an explanation of each domain and related activities that could be used as examples for demonstrating competency.

NOTE: Application for state licensure is NOT required for graduation nor to be included in this portfolio. Students can complete these packets after the degree is posted on the transcript. See the department secretary for paperwork.

Include the portfolio checklist in the front of your portfolio.

## APPENDIX B

### Intern Portfolio Checklist

\* NOTE: This is a comprehensive list of the primary artifacts required in addition to the portfolio domain artifacts and rational/reflective statements. However, these primary artifacts may be used in your domains to demonstrate competency. If you are using one of these primary artifacts in your domains please highlight the appropriate sections that apply to the domain and upload a copy of the primary artifact to that specific domain – do not simply make reference to the artifact.

- Signed internship agreement
- Log of hours –year’s summary (signed by supervisors, intern, and university faculty). Pay particular attention to the site-based supervision hours. For 180 school days, an intern should have a minimum of 72 hours of individualized supervision from a site-based supervisor. Additionally, during the internship year, our program also requires a minimum of 25.5 hours of small group supervision (provided every other week by university faculty or adjunct faculty).
- Intern’s Contact Information and On-Site Supervisor Information
- Intern’s evaluation of internship site
- Intern’s evaluation of supervisor
- Field Experience Demographics Worksheet
- Steps in Resolving an Ethical Dilemma
- CPSE End of Semester Evaluation
  
- Intern Goal Setting Chart. Documentation of goals should include: specific goals, activities to achieve goals, training & resources necessary to support goal acquisition. Include a written midterm or end-of-term summary evaluating your progress (in regard to your stated goals). 3 goals per semester for a total of 9 goals.
- 2 Case Studies. The reviewers will use the NASP Case Study Rubric for evaluating two case studies. Case studies incorporate numerous skills and competencies and may be referenced in several of the portfolio domains.
- 2 Psychological Reports. The reviewers will use the Assessment Report: Evaluation Form for evaluating the two psych reports.
- School Psychology Praxis results. Passing score is 165. You must include all pages of the Praxis test result summary (approximately 2 pages, front and back).
- Formal fall and winter semester evaluations (conducted & signed by sit supervisor and university faculty)

## APPENDIX C

Internship Portfolio Cheat Sheet – What to include where**Domain I: Data-Based Decision-Making and Accountability**

- FBA/CBE
- Psychoeducational Reports
- Case Studies (1 behavioral, 1 academic)
- Program Evaluations

**Domain II: Consultation and Collaboration**

- Case Studies (documenting collaboration)
- Data regarding student progress as a result of collaboration/consultation
  - Student progress as a result of BIPs you've helped to write.
- Documentation of participation in team planning and decisions, and how student outcomes improved from participation.
  - Narrative of your participation in IEP meetings, parents meetings, etc... and *how* the collaboration affected student learning and progress.
- Documentation of effective collaboration with teachers, specialists, administrators, parents and family members, etc...
  - Letters of support from collaborators
  - 1 page narrative descriptions of your work with others

**Domain III: Intervention and Instructional Support to Develop Academic Skills**

- Data regarding student progress to academic interventions
  - Case studies
  - BIPs
  - CBE
- Description or copies of any learning aids, lessons or materials you've used to teach academic skills to students
- Documentation of involvement in school or district academic interventions

**Domain IV: Interventions and Mental Health Services to Develop Social and Life Skills**

- SOAP notes or other counseling and/or progress notes
- FBA/BIPs
- Descriptions or copies of social and life skills counseling, lesson, materials, systems and groups that were implemented.
- Documentation of involvement in PBS interventions or initiatives.
- Data regarding student progress to social, behavioral, and life skill interventions that identify appropriate developmental needs and expectations.

### **Domain V: School-Wide Practices to Promote Learning**

- Description of involvement (and outcomes from being involved) in systems interventions and committees, etc..
  - Inservice agenda notes, summary of items discussed, how you helped to problem solve, any suggestions you made, etc....
- Evidence of integration of general and special education interventions and activities
  - Document interventions you have developed or help to develop to make positive systems change in your department or school overall.
- Evidence of contributions to team meetings and decisions.
  - Use the problem solving model and plug-in your experiences.
- Supervisor evaluation of effective relationships with school settings
  - Ask your intern supervisors to write a brief description of your participation in the school or watch you in a collaboration meeting and then write up some suggestions and comments for you.

### **Domain VI: Preventative and Responsive Services**

- Evidence of development and implementation of preventative initiatives in mental health that appropriately meet the developmental and cultural needs of the students whom they serve.
  - Disseminating NASP approved parent handouts on specific topics that identify areas of need in your school.
  - Starting a teacher newsletter that informs teachers on interventions when working with anxious or behaviorally difficult students.
- Lesson plans for general or special education students that address mental health issues. (include: objectives and means of measuring student learning and include a foundation of empirical evidence).
- Data-based intervention plans for students who are challenged by mental health issues.
  - BIPs, Case Studies, etc...

### **Domain VII: Family-School Collaboration Services**

- Evidence of meetings with families, in collaboration with field or university-based supervisor (you can schedule a parent meeting when I come for your visit and kill two birds with one stone this way!) and identifying family strengths and components of the family system that impact delivery of services and implementation of interventions.
- Documentation of school-based meetings that strengthen family systems.
  - Your participation in an IEP meeting or parent meeting. Use the problem solving model and plug in your experiences.
- Documentation of school-based initiative that respond to family needs.

- Start an after school tutoring program.
- Start a newsletter that can be left in the main office for parents to get that addresses how to handle school truancy, school refusal, homework tips, etc... -- You can get these from NASP too.
- Documentation of collaboration with community resources (faith-based groups, community agencies, private mental health professionals, etc..)
  - Get the appropriate forms signed and collaborate with an outside counselor, bishop, etc.. about a child on your caseload.

### **Domain VIII: Diversity in Development and Learning**

- FED form (data regarding school demographics, found in student handbook)
- ELL evaluations and outcomes that demonstrate culturally responsive evaluations and intervention practices.
- Translation of school materials into various languages
- Documentation of effective use of interpreters
- Documentation of research/information you've gathered about cultural issues in your school.
- Materials/references/resources/crisis intervention resources developed for teachers/parents/students/ with respect to cultural and linguistic issues.
- Evidence of your involvement with cultural experts in decision making that impacts students with unique needs and those from diverse backgrounds.
  - Think Autism, Homelessness, Truancy...all of these are multicultural related issues as much as ethic considerations are.

### **Domain IX: Research and Program Evaluation**

- Evidence that interventions are evidenced-based by providing citations in your intervention plans.
- Summaries of your thesis that demonstrate contributions made to understanding human nature.
- Program evaluations using aggregated data if appropriate.

### **Domain X: Legal, Ethical, and Professional Practice**

- Summary of a situation that required using a problem solving model to determine an ethical approach to resolving a problem.
- Evidence of using legal knowledge to protect the rights of children and the organizations that serve them
- Summary of your personal roles and functions within your current setting.
- Evidence of completed professional development activities (inservices, district trainings) and document how the activity made a positive difference in the education of a child.