

**LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION
CIEP 486
2010-2011
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SYLLABUS**

The internship course in School Psychology is designed to support and assist the student in successful completion of the internship. The components of the internship plan will delineate all areas of performance which must be completed in order to become certified as a school psychologist.

The intern is required to complete a 1200 hour internship, these hours must be reflected on your excel spreadsheet. At the end of the internship he/she is expected to be aware of and /or proficient in test administration, report writing, interventions, behavioral assessment, counseling, prevention, social skills development, violence prevention, diversity and family system as it effects school performance and school law.

The intern is required to attend a series of meetings at Loyola and other appropriate continuing educational opportunities including ISPA and NASP meetings.

The intern is responsible for being available through email and Loyola on-line Blackboard. All relevant documents will be stored by the intern on disk and turned in at the end of the year.

The intern will keep a reflective log at least once per week to be transmitted monthly electronically.

The intern will also keep a log of all contacts and test administrations to be completed on forms supplied by university.

The intern will visit another site which will be demographically different from where they are completing their internship for one day.

The intern will purchase a professional liability insurance policy. (NASP insurance is recommended)

The intern will complete all the components of the portoflio

Meetings will be held from 10-12 at Water Tower Campus.

There is an intern/supervisor meeting September 2 in Normal Illinois and October 4 at Loyola. Specific information will be forwarded to you as it becomes available.

These dates are subject to change and will be supplemented by individual meetings and visits to the sites, where I will meet with you and your supervisor. The first on-site meeting will be in September or October and will be scheduled at our first meeting.

KNOWLEDGE BASE

The Loyola University program of studies in School Psychology is designed to prepare students to assess, consult and design behavioral and cognitive science instructional interventions. Prior to pursuing the internship, the intern is expected to have a basic knowledge base related to a wide range of psychological and cognitive assessment instruments as well as curriculum based measurement and using problem solving procedures to address educational questions. The intern is expected to be able to administer these instruments and to craft a clearly articulated written reports. The intern is also expected to be able to provide counseling services to school age children and youths. During the internship, the intern is expected to increase his/her familiarity with the literature and to keep abreast of developments in the field. This will be accomplished through readings and attendance at professional seminars and workshops during the year. Specific activities are included in the internship plan.

SUPERVISION

Supervision will be done in group meetings and individually throughout the year. The instructor is available on email or by phone at all times.

Please do not hesitate to contact the instructor for any questions or concerns.

CONCEPTUAL FRAMEWORK

Loyola University Chicago School of Education has adopted and embraced the conceptual framework: Professionalism in the Service of Social Justice. During this internship we will utilize this conceptual framework as a lens to examine the internship experience when working within the schools and will promote just and equitable educational services to all members of the community.

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at:

http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to:

http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd>

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that

must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

DIVERSITY

In concert with the mission statement for the School of Education, faculty, academic activities and learning environments will be sensitive and driven by individual, cultural, social and economic diversity awareness and respect. Diversity is addressed in the internship by presentations and discussions including topics such as nature and content of culture, immigration, gender rights and poverty.

TECHNOLOGY

This course acknowledges and addresses the belief that technology for school psychologists is multidimensional and helps the psychologist make informed decisions by applying this technology within the school community.

DISPOSITION

Professional demeanor, suitability for practice and attitude with which the candidate approaches others, learning instruction and the profession will be assessed with the consequences of such conduct influencing successful course completion and program continuation.

PLAGIARISM

It is important to reiterate the policy of Loyola University regarding plagiarism. The following is an excerpt from information shared by The English Department and should serve as a reminder to all students.

“Definition:

Plagiarism is the intentional or unintentional appropriation of ideas, language, or work of another without sufficient acknowledgement that the material is not one’s own. Although, it is generally recognized that everything an individual has thought has probably been influenced to some degree by the previously expressed thoughts and actions of others and that therefore no thought can be purely original, such influences are general ones, affecting an entire way of seeing things and expressing thoughts. Plagiarism, however, involves the taking of specific words or ideas of others without proper acknowledgement.

Some students seem to believe that there are different degrees of plagiarism, some of which are not as bad as others...(I) wish to make clear that there are no distinctions between...

- 1. Copying from a published source without proper documentation.**
- 2. Purchasing a pre-written paper.**
- 3. Letting someone else write a paper for you or paying someone to do so,**
- 4. Submitting as your own someone else’s unpublished work, either with or without permission.**

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SPECIALIST INTERNSHIP AGREEMENT FOR THE 2010 /2011 ACADEMIC YEAR

Name of School System/Agency

has agreed to accept

Name of Specialist Intern

as an intern for the **2009 /2010** academic year. The internship site and the intern agrees to observe the following arrangements in meeting the requirements of the internship.

1. **DURATION:** The internship will begin on August ____, **2000** and continue through June ____, **2010**. The intern is expected to follow the same daily schedule and yearly calendar as other school psychology staff employed by the local school system/agency. The intern is not required to remain in the employment of the local school system/agency beyond the term of the internship. Furthermore, the intern is not guaranteed employment beyond the term of the internship.
2. **HOURS:** The intern is appointed on a full-time basis for one year. The intern must complete at least 1,200 hours of supervised experience. As with regularly employed pupil services personnel, the intern demonstrates a commitment to the provision of psychological services not necessarily reflected in hourly schedules.
3. **LOCATION:** The internship will be performed at the following location (s): If the interns primary placement is in a high school they will spend a minimum of 20 days in an elementary setting. If the primary placement is in an elementary setting they will spend 20 days in a high school setting.

Name of School District: _____

Address: _____

4. **PLAN:** Internship activities shall be determined by a written plan developed by the Loyola University Chicago. It is expected the plan will be consistent with the guidelines and objectives as contained in the training standards promulgated by the National Association of School Psychologists (NASP) internship criteria.
5. **COMPENSATION:** The intern is provided a salary commensurate with his or her level of training, experience and period of appointment. The intern will be paid in the amount of \$_____ for the term of the internship. Any work related travel necessary to fulfill the requirements of the internship shall be reimbursed in accordance with the policies of the local school system/agency.
6. **CONFERENCES, SEMINARS, AND IN-SERVICE TRAINING:** Ongoing conferences, seminars, and in-service training opportunities available to employed school psychologists should also be available to interns. The intern is encouraged to participate in state, regional, and national level meetings for school psychologists. Expense reimbursement consistent with policies pertaining to agency school psychologists is consistent with policies pertaining to agency school psychologists. Released time for attendance at professional meetings is required.

The intern will be expected to attend the following conferences, seminars, and/or in-service training program (s):

Intern/intern supervision workshop
 Illinois School Psychologists Association (ISPA) Annual Conference
 Loyola University Internship classes

7. **WORK ENVIRONMENT:** Consistent with the availability of resources to employed staff, the intern is provided adequate supplies and materials to carry out the functions of the internship. An appropriate work environment should include adequate privacy of office facilities and access to secretarial assistance, telephone services, office equipment, and copying machines.
8. **SUPERVISION:** The cooperating practitioner must hold a valid credential as a school psychologist. Full-time employment at the internship setting for at least one year prior to assuming supervisory responsibilities for an intern is required. Concurrent full-time employment as a school psychologist is required.

Cooperating practitioners shall provide at least two hours per week of direct supervision for each intern and be responsible for no more than two interns at a time. The intern will receive at least two hours of supervision per week directly from:

 Name of Cooperating Practitioner

 Certification Number and State

The university supervisor (or designate) shall maintain an ongoing relationship with the cooperating practitioner and the intern. The university supervisor (or designate) will make at least one site visit per semester for each intern.

9. **TRAINING COMMITMENT:** The local school system/agency is primarily committed to the internship as a training experience. Employing interns as a means of acquiring less expensive services is unacceptable. Interns are expected to participate in tasks appropriate to the completion of the internship training plan. The intern will not be asked to serve in any capacity other than that for which she or he was appointed.

APPROVAL:

Signatures:

Intern

Date

Cooperating Practitioner

Date

University Supervisor (or Designee)

Date

Impact on Student Learning Internship Assignment

The internship experience is a comprehensive, full-time clinical training. During this year candidates produce a wide range of reports and other products which typify the school psychology internship depth and breadth, as enumerated in the internship plan. It is important, as candidates complete their internship, that the impact of interventions on students learning is measured. A culminating description of an intervention which has been completed during the internship year and which the candidate feels is the best reflection of his or her impact on the student learning in the internship site will be submitted.

As a result of having candidates complete this assignment during internship, it has become clear to the program administrators that the impact on student learning is a critical component of the program. To date, all interns complete weekly reflections regarding their internship experience. The final year-end reflection provides a summary of the intern's experience and how they feel they have grown. In future years, interns will also be asked to reflect on how they have had a positive impact on the students at their internship site as demonstrated in the Impact on Student Learning Internship Assignment. This assignment will be integrated as a required component of the final Ed.S. portfolio.

ACTIVITY	SEP T	OC T	NO V	DE C	JA N	FE B	MA R	AP R	MA Y	JUN E
INTERNSHIP PLAN										
INTERNSHIP REFLECTIONS										
EXCEL LOGS										
CLASS PRESENTATION										
OUT-OF DISTRICT VISIT										
ON-SITE VISIT										
ON-SITE VISIT										
SEPTEMBER MEETING										
JANUARY MEETING										
PORTFOLIO/OCTOBER										
PORTFOLIO/FEBRUARY										
GRADUATION APPLICATION/DECEMBER										
STATE SCHOOL PSCYH EXAM										
PRAXIS										
IMPACT ON STUDENT LEARNING ASSIGNMENT										

In order to successfully meet the requirements of your internship you must complete all of the above requirements. Materials must be turned in on time or deductions from your grade will be made. Class attendance is required and active participation is encouraged. I am available for consultation either by e-mail, phone or appointment.

