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 that must be completed in order to become certified as a school psychologist.

The doctoral internship is the final component in completing the Ph.D. program which includes a dissertation, portfolio, competency benchmarks and the NCSP exam. The Loyola portion of the internship is collaborative with the approved internship site and is meant as a support and resource to meet this goal.

Since interns are placed throughout the state and country internship classes will be held online using the ZOOM platform. Each semester we will meet 2 times. Other contacts will be as needed. The instructor is available to assist the intern in successful completion of all phases of the internship.

Individual internship requirements will be set by the internship site if APA approved and collaboratively by the intern site supervisor and university supervisor if intern is in a non APA approved site.

IDEA Outcomes:

1. Learning to apply course material (to improve thinking, problem solving, and decisions)
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
3. Acquiring skills in working with others as a member of a team.
4. Learning appropriate methods for collecting, analyzing and interpreting numerical information.

Objectives:
1. The candidate will demonstrate knowledge of research design and effective use of statistics and data analysis.
2. The candidate will use this data to develop evidence based interventions to improve student performance.

Dispositions:

Dispositions will be assessed each semester according to the forms available in the Student Handbook. The purpose of assessing dispositions include, professionalism, inquiry and social justice.

**Electronic Communication Policies and Guidelines**

The School of Education faculty, students and staff respect each other’s rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:

http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf


**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.

CONCEPTUAL FRAMEWORK:

The School of Education conceptual framework is: Social Action Through Education. As School Psychology interns, your experiences this year will require you to put this statement into action in your practice within the schools, with parents and the community partners. Utilizing the constructs of ethical practice you will strive to meet these goals. Our conceptual framework of the School of Education

- www.luc.edu/education/mission/

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.

Dispositions will be assessed each semester according to the forms available in the Student Handbook. Professionalism, Inquiry and Social Justice are all areas which will be assessed in this course.

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.

Professionalism

An important component of an internship is to prepare for entry into the profession. During the last several years in classroom and field experiences you have begun to develop important skills which will prepare you for your career. An important component of being a school psychologist is professional behavior. Over the year long internship you will have a number of opportunities to demonstrate this within your district and within the requirements of this class. This include turning in all assignments on the date required, attending class on time, being prompt in response to emails and to requests within your district. They also include accuracy in reporting and honesty in all aspects of your performance in class and on site.
IDEA Course Evaluation Link for Students
Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: http://luc.edu/idea/ and click on STUDENT IDEA LOGIN on the left hand side of the page.

Dispositions
All students are assessed on one or more dispositional areas of growth across our programs: Professionalism, Inquiry, and Social Justice. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText
All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: LiveText.

Syllabus Addendum Link
* www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – Social Action through Education. This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.
This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – *Social Action through Education.*