

**LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION
CIEP 586
2019-2020
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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 that must be completed in order to become certified as a school psychologist.

The intern is required to complete a minimum 2000 hour internship. You are required to keep an Internship Log, 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, social skills development, system change, violence and other prevention, diversity and family system as it effects school performance and school law.

The intern and supervisor will complete the internship contract, Appendix 1.

The intern and supervisor will review the components of the internship plan .

The intern is responsible for being available through email and Loyola on-line Sakai. 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 purchase a professional liability insurance policy. (NASP insurance is recommended).

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

http://www.luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.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.

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:

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.

Requirements

- 1. Each candidate is required to keep an excel log which records all student contact and a weekly reflection which is used as an affective journal. The summary page of your excel log and the reflections are due on the last day of each month. You will combine August and September and May and June. For each day late you will receive a point deduction which could result in a lowered grade.**
- 2. These reflections will also include a real life dilemma. After you have discussed the issue of concern you are to pose an alternative solution or explain why you felt the situation was handled correctly.**

Loyola University Chicago School of Education Syllabus Addendum

Smart Evaluation

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.
- The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

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*.

LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION

INTERNSHIP AGREEMENT FOR THE 2019-20 ACADEMIC YEAR

Name of School System/Agency

has agreed to accept

Name of Intern

as an intern for the 2019/2020 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 July____, **2019** and continue through July _____, **2020**. 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 2,000 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):
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 and American Psychological Association (APA)
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):

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 and/or clinical psychologist. Full-time employment at the internship setting for at least one year prior to assuming supervisory responsibilities for an intern 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.

I. **APPROVAL: Purpose, Goals, and Objectives of Clinical Supervision**

- a. To monitor and ensure welfare of clients seen by supervisee
- b. To structure the activities of the supervisee to insure they provide competent services
- c. To insure that the unlicensed provider functions within their level of competence
- d. To facilitate the intern's personal and professional development.
- e. To promote accountability
- f. To fulfill academic requirement for supervisee's internship

II. **Context of Services**

- a. Supervision will revolve around clients seen at the primary school site, associated elementary or secondary school experience rotation sites, and all community venues linking with student services.
- b. A minimum of two hours of individual supervision will be provided weekly; the supervisor will also be available on an as-needed basis.
- c. Individual supervision will be conducted in the supervisor's office on a mutually determined day/time.

- d. The supervisor follows a supervision model that integrates the Developmental Model (Stoltenberg & Delworth, 1987; Stoltenberg, 2005) and the SAS Systems Model (Holloway, 1995). The Developmental Model tailors supervision activity to the intern's experience and skill level. This approach is committed to supporting the trainee's growth from intensely monitored and supported practice to relatively independent functioning characteristic of an entry level professional. The SAS Model accounts for contextual, systemic, and ecological factors impacting the professional development of the intern. It focuses on a variety of supervisor and supervisee tasks (e.g., skills in assessment and intervention planning, professional role and function, self-evaluation) and functions (monitoring, advising, consulting, evaluation), within a developmental framework which is impacted by client, supervisee, supervisor and systemic/organizational contextual factors. If the supervisee wishes, the supervisor is pleased to discuss any aspect of this supervision model with her/him or other appropriate model.

III. Duties and Responsibilities of Supervisor and Supervisee

Your clinical supervisor is legally and ethically responsible, with you, for the services you provide and the manner in which you conduct yourself. It is therefore your responsibility to keep your supervisor well informed as to your activities. Openness with and trust in your supervisor will enhance your experience of supervision and your professional growth. A supervisor has full responsibility for the supervised work of the supervisee, including assessment, diagnosis, intervention, consultation, problem-solving, professional development, and community referral activities. It is particularly important that any intern activity that uncovers potential risk for harm to a client be immediately reported to the supervisor for consultation.

It is the supervisor's role to do the following:

- a. Provide a location and atmosphere for supervision that is safe enough for supervisees to lay out practice issues in their own way.
- b. Conduct Formative and Summative Evaluation/Assessment of Intern Progress. To enhance intern growth and legitimize accuracy of intern progress evaluation, the supervisor will engage in direct observation of intern activities, review recordings of work, provide consultation and training in response to trainee questions and activity reviews, model and demonstrate appropriate school psychology skills, and review all reports, IEPs, and recordkeeping. The supervisor will also provide written and/or oral feedback on all aspects of your school psychology work highlighting strengths and making specific recommendations for professional growth. Formal written summative reviews will minimally occur on a quarterly basis. Throughout this process, the intern will be guided in developing self-monitoring skills. If the supervisee desires additional feedback at any time, it is his/her responsibility to request it from the supervisor.
- c. Help the supervisee explore and clarify thoughts and feelings which underlie psychological practice.
- d. Assist supervisee in anchoring assessment planning, diagnosis, interventions, consultation, and problem-solving in a theoretical approach.
- e. Identify supervisee's personal and/or professional blind spots.

- f. Bring to the supervisee's attention those personal difficulties of the supervisee that directly affect the supervisee's clinical work and recommend a course of action to address these difficulties.
- g. Present and model appropriate directives.
- h. Intervene if client welfare is at risk.
- i. Ensure that ethical guidelines of the National Association of School Psychologists (NASP, 2010) and American Psychological Association are upheld.
- j. Conduct activities in accordance with the School District, clinic and University policies.
- k. Sign off on all client documentation including psychological reports.
- l. Maintain weekly supervision notes.

The supervisor will discuss any concerns regarding the supervisee's performance in a timely fashion and will develop, in collaboration with the intern, a remediation plan if deficits/problems are identified.

It is the intern's role as supervisee to do the following:

- a. Be punctual, both at sessions with clients as well as at supervision. In the event that you are delayed for or unable to attend a supervision session, it is your responsibility to notify your supervisor and make alternate arrangements. If the individual appointment cannot be kept due to scheduling conflicts, an effort will be made to reschedule an alternate date/time; and a supervision session will only be cancelled upon the mutual agreement of the both the supervisee and supervisor.
- b. Be prepared, both for sessions with clients as well as for supervision. You are expected to have client notes, protocols, and recordings ready to review and have prepared an agenda of issues that you need to have addressed, together with the files of the clients involved. As part of this advanced preparation, the supervisee will have completed a "Session Planner" for each session with the student, parent, educator, or other client to discuss in supervision and will have "scored" all formal psychological tests administered.
- c. The supervisee will provide summaries of all student, parent, educator, and other client contacts, interviews, and intervention activities for the supervisor. If a recording is required, it will be reviewed/critiqued by the intern and brought to the next supervisory session (keyed to a section that supervisee would like to review with the supervisor).
- d. If the supervisee believes that client issues/concerns have not been adequately addressed during the regularly scheduled supervisory session, the supervisee will bring this to the attention of the supervisor and another session will be scheduled.
- e. Share with the supervisor your learning goals for the practicum experience. This will require self-reflection and self-evaluation regarding your current level of clinical skill.
- f. Be receptive to guidance and instruction from your supervisor, that is, be attentive to feedback and suggestions from your supervisor and follow through on such instruction promptly. It may be necessary to take notes during supervision in order to execute all instructions identified by your supervisor.

- g. Inform your supervisor of any difficulties you are having in the areas of delivering services to clients, completing paperwork, or coordinating with other agencies or providers such as schools or independent practitioners.**
- h. As you establish a working relationship with your supervisor, it is hoped that you will become increasingly able to share issues and concerns you may have that impact your clinical work. Be open to feedback from others and monitor any tendency you may have toward defensiveness.**
- i. In consultation with your supervisor and after review of evidence-based literature, select a theoretical model(s) from which you will work. Formulate client case conceptualizations from this approach. Be ready to discuss the theoretical reasons for your assessment approaches, interventions, consultation, and problem-solving techniques.**
- j. The supervisee cannot engage in dual relationships with clients; that is, interns will not socialize with clients or their families, nor will they provide services to individuals they know from other contexts, such as friends or acquaintances. It is the intern's responsibility to alert the supervisor of any instances where the intern has prior knowledge of a client or his/her family from beyond the school setting. Appropriate measures to protect confidentiality will be employed in these circumstances.**
- k. The intern is responsible for insuring that the parents/guardian of all clients are informed of the supervised nature of your work as a supervisee, and of the ultimate professional responsibility of the supervisor.**
- l. You are responsible for insuring that all evaluative letters and reports concerning clients are co-signed by your clinical supervisor before they are sent out to parents, educators, or other approved third parties, i.e., private practitioners, governmental agencies, etc. When required, it is also your responsibility to determine that an active Authorization for Release of Confidential Information form is present in the client's file before presenting the letter/report to the supervisor for signature.**
- m. Assessment and intervention plans must be reviewed prior to implementation with the supervisor to determine appropriateness and monitored for effectiveness and potential revision on an ongoing basis. Supervisees must advise their clinical supervisor of all important changes related to a case, i.e., significant family events, disciplinary actions, legal issues, medical concerns, etc.**
- n. The intern must keep the supervisor informed about clients who are suicidal, homicidal, threatening to harm others, or engaged in any self-harm activities such as "cutting", substance abuse, eating disorders, or other dangerous risk taking behaviors. Any disclosure by a student or collateral informant of potential child abuse must be reported to the supervisor immediately. Notify your supervisor about clients who are involved in child custody disputes, Disability Determination assessments, or any other matter that affects the client's legal status. Notify your supervisor immediately if you receive any summons to testify or you are told that you will be subpoenaed to testify. Do not under any circumstances release client information to an attorney or court or anyone else without a proper Authorization for Release of Confidential Information form signed by the client, legal guardian, and the supervisor as prescribed by regulation. In all circumstances, legal and ethical guidelines for the protection of client confidentiality must be followed. Do**

not communicate confidential information or identify clients in email communications other than in drafts of reports and intervention plans that are specifically noted to be drafts.

- o. Seek supervision whenever you are uncertain about a situation. Make every attempt to reach your clinical supervisor before taking action with that client. If your supervisor cannot be reached, contact another staff school psychologist. You may also consult informally with more experienced clinicians on staff, but your clinical supervisor must be kept abreast of any and all emergencies.

In the event of emergency, the supervisee is to contact _____ at his/her office at _____, at home at _____, or by cell at _____. If unable to reach your supervisor, contact another psychology staff member. Follow the guidelines and procedures in the District and School Manuals for emergency situations.

- p. Implement supervisory directives in subsequent psychological activities.
- q. Uphold ethical NASP and APA principles in all client-related activities.
- r. Be familiar with and follow the policies and procedures delineated in the District, School, University manuals and documents. The supervisee agrees to complete all required reports and recordkeeping in a timely fashion for all cases and within guidelines specified in school and special education regulations. Drafts of psychological assessment reports and IEP paperwork should be submitted to the supervisor for review with enough time for review and editing prior to meetings.
- s. Complete all professional tasks within time frames that address legitimate client needs and meet the requirements of all team participations.

Signatures:

Intern

Date

Cooperating Practitioner

Date
