

EASTERN KENTUCKY UNIVERSITY
SCHOOL YEAR 2014/2015
PSY 896 / CRN 15543 (Florell) & 15544 (Strait)
6 Credit Hours per Semester
INTERNSHIP FOR SCHOOL PSYCHOLOGY AGREEMENT

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Overview: This syllabus, for students, university trainers, and field supervisors, details the domain competencies to be attained by the end of the internship experience. As a collaborative effort between EKU and the internship site, the internship represents a culmination of the student's training and is intended to facilitate competency attainment consistent with those outlined in the *Standards for Training and Field Placement Programs in Schools Psychology* (NASP, 2010).

The internship will consist of a variety of training experiences. A matrix of domain competencies and activities to be achieved is outlined in the following pages. In addition, a protocol for evaluating the intern's progress toward the development of competencies is included and can be used by all parties to facilitate discussion during evaluation conferences.

Competency in the following 10 NASP Domains need to be demonstrated by the end of the internship.

- 2.1 Data-Based Decision Making and Accountability
- 2.2 Consultation and Collaboration
- 2.3 Interventions and Instructional Support to Develop Academic Skills
- 2.4 Interventions and Mental Health Services to Develop Social and Life Skills
- 2.5 School-Wide Practices to Promote Learning
- 2.6 Preventive and Responsive Services
- 2.7 Family-School Collaboration Services
- 2.8 Diversity in Development and Learning
- 2.9 Research and Program Evaluation
- 2.10 Legal, Ethical, and Professional Practice

See the NASP standards at http://www.nasponline.org/standards/2010standards/1_Graduate_Preparation.pdf for further descriptions.

Required Activities:

In addition to competency in the NASP Domains, there are several internship and portfolio activities that need to be accomplished prior to and during internship.

- Internship agreement and plan (Required at beginning of internship) – the intern, university supervisor, and site supervisor collaborate to create an internship experience that addresses how the site will ensure that the internship will allow the intern to gain competence in the 10 NASP Domains while fitting with the unique structure of the site. In addition, the internship site will provide appropriate support for the internship experience (see *Internship Agreement* form).
- Psychoeducational assessment report (Fall portfolio entry) – completes an appropriate evaluation of a student using a variety of assessment techniques. This includes following a case from the initial referral to reporting the findings (see handout for instructions).
- Supervisor evaluation (Fall portfolio entry) – the site supervisor compares the interns’ progress on the NASP domains and the internship plan created at the beginning of the internship.
- Self-evaluation of progress on NASP Domains (Fall portfolio entry) – completes a self-evaluation which addresses progress on the NASP domains during the internship and professional growth that has occurred (see handout for instructions).
- Direct intervention with supporting evaluation data (Spring portfolio entry – early deadline) – completes an academic and/or behavioral intervention using a data-based decision-making model and based on the provided case study report format (see handout for instructions). **If you choose an academic direct intervention then you must do a behavioral consultation. If you choose a behavioral direct intervention then you must do an academic consultation.**
- Professional vita (Spring portfolio entry – early deadline) – completes an up to date vita that lists professional experiences.
- Consultation case report with supporting material (Spring portfolio entry) – completes an academic and/or behavioral consultation using a data-based decision-making model based on the provided case study report format (see handout for

instructions). **If you choose an academic consultation then you must do a behavioral direct intervention. If you choose a behavioral consultation then you must do an academic direct intervention.**

- Program Evaluation Summary Report (Spring portfolio entry)-completes a program evaluation (e.g., evaluate effectiveness of current program in place, identifying needs for future interventions/programs, evaluation of crisis response plan, etc.) (see handout for instructions).
- Self evaluation of progress on NASP Domains (Spring portfolio entry) – completes a self-evaluation which addresses progress on the NASP domains during the internship and professional growth that has occurred (see handout for instructions).
- Supervisor evaluation (Spring portfolio entry) – the site supervisor compares the interns’ progress on the NASP domains and the internship plan created at the beginning of the internship.
- Internship log (Spring portfolio entry) – the log allows for interns to track their various activities during their internship experience. The Excel file can be accessed via the Blackboard site for PSY 896.
- Demographics log (Spring portfolio entry) – the log allows for interns to track their exposure to diverse student populations. The Excel file can be accessed via the Blackboard site for PSY 896.
- In-service training report (Spring portfolio entry) - provide a training to school staff, professionals, and/or parents (see handout for instructions)
- Exit summary (Required at end of internship) – feedback to program regarding professional preparation and goals for the development of future competencies.

***It is highly recommended that the intern be provided multiple experiences across areas. For example, while only one direct intervention case report is required, it is imperative that the intern carry more than one direct intervention case. There will be no excuse for failing to complete the requirements listed above; therefore, carrying multiple-cases will help ensure that at least one case is followed through from beginning to end.**

Domain Competency Matrix Plan for Internship:

In the next section, the intern, site supervisor, and university supervisor will collaborate to ensure the intern reaches competency in all of the domains while on internship. The purpose of the matrix is to provide all parties involved with a map of what activities the intern will participate in to achieve competency in the domains.

- NASP Domain column: Lists the specific NASP domain.
- Competency column: Provides the title and description of the NASP domain and provides examples of activities that would meet the competency but are not specifically required.
- Required Activity column: Some of the activities are required (listed above) and are listed under the *Required Activity* column in the matrix. These activities must be completed. One activity may meet more than one standard. For example, if the list above indicates that you only have to complete one consultation case then that is the only consultation case report you must turn in; however this consultation case report may meet more than one standard in the matrix plan for internship.
- School Activity column: The intern and site supervisor should pick activities that fit with the activities available at the site. This means that different sites could have very different activities that their interns participate in while still meeting competency in all domains. The third column in the matrix, *School Activity*, is to be filled out by the intern and site supervisor where a minimum of one (or more where indicated) activity is selected to meet the domain requirements. It is strongly encouraged for the intern to have more than one activity in a majority of the domains. A specific activity may be used to meet more than one standard in the matrix plan for internship.

Once completed, the intern needs to submit the *Domain Competency Matrix Plan for Internship* and the *Internship Agreement* to the University Internship Supervisor.

DOMAIN COMPETENCY MATRIX PLAN FOR INTERNSHIP

NASP Domain	Competency	Required Activity *Activities can be used to meet more than one standard	School Activity *Activities can be used to meet more than one standard
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2.1	<p>Data-based decision making and accountability</p> <ul style="list-style-type: none"> • School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. • As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs. <p><u>Other examples:</u></p> <ul style="list-style-type: none"> • Involvement in RTI • Student Assistance Teams 	<ul style="list-style-type: none"> -Supervisor Evaluations -Psychoeducational Assessment Report -Direct Intervention Report -Consultation Report 	
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NASP Domain	Competency	Required Activity *Activities can be used to meet more than one standard	School Activity *Activities can be used to meet more than one standard
2.2	<p>Consultation and Collaboration</p> <ul style="list-style-type: none"> • School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems used to promote effective implementation of services. • As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs. <p><u>Other examples:</u></p> <ul style="list-style-type: none"> • Involvement in RTI • Student Assistance Teams 	<p>-Supervisor Evaluations -Consultation Case Report -Direct Intervention Report</p>	

NASP Domain	Competency	Required Activity	School Activity
2.3	<p>Intervention and Instructional Support to Develop Academic Skills</p> <ul style="list-style-type: none"> • School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. • School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods to implement and evaluate services that support cognitive and academic skills. <p><u>Other examples:</u></p> <ul style="list-style-type: none"> • Involvement in RTI 	<p>-Supervisor Evaluations -Direct Intervention Report and/or Consultation Report with an Academic Focus</p>	

2.4	<p>Interventions and mental health services to develop social and life skills</p> <ul style="list-style-type: none"> • School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health. • School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health. <p><u>Other examples:</u></p> <ul style="list-style-type: none"> • Individual Counseling / Group Counseling / FBA 	<p>-Supervisor Evaluations -Direct Intervention Report and/or Consultation Report with a Behavioral Focus</p>	
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NASP Domain	Competency	Required Activity	School Activity
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2.5	<p>School-wide practices to promote learning</p> <ul style="list-style-type: none"> • School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. • School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others. <p><u>Other examples:</u></p> <ul style="list-style-type: none"> • Supervision discussion • Tour of school(s) with supervisor to review and identify areas of special education (e.g., Resource Rooms, Occupational Therapy Rooms) as well as general education environments with inclusion of students that receive special education services • Review of evidence based school-wide positive behavior support, academic programs, prevention programs, etc. 	<p>-Supervisor Evaluations -Academic Direct Intervention Report -Psychoeducational Assessment Report -In-service Training with Supporting Material</p>	
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NASP Domain	Competency	Required Activity	School Activity
2.6	<p>Preventive and responsive services</p> <ul style="list-style-type: none"> • School psychologists have knowledge of principles and research related to resilience in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response. • School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery. <p><u>Other examples:</u></p> <ul style="list-style-type: none"> • Participate in crisis intervention • Attend or participate in a crisis response training or and/or attend or participate in a training on resilience and/or prevention programs. • Become familiar with mental health services provided within the school district as well as community-based mental health services. 	<ul style="list-style-type: none"> -Supervisor Evaluations -In-service Training with Supporting Material -Consultation Case Report -Direct Intervention Report 	

NASP Domain	Competency	Required Activity	School Activity
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2.7	<p>Family-school collaboration services</p> <ul style="list-style-type: none"> • School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools. • School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social–behavioral outcomes for children. <p><u>Other examples:</u></p> <ul style="list-style-type: none"> • Participate in a meeting with parents to collaborate regarding the needs of the student. • Discussion with supervisor regarding enhancing collaboration between families and schools. • Review with supervisor resources within the district that help support collaboration between families and schools. • Participate in a meeting and/or evaluation of a student where having knowledge of the family system and culture is emphasized. 	<p>-Supervisor Evaluations -Consultation Case -Direct Intervention Case</p>	
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NASP Domain	Competency	Required Activity	School Activity
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2.8	<p>Diversity in development and learning</p> <ul style="list-style-type: none"> • School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. • School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery. <p><u>Other examples:</u></p> <ul style="list-style-type: none"> • Discussion with supervisor regarding the demographics of the school district as well as the specific demographics of the assigned schools. • Discussion with supervisor regarding what should be considered regarding the specific cultures of the district. • Review any district programs for migrant families and become aware of services districts provide (e.g., interpreters) • Be aware of the number of students in the district that are English as a Second Language Learners and discuss school psychologists' potential roles with these students. 	<ul style="list-style-type: none"> -Supervisor Evaluations -Demographic Log -Consultation Case Report -Direct Intervention Report -Psychoeducational Assessment Report 	
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NASP Domain	Competency	Required Activity	School Activity
2.9	<p>Research and program evaluation</p> <ul style="list-style-type: none"> • School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. • School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels. <p><u>Other examples:</u></p> <ul style="list-style-type: none"> • Case study research • Needs assessment • Evaluate available academic and behavioral programs for schools 	<p>-Supervisor Evaluations -Program Evaluation -Consultation Case Report -Direct Intervention Case Report</p>	

NASP Domain	Competency	Required Activity	School Activity
2.10	<p>Legal, ethical, and professional practice</p> <ul style="list-style-type: none"> • School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. • School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills. <p><u>Other examples:</u></p> <ul style="list-style-type: none"> • Attend school board meeting • Attend professional conferences • Discussion in supervision 	<ul style="list-style-type: none"> -Supervisor Evaluations -Self Evaluation of Progress -Psychoeducational Assessment Report -Direct Intervention Report -Consultation Report 	

NASP Domain	Competency	Required Activity	School Activity
3.2	<p>The school psychology program requires a comprehensive, supervised, and carefully evaluated internship in schools psychology that includes the following:</p> <ul style="list-style-type: none"> • A culminating experience in the program’s course of study that is completed for academic credit or otherwise documented by the institution. • A primary emphasis on providing breadth and quality of experiences, attainment of comprehensive school psychology competencies and integration and application of the full range of domains of school psychology (see Standards 2.1-2.10). • Completion of activities and attainment of school psychology competencies that are consistent with the goals and objectives of the program and emphasize human diversity, and provision of professional school psychology services that result in direct, measurable, and positive impact on children, families, schools, and/or other consumers. • Inclusion of both formative and summative performance-based evaluations of interns that are completed by both program faculty and field-based supervisors, are systematic and comprehensive, and ensure that interns demonstrate professional work characteristics and attain competencies needed for effective practice as school psychologists. 	<p>-Internship Agreement</p> <p>-Completion of Domain Competency Matrix Plan for Internship</p> <p>-On-Site Supervisor Evaluations</p> <p>-Self-evaluation of Progress</p> <p>-University Supervisor Evaluations of the following Portfolio Entries:</p> <ul style="list-style-type: none"> • Direct Intervention Case Report • Consultation Case Report • Psychoeducational Report • Program Evaluation Summary Report • In-service Training Report with Supporting Material 	

NASP Domain	Competency	Required Activity	School Activity
3.3	<p>The school psychology program requires that the internship be completed for a sufficient time period and in appropriate setting to achieve program objectives, as demonstrated by the following:</p> <ul style="list-style-type: none"> • A minimum of 1200 clock hours for specialist levels interns, including a minimum of 600 hours of the internship completed in a school setting. • A minimum of one academic year for internship, completed on a full-time basis over one year or at least a half-time basis over two consecutive years. • Completion in settings relevant to program objectives for candidate competencies and direct oversight by the program to ensure appropriateness of the placement, activities, supervision, and collaboration with the placement sites and internship supervisors. 	<p>-Internship Agreement -Internship Hour Log</p>	

3.4	<p>The school psychology program requires that each intern receive appropriate and regularly scheduled field-based supervision, including the following:</p> <ul style="list-style-type: none"> • Provision of field supervision from a school psychologist holding the appropriate state school psychologist credential for the practice in a school setting (If a portion of the internship is conducted in another setting, as noted in Standard 3.3, provision of field supervision from a psychologist holding the appropriate state psychology credential for practice in the internship setting). • An average of at least two hours of field-based supervision per full-time week or the equivalent for part-time placement. • Preponderance of field-based supervision provided on at least a weekly, individual, face-to-face basis, with structured mentoring and evaluation that focus on the intern's attainment of competencies. 	<ul style="list-style-type: none"> -Internship Agreement -Internship Hour Log -Supervisor Evaluations 	
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NASP Domain	Competency	Required Activity	School Activity
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3.5	<p>The school psychology internship represents a collaboration between the school psychology program and internship placement agency that is consistent with program goals and assures attainment of competencies by interns, as demonstrated by the following:</p> <ul style="list-style-type: none"> • A written plan specifying collaborative responsibilities of the school psychology program and internship site in providing supervision and support and ensuring that internship objectives are achieved. • Formative and summative performance-based evaluation of intern performance by program faculty and field-based supervisors and systematic clearly articulated methods by which concerns about intern performance and attainment of competencies may be addressed. • Provision of appropriate support for the internship by the placement agency including (a) a commitment to the internship as a diversified <i>learning</i> experience for a candidate in a graduate school psychology program and opportunities for the intern to attain professional competencies through carefully supervised activities; (b) a written agreement that specifies the period of appointment and any terms of the compensation for the intern and released time for the field based supervisor; (c) expense reimbursement, a safe and secure work environment, adequate office space, and support services for the intern consistent with that afforded agency school psychologists; and (d) provision for the intern’s participation in continuing professional development activities. 	<ul style="list-style-type: none"> -Internship Agreement -University Internship Site Visits 	
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NASP Domain	Competency	Required Activity	School Activity
3.6	<p>The school psychology program employs a systematic, valid process in which program faculty ensure that interns, during their culminating internship experiences, demonstrate competencies to begin effective practice as school psychologists, including the following:</p> <ul style="list-style-type: none"> • Integration of domains of knowledge and application of professional skills in school psychology for delivering a comprehensive range of services. • Effective school psychology service delivery evidenced by direct, measurable, positive impact on children, families, schools, and other consumers. 	<p>-Internship Agreement -Supervisor Evaluations --University Supervisor Evaluations of the following Portfolio Entries:</p> <ul style="list-style-type: none"> • Direct Intervention Case Report • Consultation Case Report • Psychoeducational Report • Program Evaluation Summary Report • In-service Training Report with Supporting Material 	

This completed and signed form must be received by the ECU School Psychology Program before program approval can be granted for placement. Please complete this form and make copies for the internship site, intern, and ECU. Send the ECU copy to:

Coordinator, School Psychology Program
Psychology Department
127 Cammack Building
Eastern Kentucky University
Richmond, KY 40475-3108

Student's Name _____

Field Site Coordinator for Psychological Placements _____

Placement Agency _____

Mailing Address _____

Phone Number _____

Date Student Placement Begins ____/____/____ Last Day of Student's Placement ____/____/____

1. For each week of training the agency will provide one on one professional supervision in the amount of _____ hour(s) (**minimum of 2 hours**). The supervision must be scheduled for at least 1 hr. blocks of time where the intern meets with the supervisor one-on-one:

Name of Supervising Psychologist(s): _____

Institution /Degree/ Year of Degree _____

License / Certification: _____

Years of experience as School Psychologist: _____

Years employed in current district: _____

Number of previously supervised interns: _____

Phone: _____

E-mail: _____

2. Total number of hours each week that will be devoted to school-related services, e.g., assessment, consultation, collaboration, liaison, program development and evaluation will be _____ (average work week).

Number of weeks on internship _____ (a x b should equal a minimum of 1200 hrs. in which 600 hrs. are in the schools).

Specific responsibilities/services provided to children and approximate percentage of time per week.

Contract schedule consistent with that of other psychological service providers (**please attach school calendar**).

3. Responsibilities of the on-site supervisor

The on-site supervisor has primary responsibility to insure adherence to school policies and procedures and to ensure that necessary services are delivered. The university supervisor has primary responsibility to ensure that the intern has received appropriate training. These responsibilities are not conflicting, but if conflicting demands are made of the student, it is the intern's responsibility to inform the supervisors. It is then the supervisors' responsibility to work out any conflicts.

The provision of assessment and intervention equipment is generally the **responsibility of the district**. Equipment may be borrowed from the university on a temporary, short-term basis depending on availability. Consumable equipment (e.g., protocols) is the responsibility of the district. The district also agrees to provide appropriate workspace for the intern.

Notify a university supervisor if any concerns arise regarding the intern's performance as a school psychologist (i.e., including professional behavior).

4. Responsibilities of the intern

All interns will provide services in a legal, ethical, and professional manner.

All interns will obtain and keep current professional liability insurance. **Each intern must turn in documentation from the insurance provider to Dr. Strait.**

5. In return the ECU School Psychology program agrees that students on internship possess entry level knowledge and skills in the following areas.
- (a) state and federal laws and regulations.
 - (b) ethical standards,
 - (c) tests and measurement
 - (d) multicultural issues
 - (e) interventions
 - (f) consultation
 - (g) individual differences
 - (h) conducting behavioral observations and assessment
 - (i) standardized and nontraditional assessment
 - (j) behavior management and other academic/behavioral interventions
 - (k) parent conferencing/ARC meetings.
 - (l) report writing
 - (m) individual and group counseling
 - (n) research & program evaluation.

6. Concurrent with internship training, the agency will provide the following continuing professional development education, and training experiences in addition to supervision. (e.g. orientation, inservice training)

7. The internship site agrees to provide release time for the intern to complete university based supervision at least 1 school day per month.

8. The methods for evaluating students are:

- (a) Internship self evaluations addressing written plan and specific training goals due at the end of Fall and Spring semesters.
- (b) Internship and Demographics logs due at mid-term and at the end of each semester.
- (c) Standard ECU Internship Supervisor evaluation form due at the end of Fall and Spring semesters.
- (d) University Internship site visit and/or phone conference call once per semester.

9. The school system/agency confirms the student will be provided the following compensation and support:

(a) Salary (amount for what time period); _____

(b) Additional compensation (e.g., health benefits, sick leave, etc.)

(c) Expense reimbursement consistent with other employees (e.g. travel between schools): Yes: _____ No: _____
Explain if no: _____

(d) Necessary for work environment (check those that will be provided) () office supplies, () testing materials,
() secretarial services or () access to word processor, () office space
List other: _____

10. Finally, the school district commits itself to providing the intern with a comprehensive and diversified training experience.

Coordinator/Supervisor's Signature

Date

University Required Information

Student Learning Outcome:

1. The intern will demonstrate competency in all of the skill areas necessary and outline in the NASP domains so as to practice as a school psychologist as determined by site and university supervisors.

Catalog Course Description:

Internship for School Psychology – prerequisite: advisor approval. Intensive supervised experience in approved educational setting. May be retaken for a maximum of 12 hrs. Graded satisfactory/unsatisfactory. A minimum of 1200 hrs. of work is required for the 12 hrs. of credit awarded.

Evaluation Method

The internship requires several activities to be completed as mentioned earlier. These required activities in addition to the activities agreed to by the intern's site and university supervisors in the NASP domain matrix must be completed at a proficient level in order for the intern to receive a satisfactory grade. All activities are equally weighted in calculation of the intern's final grade.

Student Progress:

Student Progress will be reviewed by the site supervisor during weekly supervision and by the university supervisor during monthly supervision using the criteria outlined earlier.

Attendance Policy:

The internship is a job where attendance is mandatory. Site supervisor and other school personnel where the internship is taking place will monitor attendance on the job and take appropriate actions dependent on district and/or agency policy.

Drop Policy

If interns need to drop this course, they are directed to the *Colonel Compass* for information and deadlines for accomplishing this.

Disability Accommodation Statement:

A student with a "disability" may be an individual with a physical or mental impairment that substantially limits one or more major life activities such as learning, seeing or hearing. Additionally, pregnancy or a related medical condition that causes a similar substantial limitation may also be considered a disability under the ADA.

If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the office in the Whitlock Building Room 361 by email at disserv@eku.edu or by telephone at (859) 622-2933. Upon individual request, this syllabus can be made available in an alternative format.

Academic Integrity Policy:

Students are advised that ECU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at www.academicintegrity.ecu.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

Internship University Supervision Component

Meeting Dates	Location	Case Presentations, Due Dates, and Assigned Readings
Friday, August 28 th	Cammack 120 – Seminar room	Internship Agreement due
Friday, September 18 th	Cammack 120 – Seminar room	Demographic and Hour logs due (submitted through Blackboard <i>before</i> meeting on this date)
Friday, October 23 rd	Cammack 120 – Seminar room	<p>Mid-Semester Supervisor Evaluation due (mailed in by this date or hand delivered on this date)</p> <p>Demographic and Hour logs due (submitted through Blackboard <i>before</i> meeting on this date)</p>
Friday, November 20 th	Cammack 120 – Seminar room	<p>Demographic and Hour logs due (submitted through Blackboard <i>before</i> meeting on this date)</p> <p>1 Psychoeducational Assessment report due (submitted through Blackboard <i>before</i> meeting on this date)</p>
Friday, December 4 th	Cammack 120 – Seminar room	<p>Self-evaluation of progress on NASP Domains due (submitted through Blackboard <i>before</i> meeting on this date)</p> <p>Demographic and Hour logs due (submitted through Blackboard <i>before</i> meeting on this date)</p> <p>Evaluate University Supervisors in Class</p>

Friday, January 22 nd	Cammack 120 – Seminar room	<p>1 Case due (either Direct Intervention or Consultation submitted through Blackboard <i>before</i> meeting on this date))</p> <p>Professional vita due (submitted through Blackboard <i>before</i> meeting on this date)</p> <p>Demographic and Hour logs due (submitted through Blackboard <i>before</i> meeting on this date)</p>
Friday, February 26 th	Cammack 120 – Seminar room	<p>Joint meeting with practicum students to discuss applying for internship</p> <p>Demographic and Hour logs due (submitted through Blackboard <i>before</i> meeting on this date)</p> <p>Mid-Semester Supervisor Evaluation due (mailed in by this date or hand delivered by this date)</p> <p>1 Case due (either Direct Intervention or Consultation submitted through Blackboard <i>before</i> meeting on this date))</p>

Friday, March 25 th	Cammack 120 – Seminar room	<p>Joint meeting with practicum students to meet with certification officers from EKU</p> <p>Demographic and Hour logs due (submitted through Blackboard <i>before</i> meeting on this date)</p> <p>In-service Training Report Due (submitted through Blackboard <i>before</i> meeting on this date)</p> <p>Program Evaluation Summary Report Due (submitted through Blackboard <i>before</i> meeting on this date)</p>
Friday, April 29 th	Cammack 120 – Seminar room	<p>Exit summary due (bring hard copy with your to meeting)</p> <p>End-Semester Supervisor Evaluation due (mailed in by this date or hand delivered by this date)</p> <p>Self-evaluation of progress on NASP Domains due (submitted through Blackboard <i>before</i> meeting on this date)</p> <p>Demographic and Hour logs due (submitted through Blackboard before meeting on this date)</p> <p>Evaluate University Supervisors in Class</p>

***If you were given more than 1 direct intervention and 1 consultation case, please see Dr. Strait for due dates for the additional reports.**

Case Presentation Instructions

Each student will be required to present two cases during internship supervision. The case presentation can be in reference to a consultation case, direct intervention case (including counseling), or assessment case. As an intern you will be making progress regarding integration of your skills; therefore, your case presentation may encompass more than one of the types of cases listed above. The case also must include an issue of diversity that had to be considered. The definition of diversity includes age, race, gender, socioeconomic status, rural/urban, and ELL. The case should be prepared and presented in a meaningful and professional way, as though presenting it in an ARC meeting with the student's family present. For class discussion purposes, however, you will need to present information in such a way that **all identifying information has been removed**. The presenter should bring copies of the following applicable materials to pass out to the other students and university supervisors.

- Case summary
 - Description of client and setting
 - Presenting problem
 - Operational definition of target behavior
 - Description of any assessments conducted
 - Copy of intervention plan
 - Summary of research used to guide intervention plan
 - Data sheets
 - Treatment integrity checklist
 - Graph of data collected, and/or
 - Psychoeducational report (**with all identifying information removed**).

In order to fully use the case presentation as an opportunity to receive feedback from other students and the university supervisors, FIVE discussion questions are to be developed in advance that will be posed to the other students. The questions may include what the next step might be (regardless of whether in the midst or at the end of an intervention or assessment, there always is a next step), what you or the team might have done differently, what additional information would be good to have, or what additional supports could be put in place. If your case presentation is scheduled early in the semester you may not have all of the items listed above; however, you need to make sure you have all items that are applicable to your case. You will verbally present the information from the handouts and be prepared to ask questions and receive feedback.

