Course Number:     PSY 7753, 54, 55  
Course Title:    School Psychology Internship  
Semester Hours:   3-9  
Prerequisites:    PSY 6650, and approval of instructor  
Text:     None Required  

Catalog Course Description:
At least 300 hours per three hour course of prescribed experience in school psychology, completed at approved schools (K-12), and supervised by an approved school psychologist. The student is advised to check national and multi-state requirements for internship experiences.

Goals and Objectives:
The Teacher Education Program is designed to provide a quality, academic program that emphasizes meaningful and practical learning experiences in preparing students to be innovative, informed, reflective decision-makers. In addition, this course provides opportunities to demonstrate knowledge of the following objectives:

1. Psychological foundations: cultural diversity.
2. Educational foundations including:
   Instructional and remedial techniques.
   Organization and operation of schools.
3. Professional school psychometry including:
   Issues and standards.
   Legal and ethical issues.

The student shall demonstrate the ability to:
1. Conduct psychological and psycho-educational assessment including the following:
   a. Non-biased assessment of personal-social adjustment, and environmental influences SDE:SPSY (2)(b)2(i) (CF 2,5) 
   b. Formal instruments, procedures, and techniques SDE:SPSY (2)(b)2(ii) (CF 5) 
   c. Interviews, observations, and behavioral evaluations SDE:SPSY (2)(b)2(iii) (CF 5) 
   d. Explicit regard for context and setting in which assessments take place and will be used SDE SPSY (2)(b)2(iv) (CF 3,4) 
   e. Legal and ethical standards.
2. Provide direct and indirect interventions including:
   a. Facilitation of individuals, groups, and/or organizations SDE:SPSY (2)(b)3 (CF 1)
   b. Enhancing development SDE:SPSY (2)(b)3 (CF 1)
   c. Facilitation of service delivery SDE:SPSY (2)(b)3 (CF 1)
   d. Use interpersonal skills SDE:SPSY (2)(b)3 (CF 1).
   e. Work effectively in cross-cultural situations SDE:SPSY(2)(b)3 (CF 1)

3. Provide Consultation SDE SPSY (2)(b)1, including:
   a. Consultation and collaboration with parents, school, and outside personnel regarding mental health, behavioral, and educational concerns SDE:SPSY (2)(b)1.(i) (CF 2,5)
   b. Design and development of procedures for preventing disorders, promoting mental health and learning, and improving educational systems SDE:SPSY (2)(b)1.(ii) (CF 5)
   c. In-service and other skill enhancement activities for school personnel, parents, and others in the community regarding issues of human learning, development, and behavior SDE: SPSY (2)(b)1(iii). (CF 5)
   d. Development of collaborative relationships with clients and involvement of clients in the assessment, intervention, and program evaluation procedures SPSY(2)(b)1(iv). (CF 5)

4. Provide supervision, including overall development, implementation, and professional supervision of school psychological services SDE:SPSY (2)(b)4. (CF 5)

5. Conduct program planning and evaluation, including the following: SDE:SPSY (2)(b)5
   a. Assisting in decision-making activities.
   b. Serving on committees responsible for developing and planning educational and educationally-related activities.

Course Content:
1. Duties of a school psychologist.
2. Psychological and psycho educational assessment. SDE:SPSY(2)(b)2(i); (ii); (iii); (iv) CF 1,2,5
3. Direct and indirect intervention. SDE:SPSY (2)(b)3 CF 2,5
4. Professional and client relationships and supervision . SDE:SPSY (2)(b)4. CF 5
5. Modern technology.
6. Educational and counseling techniques of remediation.
7. Organization and operation of schools and community.
8. Consultation with parents, school and community caregivers SPSY (2)(b)1 (i);(ii);(iii);(iv) CF 1,2,5
9. Planning and development SDE:SPSY (2)(b)5

Course Requirements:
1. Complete and secure approval of "Internship Application Form" to include approval of internship goals and objectives, schools, and
supervisors.

2. Complete at least 300 hours per three semester hour course of prescribed experience, satisfactorily.

3. Maintain a log of time and experiences and other required documentation.

4. Confer on a systematic basis with local and TSUD supervisors.

The student shall demonstrate the ability to:

1. Conduct psychological and psycho-educational assessment including the following:
   a. Non-biased assessment of personal-social adjustment, and environmental influences SDE:SPSY(2)(b)2(i) CF 3,4
   b. Formal instruments, procedures, and techniques SDE:SPSY (2)(b)2(ii) CF 3,4
   c. Interviews, observations, and behavioral evaluations SDE:SPSY (2)(b)2(iii) CF 3,4
   d. Explicit regard for context and setting in which assessments take place and will be used SDE SPSY (2)(b)2(iv). CF 3,4
   e. Legal and ethical standards.

2. Provide direct and indirect interventions including:
   a. Facilitation of individuals, groups, and/or organizations SDE:SPSY (2)(b)3 CF 1
   b. Enhancing development SDE:SPSY (2)(b)3 CF 1
   c. Facilitation of service delivery SDE:SPSY (2)(b)3 CF 1
   d. Use interpersonal skills SDE:SPSY (2)(b)3. CF 1
   e. Work effectively in cross-cultural situations SDE:SPSY(2)(b)3 CF 1

3. Provide Consultation SDE SPSY (2)(b)1, CF 2,5 including:
   a. Consultation and collaboration with parents, school, and outside personnel regarding mental health, behavioral, and educational concerns SDE:SPSY (2)(b)1.(i) CF 2,5
   b. Design and development of procedures for preventing disorders, promoting mental health and learning, and improving educational systems SDE:SPSY (2)(b)1.(ii) CF 5
   c. In-service and other skill enhancement activities for school personnel, parents, and others in the community regarding issues of human learning, development, and behavior SDE: SPSY (2)(b)1(iii). CF 5
   d. Development of collaborative relationships with clients and involvement of clients in the assessment, intervention, and program evaluation procedures SPSY(2)(b)1(iv). CF 1

4. Provide supervision, including overall development, implementation, and professional supervision of school psychological services SDE:SPSY (2)(b)4.CF 5

5. Conduct program planning and evaluation, including the following: SDE:SPSY (2)(b)5
   a. Assisting In decision-making activities
   b. Serving on committees responsible for developing and planning educational and educationally-related activities.
Critical Assignment (1)

The candidate will maintain a “portfolio” of artifacts obtained and developed and/or documentation of activities completed during the internship.

Rubric for Portfolio Evaluation

<table>
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<tr>
<th>Critical Assignment: Internship Portfolio</th>
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<td>Alabama Standard/Rule 290-3-3-.54</td>
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<p>| Technology | Does not demonstrate minimal understanding and/or skill expected of teaching professionals at the Class B | Demonstrates basic understanding and/or skill expected of teaching professionals at the initial level of certification. | Demonstrates proficient understanding and/or skill expected of teaching professionals at the initial level of certification. | Demonstrates exceptional understanding and/or skill expected of teaching professionals at the initial level of certification. |</p>
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<th>Modern technology and its practical application to the field of school psychology. (2)(a)8.</th>
<th>level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is unsatisfactory.</th>
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**Consultation:**

<p>| Consultation and collaboration with parents, school, and outside personnel regarding mental health, | Does not demonstrate <strong>minimal</strong> understanding and/or skill expected of teaching professionals at the Class B level of certification. | Demonstrates <strong>basic</strong> understanding and/or skill expected of teaching professionals at the initial level of certification. | Demonstrates <strong>proficient</strong> understanding and/or skill expected of teaching professionals at the initial level of certification. | Demonstrates <strong>exceptional</strong> understanding and/or skill expected of teaching professionals at the initial level of certification. |
| Behavioral, and educational concerns. (2)(b)1.(i) | Knowledge conveyed and/or performance demonstrated regarding this standard is unsatisfactory. | Knowledge conveyed and/or performance demonstrated regarding this standard is consistent with preservice teachers’ initial understanding and/or performance in this area. | Knowledge conveyed and/or performance demonstrated regarding this standard is consistent with that of effective preservice teachers. | Knowledge conveyed and/or performance demonstrated regarding this standard places the candidate at a level far beyond peers. |
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| In-service and other skill enhancement activities for school personnel, parents, and others in the community regarding issues | Does not demonstrate minimal understanding and/or skill expected of teaching professionals at the Class B level of certification. | Demonstrates basic understanding and/or skill expected of teaching professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is consistent with preservice teachers’ initial understanding and/or performance in this area. | Demonstrates proficient understanding and/or skill expected of teaching professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is consistent with that of effective preservice teachers. | Demonstrates exceptional understanding and/or skill expected of teaching professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard places the candidate at a level far beyond peers. |</p>
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<td>Provide direct and indirect interventions to facilitate the functioning of individuals, groups, and/or organizations; enhance cognitive, affective, social, and vocational development; and facilitate the delivery of services by assisting those who play major roles in the educational system (i.e., parents, school personnel, community agencies). (2)(b)3.</td>
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including overall development, implementation, and professional supervision of school psychological service programs. (2)(b)4.

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Please Note Competency Statement Below:
*Several class assignments will be completed and competencies must be demonstrated during class time.
*Student must successfully complete all course objectives, assignments, assessments and activities in order to pass the course.

Daily Assignments:

**Americans with Disabilities Act:**
Any student whose disabilities fall with ADA must inform the professor at the beginning of the term of any special needs or equipment necessary to accomplish the requirements for this course. Students who have or may be dealing with a disability or learning difficulty should speak with the professor, contact the office of the Adaptive Needs Program (215 Adams Center), or call 670-3220 or 670-3221. Various accommodations are available through the Adaptive Needs Program.

Absence Policy:

A. UNIVERSITY POLICY—In registering for classes at TSU students accept responsibility for attending scheduled classes and completing assignments on time, and for contributing to class discussion and exploration of ideas.

   A student will be excused for class absence for circumstances beyond the student’s control or to attend a required university activity.

B. FACULTY POLICY—Faculty members may levy academic penalties upon unexcused absences, as long as these are explained in the syllabus of the course provided students at the beginning of the term.

C. INCLEMENT WEATHER AND EMERGENCY SITUATIONS: Both faculty and students are responsible for meeting all assigned classes. In the event of inclement weather, faculty and students will be expected to attend classes as usual as long as they may do so without risking peril to themselves or to others. During periods of inclement weather, faculty and students will not be penalized for absences dictated by perilous conditions. In sever cases of inclement weather or other emergency conditions, the Office of the Provost will announce cancellation of classes through the local and regional media as well as through the University’s web site.

**Incomplete Work Policy:** University policy states that an incomplete may be reported for students whose progress in a course has been satisfactory (e.g. the student is passing the
course), but who are unable to receive a final grade because of circumstances beyond their control. An incomplete must be cleared by the next term of enrollment, or one calendar year, whichever comes first. An incomplete which is not removed during the specified time limit of one calendar year or by the end of the next term of enrollment, automatically becomes an F.

**Academic Integrity**: A student may be disciplined, up to and including suspension and expulsion from the University if they are found in violation of the “Standards of Conduct.” See Standards of Conduct in the Graduate Bulletin.