

Course Title: Specialist Internship in School Psychology

Course Prefix: SPSY 77992

Frequency/semester Course is Offered: Annually, Fall and Spring Semester

Position in Sequence for Specialist-level Students: Fall and Spring Semester following Year 1 and Year 2 coursework (Ed.S. Students), Fall and Spring Semester of Year 2 (Ph.D. Students)

Course Typically Taught by: Caven Mcloughlin, Ph.D. / Frank Sansosti, Ph.D.

Course Prerequisites: Graduate Standing, School Psychology Major, completion of all Year 1 and Year 2 coursework

Catalog Description:

One academic year of field experience in schools under the supervision of University Supervisors and a certified/licensed school psychologist who is employed in a school system. Restricted to Ed.S. students in the school psychology program. S/U grading; "IP" permissible. 100 clinical/field hours per semester hour of credit.

Course Objectives:

The purpose of the internship is to provide a process for integrating, applying, and expanding competencies, attitudes, and values under the direction of a supportive mentor, leading to the provision of comprehensive school psychological services.

This Course Contributes to the Completion of the following SPSY Program Missions/Goals:

Ed.S. Program
All program goals.

Ph.D. Program (For students substituting Specialist Internship for Advanced Practicum)
All program goals prior to Specialist Internship

Coursework that Follows in the Sequence, and is Reliant on this Course's Content:

SPSY 6/77995 Issues and Approaches in School Psychology (taken concurrently)

Required Readings:

Ohio Department of Education (2003). *Model procedures for the education of children with disabilities*. Columbus, OH: Author.

Additional Recommended/Required Readings:

Canter, A.S. & Carroll, S.A. (Eds.) (1999). *Crisis prevention & response: A Collection of NASP resources*. Bethesda, MD.: National Association of School Psychologists.

Canter, A.S. & Carroll, S.A. (Eds.) (1998). *Helping children at home and school: Handouts from your school psychologist*. Bethesda, MD: National Association of School Psychologists.

Poland, S. & McCormick, J.S. (1999). *Coping with crisis: Lesson learned*. Longmont, CO: Sopris West.

Thomas, A. & Grimes, J. (Eds.) (2002). *Best practices in school psychology-IV*. Bethesda, MD: National Association of School Psychologists.

Instructional Methods:

Applied psychological practice, supervised by field school psychologist and university faculty.

Requirements/Student Evaluations:

A rating scale based on internship objectives is used to assess the intern's overall competence at mid-year and at the conclusion of internship. Evaluation is conducted jointly by the field-based supervisor and the university supervision. Specific competencies emphasized during internship include:

- Serving as an agent of change.
- Using a scientist-practitioner model.
- Establishing effective collaborative relationships.
- Facilitating and implementing a collaborative problem-solving process.
- Implementing comprehensive psychoeducational assessments.
- Developing and implementing appropriate intervention strategies.
- Counseling individuals and groups.
- Developing and training staff, parents and students.
- Recognizing and valuing human diversity.
- Demonstrating appropriate interpersonal relationship skills.
- Serving as a liaison.
- Acting with political and organizational competence.
- Behaving in a consistent and appropriate professional and ethical manner.
- Acknowledging and adhering to laws, rules, and procedures.

Policy on Grading:

Student proficiency is graded by S/U grades as follows: Satisfactory work is interpreted as average or superior attainment while unsatisfactory work is below average attainment.

Policy on Plagiarism:

Note: Plagiarism is a serious ethical violation. Any attribution of another's work as one's own without appropriate credit is considered plagiarism. This applies whether information is obtained from print, presentation, or electronic sources.

Students Experiencing Disabilities:

In accordance with Kent State University policy, if you have a documented disability and require reasonable accommodations to obtain equal access in this course, please contact the course instructor at the beginning of the semester, or when given an assignment for which an accommodation is required. Students with disabilities must verify their eligibility through the Office of Student Disability Services (SDS) in the Michael Schwartz Student Services Center (330.672.2972).