

Psychology Internship I
PSYC 5384-110, CRN 10141
Spring 2019
Texas A&M University-Central Texas

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Dr. Coady Lapierre, LSSP

Office: 318 G Warrior Hall

Email: lapierre@tamuct.edu

Office Hours:

T & R 1-5

Mode of instruction and course access:

This is an internship course, most instruction will be completed at the approved external site. University supervision will be conducted face to face and supplemented with resources online through Canvas. Students are required to make arrangements with the Professor to meet at least monthly and arrange a site visit. This course utilizes didactic teaching, group discussions, group supervision, taped sessions/live observations, and research articles. Students are evaluated through taped sessions/live observations, site supervisor's evaluations of students, written summaries of research articles, and ability to compile a portfolio.

Student-instructor interaction:

For appointments or questions outside of class, the preferred contact method is email to lapierre@tamuct.edu. Students can expect replies within 2 business days.

Participation

Your active participation in supervision sessions is necessary for you to meet the course objectives. Active participation requires prior preparation on your part (e.g., reading of assigned materials). If you must miss a supervision session, you will need to make up that missed supervision time. Missing more than one scheduled supervision sessions may result in failure of the course.

911 Cellular:

Emergency Warning System for Texas A&M University – Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Overview and description:

The purpose of this course is to help students transition from supervised to independent practice. Major emphasis is placed on the student's involvement in successful practices in educational and/or mental health settings focused on school aged children. Students have met all academic and professional standards of practice before placement. Students are required to complete a minimum of 600 clock hours per semester. Weekly supervision is provided by the on-site supervisor.

Student Learning Outcomes:

The National Association of School Psychology standards can be downloaded at:

https://www.nasponline.org/assets/Documents/Standards%20and%20Certification/Standards/1_Graduate_Preparation.pdf

This course addresses all 10 NASP Standards which evaluated by weekly quizzes and the Final Exam.

Required Reading and Textbook(s):

National Association for School Psychology (2010). NASP Code of Ethics. Can be downloaded at

https://www.nasponline.org/assets/Documents/Standards%20and%20Certification/Standards/1_%20Ethical%20Principles.pdf

Textbook (Recommended):

Thomas, A. & Grimes, J. (2014). Best Practices in School Psychology
Bethesda, MD: NASP. ISBN 978 0 932955-52-4

COURSE REQUIREMENTS

Course Requirements: Internship requirements

Students must complete supervised internship experiences that total a minimum of 600 clock hours over a minimum 10 week academic term. Each student's internship includes all of the following:

1. A combination of direct and indirect service with actual students that contributes to the development of counseling, assessment and/or consultation skills.
2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship by a program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract.
3. An average 2 hours per month of group supervision that is provided on a regular schedule throughout the internship by a program faculty member.
4. The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients.
5. Evaluation of the student's performance throughout the internship, including documentation of a formal evaluation after the student completes the internship.

Evaluation of the student's performance will be based on the student's ability to demonstrate:

1. Ability to approach teachers, parents, and youth in a manner that encourages the formation of a trusting and cooperative relationship and which allows others to feel comfortable with the internship student throughout the consultation and intervention process (NASP 2.2, 2.4, 2.7).
2. A habit of promptness and predictability in all aspects of the field placement. This includes keeping regular hours at the internship site, being prepared, and meeting timelines (NASP 2.2).
3. Understanding of cultural, ethnic, and/or linguistic diversity and cultural-sensitivity in working with diverse teachers, students, and families (NASP 2.8).
4. Knowledge of the provisions of the Individuals with Disabilities Education Act (IDEA 2004) and the Texas Administrative Code (TAC) relevant to early intervention, 14 scientifically-based research practices, and response to intervention (NASP 2.10).
5. Skills in effectively collaborating with teachers, parents, and others to address the academic needs of students in school and home settings (NASP 2.2, 2.3, 2.7).
6. Skills in using consultation models during collaboration with diverse groups of teachers and parents in K-12 settings. Knowledge of a variety of consultation models and the consultation and collaboration process at the group and system levels (NASP 2.2, 2.5, 2.6).
7. Skills in using data gathered through observation, interview, and direct assessment (e.g. curriculum-based assessment) to design, implement, and monitor interventions. At all phases of the consultation and intervention process, students will use data-based decision making to assess the positive impact of interventions on children in K-12 schools (NASP 2.1, 2.2, 2.9).
8. Knowledge of the characteristics of effective, evidence-based instruction at the universal, targeted, and individual levels. (NASP 2.6, 2.9).
9. Knowledge of evidence-based prevention models that promote cognitive academic development at the individual, group, and schoolwide levels (NASP 2.3, 2.9).
10. Skills in using computer-based tools for compiling and analyzing data to design and evaluate the positive impact of academic and behavioral interventions for students in K-12 schools (NASP 2.9).

I. Supervision

Students will receive and log 1 hour of individual supervision and 1 hour of either individual or group supervision each week (or 2 hours of each every other week) with their Field Site supervisor. Students will also schedule a minimum of once a month group supervision provided by the faculty supervisor, with additional contact and campus visits as needed.

II. Ethical and Professional Conduct

Internship students must behave in accordance with the NASP Ethical Standards and other standards of accepted professional conduct, including attire appropriate to professional counseling. Special attention is called to standards of confidentiality

III. Insurance

All students must provide proof of professional liability insurance coverage before they will be permitted to see clients. Students are free to obtain this insurance through any insurance company recommended by a counseling association. Professional liability insurance is available through the National Association of School Psychologists.

IV. Counseling Tapes or Live Supervision

The recording of sessions in the field setting is completed in accordance with the regulations of the internship field site and the Field Site Supervisor. The intern should record (video or audio tape) as many client sessions as possible. The recordings should be used for self-evaluation, peer group presentations, and instructor evaluation of the intern's direct service skills. Students will turn in a minimum of 1 tape for evaluation as assigned by the professor. Permission forms must be signed by the client for taping. Each submission must include (A) Tape (audio or video, must be loud enough to hear easily), (B) signed permission form (two forms, one for your professor and one for you), (C) Tape Critique Form. (#6 in Portfolio)

V. Article Reviews

Students will complete 2 article reviews which will be placed in the portfolios by the due date listed. (#7 in Portfolio)

VI. Resume / Curriculum Vita

Students will submit and share copies of their resume/vita and develop improvements for resubmission.

VII. Weekly Journal

The purpose of the journal is for students to write a weekly report of their internship activities. In these weekly reports students will (a) highlight the major activities and accomplishments of the week, (b) provide a self-appraisal of their progress, and (c) identify what self-care strategies they have employed. Each journal entry should be about 1/2 to one page in length. Each journal entry is due at or near the end of the month. (#4 in Portfolio)

VIII. Hour Log

The purpose of the log is to provide a record of all time spent in internship activities. The log serves as evidence that the student has met the content and time requirements of the internship. The log is to be signed by the Field Site Supervisor, the University Professor, and student. Logs will be submitted for review at midterm. (#15 in Portfolio)

IX. Technique Presentation

Each student will make a brief in-class presentation on a therapy technique of their own choosing. After the presentation, the audience should be familiar with the basics of how to implement the technique, understand the degree to which the technique is empirically supported, be able to identify which problems/population the technique is most appropriate for, and know where to search for more information on the technique. In addition to an oral presentation (with or without visual aids), each student will also need to prepare and distribute a handout with essential information on the technique.

X. Evaluations

At the end of the semester each student will provide evaluations of their supervisors and of their external sites.

XI. Portfolio

As part of the evaluation for the semester, students will assemble a portfolio documenting their learning from their involvement in the following activities. Minimally the portfolio should include the following components

1. Course syllabus
2. NASP Code of Ethics & at least one other Code.
3. Proof of your liability insurance.
4. Journal – Weekly Journal.
5. Counselor/Client Agreement (Consent forms).
6. Assessment or treatment plan for an individual or group counseling session.
7. Two articles relating to the treatment of issues related to current client.
8. Outline and description of group counseling for a special population or for a special type of problem.
9. Summary of assessments used at your setting.
10. Description of counseling services (brochures, forms, handouts, descriptions of counseling activities, etc.).
11. Listing of referral resources and other community agencies where there is collaboration with counselors in your setting.
12. Description of any presentation or workshop that you planned or attended.
13. Brochures from professional meetings you attended.
14. Resume
15. Log of your hours signed by your site supervisor. Log must indicate total hours, Direct and Indirect Hours.
16. Copies of any evaluations you received.
17. Agency administrative structure—decision making processes.
18. Personnel policies related to evaluation.
19. Class Handouts.

The portfolio will be yours to keep. You should bring the portfolio to the mid-term and final evaluation meeting with your University Professor. Some components of this portfolio may have been generated during Internship and/or will be generated during students' second semester of Internship. At the final evaluation meeting you should bring completed assessments of your internship supervisor(s) and internship site. The University Professor will provide you with these forms.

Grading Criteria
Grading

Course Grades:	Points	Final Grade:	
Portfolio	90 pts.	90-100 pts.	A
Site Supervisor Evaluation	10 pts.	80-89 pts.	B
		70-79 pts.	C
		60-69 pts.	D

Students will be evaluated on the basis of the following:

1. 15%—Appropriate level of primary skills and competencies as demonstrated in the presentation of taped or observed counseling sessions, report of site supervisor, and other direct evidence of counseling.
2. 15%—Appropriate level of professional disposition as demonstrated in the supervision sessions, report of site supervisor, and other direct evidence of disposition.
3. 15% Appropriate level of professional behaviors in support of delivering services as demonstrated in the supervision sessions, report of site supervisor, information in the portfolio, and other direct evidence of professional behaviors.
4. 55%—Completeness and quality of portfolio.

Success in the program consists of more than grades. Work habits and attitudes play a major role in the success of any student. Any of the following actions are considered just cause for immediate dismissal from the program:

1. Dishonesty (cheating, plagiarism, etc.)
2. Unauthorized disclosure of confidential information
3. Negligence or misconduct
4. Mistreatment of clients, fellow students, research participants, or faculty
5. Abusing a client, fellow student, faculty member, or staff member
6. Violations of the rules, regulations, and principles in the NASP Code of Ethics or Texas A&M University - Central Texas Code of Student Conduct.
7. Receipt of a Failing grade in Practicum or Internship.
8. Willful submission of false information or alteration of any official records, counseling reports, papers, or examinations.
9. Willful conduct that may cause injury to self or others.
10. Sexual harassment and/or violence in the workplace as defined by Texas A&M University - Central Texas University.

Posting of Grades

All class grades will be posted in Canvas, normally within 2 weeks of submission.

COURSE OUTLINE AND CALENDAR

WEEK	TOPIC/ACTIVITY	ASSIGNMENTS
1	Overview of Class; Supervision Contracts; Supervision	Due: Signed supervision contracts
2	Liability Insurance; Hour Requirements; Professional Counseling Associations; Counselor/Client Agreements; Supervision	Group discussion of external sites
3	Ethics ; Counseling Tapes – Format; Supervision	Due in your Portfolio: 1-Course syllabus 2-NASP Code of Ethics and one other code of ethics 3-Liability insurance proof 5-Counselor/Client agreement
4	Review of counseling theories; Supervision	Journal Entry #1-Wks 1-4 (Portfolio Item #4)
5	Assessment; Supervision	
6	Case Conceptualization & Treatment Planning; Supervision	
7	Students share case conceptualizations; Suicide/Crisis Intervention; Supervision	Due: Summary hour log for 1 st half of semester. Due in your Portfolio: 6-Assessment or Treatment plan 7-2 Article Reviews 8-Description of group work 9-Summary of assessments at site 10-Description of counseling services
8	Mid Term Evaluation	
9	Diversity; Multicultural Counseling Competencies; Supervision	Journal Entry #2-Wks 5-8 (Portfolio Item #4)
10	Child Abuse; Adult (elder) Abuse; Supervision	
11	Consultation; Supervision	
12	Results of Ongoing Program Evaluation and Assessment; Licensure and Certification for Counselors;	Journal Entry #3-Wks 10-13 (Portfolio Item #4)

	Professional Associations; Supervision	
13	Technique presentations; Supervision	Due: Technique presentation Due in your Portfolio: 11-List of referral resources 12-Presentations/workshops 13-Brochures from meetings 14-Resume
14	Technique presentations; Supervision	Due: Technique presentation; Due: Tape or Live Observation
15	STUDENTS SHARE PORTFOLIOS; Supervision	
16	EVALUATIONS CLASS WRAP UP	Journal Entry #4-Wks 14-17 (Portfolio Item #4) Due in your Portfolio: All Due: Final Time Log signed by Student & Site Supervisor Due: Site Supervisor's Evaluation of Student Due: Student's Evaluation of Site Supervisor Due: Student's Evaluation of Internship Site

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Technology Requirements.

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support.

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Other Technology Support.

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

Web Chat: [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy.

If you discover that you need to drop this class, you must complete a Drop Request Form [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity. Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more information regarding the Student Conduct process,
[<https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel>].
If you know of potential honor violations by other students, you may submit a report,
[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Academic Accommodations.

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion at (254) 519-5797. Any information you provide is private and confidential and will be treated as such.

For more information please visit our Access & Inclusion web page
[<https://www.tamuct.edu/student-affairs/access-inclusion.html>].

Important information for Pregnant and/or Parenting Students.

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the Student Affairs web page [<https://www.tamuct.edu/student-affairs/index.html>]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University’s Title IX Coordinator.

Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

University Writing Center.

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.- 5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students’ ideas and writing, our tutors highlight the ways in which they read and interpret students’ texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via WOnline. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

University Library.

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our Library website [<http://tamuct.libguides.com/index>].

While this syllabus represents the direction and scope of this course, it is subject to change.