

EPSY 6491 Doctoral Internship

**Course and Instructor Information**

**Course Title:** Doctoral Internship in School Psychology

**Credits:** 3-6 variable

**Prerequisites:** To be eligible for internship, doctoral students must have met ALL the following requirements PRIOR to signing any contract or internship agreement with an internship site.

1. Completed all required coursework with no remaining Incomplete courses.
2. Passed the *Master's Degree Qualifying Examination.*
3. Completed all practica requirements.
4. Passed the *Praxis-School Psychology* examination.
5. Passed the Pre-Internship Portfolio.
6. Successfully defended their dissertation proposals.

**Professor**: Ravit Stein, PhD, BCBA-D, LBA, NCSP

**Email:** rstein@eastconn.org

**Telephone:** 860-428-0506 (cell)

**Office Hours:** By appointment.

**Communication:** Email is the best way to communicate and I will answer most emails within two business days, usually sooner. If I do not respond within two business days, please re-send your email.

**Course Materials**

**Resources for Seminar:**

Course readings and resources are available within HuskyCT.

**Internship Hours Tracking:**

You have access to an excel spreadsheet template to use to track your internship activities and supervision in Husky CT. You may either use this template or Time2Track. Time2Track is available here: <https://time2track.com> There are multiple pricing plans; however, the cost is approximately $4-8 per month of use. If you have an APA/APPIC internship and use a site-provided hours tracking system, please contact the Internship Director to discuss.

**Course Description**

An intensive, one-year full-time, or two-year part-time supervised experience in a school psychology setting totaling at least 1,500 hours of service. Of these 1,500 hours, 600 hours must be in a school-based setting (see Internship Manual), and 375 hours must be direct client/consultee contact. Further, interns must receive an average of at least 2 hours of face-to-face individual supervision per full-time week from their field-based supervisor. In addition to the individual supervision, doctoral-level interns spend at least two additional hours per week in group or individual supervision with a certified school psychologist or licensed psychologist.

**Course Objectives**

The purpose of the Doctoral Internship Course is to provide a forum for group supervision, support, and additional professional development to facilitate successful completion of a school psychology internship.

**Course Schedule and Calendar**

See [Course Schedule and Calendar](https://docs.google.com/document/d/1NprbPQ8d7LkSZuLRTRtn7-ok0GTqwKAWiFqnuJHe8Mo/edit?usp=sharing)

**Course Requirements and Grading**

**All Internship seminar requirements are listed below and are also outlined in the Internship Manual.**

## **Required Internship Hours**

All interns must complete 1500 hours of internship across 1 year full-time or 2 years part-time.

Of these 1500 hours,

* 600 hours must be in a school-based setting (i.e., not a clinic, hospital, etc.,unless on an approved APA/APPIC internship—see below)
* 375 hours must be in direct client /consultee contact.

All interns must receive an average of at least 2 hours of face-to-face individual supervision per full-time week from their field-based supervisor.

In addition to the individual supervision, doctoral-level interns spend at least two additional hours per week in group or individual supervision with a certified school psychologist or licensed psychologist.

**Required Internship Hours Logs**

Interns must maintain an internship hours log that succinctly and accurately describes all the activities they perform throughout their internships. At the end of each month,the intern will sign and date the log and submit it to the site supervisor and internship director for review and signature via DocHub or similar platform. The logs are to be submitted to the Internship Director on the dates provided in the syllabus, at which time they will be reviewed and signed. Internship log files must be name with the following convention: Last name\_month.day.year-month.day.year (e.g., Sanetti\_8.29.18-9.13.18.xlsx).Interns must keep a copy of their logs for their records. Throughout internship, interns must document their activities and maintain records of the supervision they receive.

To pass internship, interns must meet the hours requirements outlined above. If there is any concern about not meeting the hours requirements overall or in a specific area (e.g., supervision, direct contact), contact the Internship Director immediately.

## **Internship Portfolio**

Internship is the culminating experience of graduate study in school psychology. As such, one of the main internship completion requirements is the creation of a portfolio in which students demonstrate their ability to integrate knowledge and professional skills while delivering a range of services to children, families, and schools. This portfolio consists of a minimum of 10 artifacts, which are representative of the nature and quality of the work completed during internship and demonstrate students’ competence across the School Psychology Program Objectives and NASP (2010) domains. It is submitted for faculty review twice during the internship year. The following five artifacts are required of all students: (a) two psychoeducational reports, (b) one academic case study, (c) one behavioral case study, (d) one consultation case study, and (e) one systems/prevention project. Additional artifacts may be required to demonstrate competence of all program objectives. Further details regarding the (a) portfolio (i.e., purpose, content, structure, review policies and timeline), (b) paperwork, and (c) additional documents, are available in the *Internship Portfolio Manual* (see Appendix B of the Internship Manual)*.*

To pass internship, interns must meet the Portfolio requirements at the end of year review. In the unlikely event that a student does not meet the portfolio requirement in May, a meeting with the internship portfolio supervisor, student, and the student’s major advisor will be convened immediately.

## **Field-based Supervisor Evaluations & Intern Self-evaluations**

At two times during the internship experience, field-based supervisors and interns will be emailed evaluations to complete.

The field supervisor shall complete the *“*School Psychology Field Evaluation: Internship” questionnaire two times during the internship experience: immediately prior to the end of the fall semester and during May of the spring semester. This evaluation will provide data on the intern’s progress with respect to important school psychology knowledge and skills.

The intern shall complete the “School Psychology Field Evaluation: Interns” questionnaire two times during the internship experience: immediately prior to the end of the fall semester and during May of the spring semester. This evaluation will provide data on the intern’s perception of (a) their progress with respect to important school psychology knowledge and skills and (b) the quality of the internship site’s training offerings and supervision

To pass internship, interns must receive average ratings of 4 or higher across all competencies by the end-of-year evaluation. If there is any concern about not achieving such a rating in a specific competency area, contact the Internship Director immediately.

## **Grade Submission**

For liability reasons, students will not receive a grade for internship until the end of their placement in June.  This will allow the students to be considered UConn students through the end of their practical placements and no additional fees/credits will be needed.

**Student Responsibilities and Resources**

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. You are responsible for acting in accordance with the policies listed below and provided here: <http://provost.uconn.edu/faculty-and-staff-resources/syllabi-references/>

* **The Student Code**
* **Absences from Final Examinations**
* **Class Attendance**
* **Credit Hour**
* **People with Disabilities, Policy Statement**
* **Policy Against Discrimination, Harassment and Related Interpersonal Violence**
* **Academic Misconduct Procedures for Instructors**
* **Scholarly Integrity in graduate and Post-Doctoral Education and Research**

**Cheating and Plagiarism**

Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. If you need more information about the subject of plagiarism, use the following resources:

* [Plagiarism: How to Recognize it and How to Avoid It](http://lib.uconn.edu/help/writing/plagiarism-how-to-recognize-it-and-how-to-avoid-it/)
* [University of Connecticut Libraries’ Student Instruction](http://lib.uconn.edu/help/start-guides/undergraduate-students/) (includes research, citing and writing resources)

**Students with Disabilities**

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or <http://csd.uconn.edu/>.

**Emergency Preparedness**

In case of inclement weather, a natural disaster, or a campus emergency, the University communicates through email and text message. Students are encouraged to sign up for alerts through http://alert.uconn.edu. Students should be aware of emergency procedures, and further information is available through the Office of Emergency Management at <http://publicsafety.uconn.edu/emergency/>.

**Policy Against Discrimination, Harassment and Related Interpersonal Violence**The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate amorous relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. More information is available at [equity.uconn.edu](http://equity.uconn.edu/) and [titleix.uconn.edu](http://titleix.uconn.edu/)

**Statement on Absences from Class Due to Religious Observances and Extra-Curricular Activities**Faculty and instructors are expected to reasonably accommodate individual religious practices unless doing so would result in fundamental alteration of class objectives or undue hardship to the University’s legitimate business purposes. Such accommodations may include rescheduling an exam or giving a make-up exam, allowing a presentation to be made on a different date or assigning the student appropriate make-up work that is intrinsically no more difficult than the original assignment. Faculty and instructors are strongly encouraged to allow students to complete work missed due to participation in extra-curricular activities that enrich their experience, support their scholarly development, and benefit the university community. Examples include participation in scholarly presentations, performing arts, and intercollegiate sports, when the participation is at the request of, or coordinated by, a University official. Students should be encouraged to review the course syllabus at the beginning of the semester for potential conflicts and promptly notify their instructor of any anticipated accommodation needs. Students are responsible for making arrangements in advance to make up missed work.

**Evaluation of the Course**

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the[Office of Institutional Research and Effectiveness](http://www.oire.uconn.edu/) (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.