



PSY 790 Internship in School Psychology

Spring 2024

Class **TBD**

MPLX or Zoom

Instructor: Dr. DeMarquis Hayes

Office Location: Nursing Health Science Building 314 (Inside Suite 310)

Office Hours: Wednesday 9 am – 1 pm (Virtually) or by appointment

Office Phone: 903-886-5124

University Email Address: demarquis.hayes@tamuc.edu

Preferred Form of Communication: email

Communication Response Time: Please allow 24 business hours for a response time. Emails sent during the weekend will receive a response by Tuesday.

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

The syllabus/schedule are subject to change.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Course Description

Course description: This course consists of supervised experience in psychological settings under supervision. This internship is the final component of the training program in school psychology. It is a comprehensive experience through which all students are required to demonstrate, under supervision, their ability to integrate knowledge and skills in providing a broad range of psychological services to diverse populations.

Required Textbook

No Textbook(s) are required for this course; Software Required – D2L, Microsoft Office

Student Learning Outcomes

The major goal of the school-based internship is to provide an integrated and coordinated series of learning experiences that will serve students with opportunities to: (a) practice and expand on previously held knowledge and learned skills; (b) develop new skills and knowledge; and (c) experience personal and professional growth and development. Through these experiences students will be contributing to their professional growth in becoming a competent school psychologist. Interns can expect to assist in serving various student populations, families, care providers, and school personnel (i.e., teachers, counselors, others).

Through your activities within the school environment, you will have opportunities to achieve the following objectives:

1. Develop knowledge and skills in delivering services
2. Develop and demonstrate a commitment to evidence-based intervention procedures
3. Consult and collaborate across settings and care-providers

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4. Receive exposure to diverse academic and behavioral concerns, student demographics, and students' special needs within the school environment
5. Develop knowledge related to mental health concerns within the school environment
6. Demonstrate a commitment to diversity and individual differences
7. Apply ethical decision making to work and research activities
8. Develop an appreciation for school related research

Links to the NASP 2020 Domains of Practice

Domain 1: Data-Based Decision Making^[1]_[SEP] School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Domain 2: Consultation and Collaboration^[1]_[SEP] School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods 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 effectively with others.

Domain 3: Academic Interventions and Instructional Supports^[1]_[SEP] School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

Domain 4: Mental and Behavioral Health Services and Interventions^[1]_[SEP] School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social–emotional functioning.

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School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

Domain 5: School-Wide Practices to Promote Learning^{[1][SEP]} School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

Domain 6: Services to Promote Safe and Supportive Schools^{[1][SEP]} School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

Domain 7: Family, School, and Community Collaboration^{[1][SEP]} School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

Domain 8: Equitable Practices for Diverse Student Populations^{[1][SEP]} School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special

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education 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 through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

Domain 9: Research and Evidence-Based Practice ^[L]_[SEP] School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists 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, and analysis to support effective practices at the individual, group, and/or systems levels.

Domain 10: Legal, Ethical, and Professional Practice ^[L]_[SEP] 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 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 effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Using the learning management system (D2L), using Microsoft Office, using m presentation and graphics programs.

Instructional Methods

Instructional methods in this course will include but may not be limited to

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discussion, instructor led group supervision, student led presentations, and attendance at professional development sessions. Since this is a field-based course, classes will meet to discuss experiences in the field as well as cover hot topics in the field to ensure further professional development. At times individual meetings will be more appropriate.

Student Responsibilities or Tips for Success in the Course

Regularly logging into the course website, organization of final paperwork, and regular communication with the instructor to ensure that the student is meeting requirements and making progress.

GRADING

Final grades in this course will be based on the following scale: This class is pass/fail. You must have a minimum of **160 points to pass the course**.

Assessments/Assignments	Points Possible
Self-Assessment, Goals, and PD Plan	10
Case Study	60
Journal Entries	20
Article Summary	10
Attendance	50
Final Paperwork:	<u>50 total</u>
Midterm Evaluation	15
Final Evaluation	15
Hours Logs	10
NCSP Exam Score	10
Total Points for All Students	200

Assessments/Assignments

There are several conditions that must be met in order for interns to receive credit for their internship that are in addition to the assignments listed below. In accordance with the requirements for licensure as a Licensed Specialist in School Psychology by the State Board of Examiners of Psychologists in Texas (TSBEP) students are required to obtain **1200 clock hours of supervised experience within a public-school setting (600 hours can come from a clinic setting)**. For internship, students register for three (3) semester hours of PSY 790 for at least two semesters. Credit for the three semester hours requires the student to work 600 clock hours per semester in

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the school environment. Supervision of the student practitioners is conducted by an appropriately credentialed site supervisor (with three years of practice in the public schools as an LSSP) and the university internship supervisor, Dr. Kendra Saunders.

- Each semester the intern must be able to document 600 hours (if full-time intern; 300 if part-time) of internship activities.
- The internship must be completed on a full-time basis over one year or on a half-time basis over two consecutive years.
- Interns must receive an average of at least two hours of field-based supervision per full-time week from an appropriately credentialed school psychologist.

Self-Assessment, Goals, and Professional Development Plan (10 pts)

At the beginning of the semester, you will prepare a statement assessing your current strengths/weaknesses as it relates to your preparation in each of the 10 domains of practice. Also, you should identify specific learning goals and plan of how to achieve these goals with your internship experiences (see minimum experiences below to assist in plan development). **These goals and plans will be submitted via your journal in D2L (make sure it is shared with the instructor).**

RUBRIC	Excellent = 3	Good/Acceptable = 2	Weak = 1
Strengths/ Weaknesses	Appropriately identified and well explained/described; demonstrates critical thinking and/or reflection	Appropriately identified but not well explained or described; shows some critical thinking and/or reflection	Weak identification of goals; minimally explained or described, showing minimal critical thinking and/or reflection
Goals/Objectives	Clearly defined goals, further delineated into sub-goals or objectives	Overarching goals well-identified, however sub-goals or objectives not clearly delineated	Poorly defined goals and objectives
Professional Development Plan	High quality plan; likely to facilitate substantial growth in	Fair plan; likely to facilitate some growth in identified goals but missing key	Weak plan; ineffective means to facilitate growth in

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	identified goals	elements/ opportunities	identified goals
Link between S/W, Goals, and Plan	Yes = 1		No = 0

Case Study (60 pts): Texas A&M – Commerce School Psychology students submit two case studies during the internship year, to be submitted near the end of each semester of the internship. **One case study should be academic and one should be behavioral.** Students should work closely with their university supervisors in the planning and execution of the case studies. *Students are responsible for obtaining informed consent from parents for the internship case studies.* They must also include the Goal Attainment Scale – see reading on D2L. The University Internship Supervisor evaluates the case study. At each review, the intern will present an organized compilation of services provided to one student. Case studies will be graded using the Internship Case Study rubric on p. 68 of the Internship Handbook and this will also be provided on D2L. Students provide status updates on case studies through D2L and will present the case review orally in a class meeting (see course calendar) and in paper format to the University Internship Supervisor by the date outlined in the course calendar.

Journal Reflections (5 pts each): One important way to benefit from the internship experience is to take time to write about the experience. The goal of this assignment is to stop at regular intervals to think about what you are doing and how you are developing as a school psychologist. It is a way for you to assess your practicum experience and what you are learning. You will decide what to write about in your reflection. You will reflect on what you are experiencing in the field, and any connections or disconnections between these experiences.

Attendance at group supervision and internship symposia (30 pts each): The internship is considered a culminating training experience. Thus, you are expected to attend the scheduled symposia per semester. The dates for the symposia will be provided to you at the beginning of the semester. If you cannot attend a symposium you are required to complete 2-3 assigned readings and a project specified by Dr. Saunders or the person conducting the symposia. **We will also schedule group supervision around symposia.**

Final Paperwork (50 points):

1. **Intern Evaluation:** Students and their site supervisors are expected to complete the INTERN EVALUATION form at the midterm and end of each

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semester. This evaluation form is intended to provide an overview of the intern's progress on internship. This form will be reviewed with the university supervisor at the site visits conducted at the middle and end of the semester. Adequate progress and skills must be documented at the end of the semester in order for the intern to receive a satisfactory grade. Phone conferences may be added during the course of the semester as necessary to ensure the intern's adequate progress.

2. **Internship Hours Log:** Students will be expected to document their activities completed on internship. **Progress reports will be turned in monthly.** To receive a satisfactory grade for the semester students must document 600 hours (if full-time intern; 300 if part-time) of internship activities as specified in the following pages. **Interns are required to submit logs, signed by their site supervisor, at the end of each semester.**
3. **NCSP Exam:** The NCSP Exam (National Certification of School Psychologists) must be passed prior to the end of the internship year and a copy of your scores submitted to the School Psychology Program. Only the School Psychology specialty exam must be taken. This is a PRAXIS exam so you must register for it in advance. It is highly recommended that you take this exam in the fall when demands at your site may be less than in the spring. Please make sure that you list TAMUC, NASP, and TSBEP (Texas State Board of Examiners of Psychologists) as a recipient of your scores when you register for this exam.
4. **Internship Site Evaluation:** Students are expected to complete the INTERNSHIP SITE EVALUATION form at the end of their final semester at an internship site. This evaluation is intended to provide the program with information about the site including strengths and weaknesses. It will be used to help determine the appropriateness of given sites.

More information about Internship Activities

Responsibilities for School Psychology interns will usually include shadowing in the first few weeks of the first semester to gain more knowledge of the school system. By the midterm of the first semester the intern should be assisting with intervention/counseling (both individual and group, as well as behavioral management); consultation with teachers, parents, and other professionals; conducting the administration, scoring, interpretation, and assisting in report writing of psychological and psychoeducational diagnostic test batteries (including ED eligibility); participation in MDRs and ARD meetings, agency meetings, and in-

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service sessions; requested readings; and other activities appropriate for the particular agency. Attendance at professional association meetings may also be included.

The minimum number of activities in each of the areas listed below is required across two semesters of practicum:

Recommended Minimum Experiences

Activity

Minimum

Evaluation (conducting all phases-including reports)	
ED (2 initial evaluations; may include ADHD for a behavioral problem)	3
LD (may include ADHD for an academic problem)	3
OHI (ADHD academic/behavioral concerns)	3
FBA	3
BIPs/MDR	3
ID	1
AU	1
Early childhood (any diagnosis)	1
Participation in ARDs and/or MDRs	10
Intervention (conducting-including IEP and Progress Notes)	
Counseling groups or individual cases (any)	3
Academic Intervention	1
Crisis intervention	1
Consultation (conducting):	
Pre-referral consultation-assistance team involvement	3
Teacher consultations (at least one academic and at least one behavioral)	3
Parent consultations	3
Training & Supervision:	
Conducting your own PowerPoint in-service training (research/present a topic)	1
Attendance at training program/in-service (regional or national)	3
Attendance at TAMUC SSP Program Symposiums	4
Two hours/week supervision with field-based supervisor	2

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COURSE AND UNIVERSITY PROCEDURES/POLICIES

TAMUC Attendance

Students need to routinely log into their MyLeo (D2L) course shell to complete assignments, review readings and other materials and access class power points. Attendance is required if you expect to do well in this course. Students with excessive absences can be dropped from the course or given a grade of F.

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Professional Conduct. Students are expected to conduct themselves as mature and responsible adults while enrolled in this course. Please show respect for others when they speak or express their points of view. If you do not agree with their point of view, ask for clarification, or offer alternative viewpoints. Behavior meant to demean or belittle a class member will not be tolerated. Also, student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and will not be tolerated in any instructional forum at TAMUC.

Students engaging in unacceptable behavior will be asked to correct that behavior. If it persists the instructor will seek the assistance from the proper authorities (e.g. Chair of Psychology & Special Education, Dean's Office, and/or Dean of Students).

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

Class Participation. All students **MUST** actively participate in class discussions and class activities to fully gain knowledge of the content presented.

Leo Mail and MyLeo. All Students should activate and regularly check their Leo

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Mail and MyLeo (D2L) accounts associated with this class. All assignments will be turned in on the D2L course shell for this class. All class communication will be done through D2L. I **WILL NOT** send communication about the class to personal email accounts.

Late Assignments: Late assignments will **NOT** be accepted unless you have provided adequate documentation allowing your absence to be excused (doctor's note in case of illness or copy of a funeral program in case of a death of a loved one). In the event your absence is excused, the missing assignment must be completed **within 1 week** of your return to class or the student will receive a grade of 0.

Academic Integrity. All students are expected to conform to the Texas A&M University-Commerce's Code of Student Conduct Procedures as it relates to academic integrity. This states in part that all instances of cheating, fabrication and plagiarism are prohibited and will be reported. Any student who assists in any form of dishonesty is equally as guilty as the student who accepts such assistance. Any work submitted to me with your name alone on it should represent your work alone. Even in the event you are assigned group projects each student is still expected to complete their own part of the assignment. To the extent that others contribute ideas, suggestions, they must be directly credited by name (and fully cited as appropriate). Disciplinary action will be taken against any student found in violation of the Code, which may include failure of the given assignment, failure in the course, and possible expulsion from the University. In the event a student fails to abide by the rules set forth in the TAMUC policy, they will receive a grade of 0 on that assignment with no opportunity to make that grade up and the student will be reported to the appropriate university officials. A second instance of academic integrity can result in the failure of this course.

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

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<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

For Your Information: Procedure 34.05.99.R1 now prohibits the use of vapor/electronic cigarettes, smokeless tobacco, snuff and chewing tobacco inside and adjacent to any building owned, leased, or operated by A&M – Commerce.

Drop Policy. Students are responsible for officially dropping/withdrawing themselves from the course; failure to do so will result in a grade of “F”. Please refer to the academic calendar in order to be aware of drop dates. The instructor reserves the right to do an administrative drop in certain situations.

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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AI use in course

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

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Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

All Students should activate and regularly check their Leo Mail (e-mail account) and MyLeo (D2L) accounts associated with this class. All assignments will be turned in on the D2L course shell created for this course. All class communication will be done through Leo Mail/MyLeo (D2L). I **WILL NOT** send communication about the class to personal email accounts.

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TENATIVE COURSE OUTLINE / CALENDAR

***Subject to Change**

Week	Date	Topic(s)	Assignment Due
1	1/8 – 1/12	Self-Reflection, Strengths/Weakness, Semester Goals	
2	1/15 – 1/19	Review Goal Attainment Scale, Case Studies, Portfolio	
3	1/22 – 1/26	Topic: Getting Licensed – Applications and Juris Prudence Exam	
4	1/29 – 2/2	Case Study Check In	
5	2/5 – 2/9		
6	2/12 – 2/16	NASP in New Orleans 2/14 – 2/17 No Class	
7	2/19 - 2/23	Review Goal Attainment Scale, Case Studies, Portfolio Case Study Check In	
8	2/26 – 3/1	Work on Case Studies School Psychology Symposium (Wednesday February 28, 2024 6:00 – 7:30 pm)	Journal
9	3/4 - 3/8	Midterm Self-Reflection & Mid-term Site Contact	
	3/11 – 3/15	SPRNG BREAK TAMUC NO CLASS	
10	3/18 – 3/22		Journal Article Summaries
11	3/25 – 3/29	SWPA in San Antonio 3/28 – 3/30	Article Summaries Work on Case Studies
12	4/1 – 4/5		

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		School Psychology Symposium (Wednesday April 3, 2024 6:00 – 7:30 pm)	
13	4/8 – 4/12	Work on Case Studies Individual Check-Ins	Journal
14	4/15 – 4/19		
15	4/22 – 4/26	Case Study Presentations (6:00 – 8:00 pm) Via Zoom BSPN in Atlanta 4/25 – 4/27	Final Case Study Report Due (D2L)
16	4/29 – 5/3	Final Self-Reflection/Evaluations/Site Visits Hour Logs to Date due to Dr. Hayes at Site Visit	Journal (Final Reflection)
17	5/6 – 5/10	Evaluations/Site Visits Hour Logs to Date due to Dr. Hayes at Site Visit	1. Site Evaluations 2. Final Hour Logs & Signed Summary Form 3. Signature Page of Report 4. Case Study Revisions Due (if applicable) Emailed to Admin and Dr. Saunders at end of School Semester
5/10		GRADUATION!! Friday May 10th 4 pm	

Article Summaries (5-6 pages)

Article Summaries are graded in accordance with the requirements listed below.

1. APA formatted Title Page (1 page)
2. Summary of the article – (this is your summary, not the abstract from the article). Summary should discuss a) purpose of paper, b) hypothesis/research questions, c) methods (participants, measures), d) results, e) discussion (including limitations & future directions of study) (approximately 3 - 4 pages)
3. APA formatted Reference page (1 page)

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4. You must attach the article along with your summary.
5. Paper must be written in APA format. Times New Roman font 12 and doubled spaced.

Journals from which you may choose:

Clinical Practice in Pediatric Psychology

Experimental and Clinical Psychopharmacology

Journal of Applied Psychology

Journal of Consulting and Clinical Psychology

Journal of Counseling Psychology

Journal of Rural Mental Health

Neuropsychology

Personality Disorders: Theory, Research, and Treatment

Psychoanalytic Psychology

Psychological Assessment

Psychology and Aging

Psychotherapy