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Evaluation of the Marshall University School Psychology Internship Experience

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Evaluation of the Marshall University School Psychology Internship Experience

By

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Marshall University Graduate College

2006

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the Graduate College of
Marshall University
in partial fulfillment of the requirements
for the degree of

Educational Specialist

In

School Psychology

Approved By:

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ABSTRACT

Evaluation of the Marshall University School Psychology Internship Experience

Carolee S. Richards

Parental satisfaction of 16 students completing an internship through the Marshall University School Psychology Graduate Program was evaluated in the current study. Surveys consisting of ten questions related to services offered by the School Psychology Intern during the Special Education eligibility process were provided to parents during the last five eligibility meetings conducted by each intern. Descriptive statistics as well as qualitative data were utilized to determine whether or not parents were generally satisfied with services being offered by the intern. These results were compared to data collected by Debra Henderson during the summer practicum attended by the same interns in 2005. The results of this study were found to be flawed in a number of areas, including the instrument utilized, the participants surveyed and comparisons to data that already indicated a high level of parental with the services being provided by the interns in question.

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In completing this thesis, there are several individuals that I would like to thank. First and foremost is my family. They had to put up with rejection, impatience, and a great deal of grumpiness in order for me to complete this project. I am sure they will be almost as happy as I will to see me finish this thesis. I would also like to thank Dr. Stroebel, Dr. Krieg, and Dr. Meisel for giving me the encouragement and assistance needed to work through the rough parts. There is no way I could have done it without them. Lastly, I would like to thank my co-workers, including Beth, Yvonne, Mary and all the other ladies in the office for giving me the support and encouragement I needed to stick with the program and get to this point. Thanks ladies, I couldn't have gotten this far without you!

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CHAPTER I

LITERATURE REVIEW

Program evaluation is defined by Webb (1996) as “the measurement of program outcomes and comparison of those outcomes with expected or desired results for that program.” These assessments are completed in order to determine whether or not the desired services are being delivered to the clients, make improvements to the program in order to make them more efficient and less costly, and determine whether or not the purpose of the program continues to be as originally planned. These evaluations can also be used for goal setting, public relations, program comparisons, and replication of programs (McNamara, 1999). Morris, Fitz-Gibbon & Freeman (1987) state that “The critical characteristic of any one evaluation study is that it provide the best possible information that could have been collected under the circumstances, and that this information meet the credibility requirements of its evaluation audience.”

McNamara (1999) identifies several questions which should be answered before beginning an evaluation. These include “what is the purpose of the evaluation?”, “What is the audience of the results?”, “What information is needed to make the needed decisions?”, “From what sources should the information be collected?”, “How can the information be collected in a reasonable way?”, “When is the information needed?”, and “What resources are available to collect the needed data?”. When answering each of these questions, all stakeholders in the program should be involved in order to ensure that everyone is on the same track in regard to goals of the assessment as well as procedures to be taken throughout the evaluation.

The first step in program evaluation involves identifying the desired outcomes of the evaluation. This step requires that individuals determine what the goals of the evaluation will be and what is expected to be learned at the end of the process. After setting these goals, an assessment of the current program as well as a needs assessment must be conducted in order to determine what problems need solved in order to make the program more effective. Individuals involved must realize that decisions made will involve a great amount of change to the program, including, but not limited to, the

acceptance of new procedures due to the ineffectiveness of previous procedures (Webb, 1996).

After considering the previously mentioned outcomes, it should be determined which type of assessment to conduct. The evaluation may be goal-based, which involves determining whether or not the program is meeting the goals which were set at the implementation of the program; process-based, in order to gain an understanding of how the program works; or outcomes-based, to determine if the program is providing the best possible services to clients (McNamara, 1999).

The third step consists of identifying at least three measures which will be used to determine the effectiveness of the program (Webb, 1996). When collecting data, there are three types of sample groups which may be used. These include pre- and post-testing the same group of individuals (the procedure is best utilized with programs being implemented for the first time), using an experimental and a control group, or a comparison between a group using the program and a reference group (such as a nationally normed test).

Data from the sample group can be collected in a number of ways, including questionnaires, surveys or checklists, interviews, documentation reviews, observations, focus groups, and case studies. When choosing the methods used, the evaluator should consider which method will provide the most useful data, which will be the least expensive and which can be administered in a realistic fashion. Each of these methods of data collection has both advantages and disadvantages; however, using a survey or questionnaire continues to be the most popular method due to its ease of use, inexpensiveness and non-threatening manner of information collection. No matter what method is chosen, data collected should include both quantitative and qualitative information (McNamara, 1999).

Once the appropriate measure is determined and information is collected, the data can be analyzed according to the purpose of the evaluation and reported to the appropriate individuals. The type of report required will vary according to the purpose of the evaluation. After the report is complete, decisions regarding implementation of, or changes to, the program in question can be made (Webb, 1996).

The Joint Committee on Standards for Educational Evaluation (2004) drafted a document known as the Revised Program Evaluation Standards in 1994 which stated that evaluation of educational programs, projects and materials should include the elements of utility, propriety, feasibility and accuracy in order to be effective. The utility standards ensure that the evaluation will provide the stakeholders with information which directly relates to the questions that need answered while the propriety standards ensure that the evaluation is carried out legally and ethically. The feasibility standards ensure that the program can realistically be carried out in a prompt and economical manner while the accuracy standards ensure that adequate information regarding the program in question is collected (Joint Committee, 2004).

One area in which program evaluation is very important is in graduate programs of School Psychology. School Psychology is an ever changing and yet very important part of education in today's society. Due to the constant change in this area, it is imperative that evaluations be conducted in order to ensure that students continue to receive the most up to date and thorough education possible. Reviews of school psychology programs are conducted in order to answer the question "Is the program preparing school psychologists with the knowledge and skills necessary to provide a comprehensive range of school psychological services that positively impact children, youth, families and other consumers?" (NASP, 2000).

In order to answer this question, The National Association of School Psychology (NASP, 2001) has recommended qualities which should be evident in a comprehensive, performance-based program. These qualities require that each school psychology program have a system set in place which includes assessment, accountability and program development that:

1. Is clearly delineated in program policy, and is consistent with stated program philosophy and goals.
2. Uses multiple measures of knowledge and skills.
3. Embeds assessment activities in the program in meaningful ways.
4. Uses assessment methods on a continuous basis, throughout the program.

5. Identifies, evaluates, and communicates benchmarks of performance (unsatisfactory, acceptable, and superior) in the program across competency areas for school psychology candidates.
6. Compliments program assessment information with information available from external sources.
7. Aggregates assessment information across candidates and graduates to inform program development and improvement. (NASP, 2001)

In order to assess a program's effectiveness, students of school psychology need an opportunity to demonstrate both what they know and what they are able to do. According to the NCATE (NASP, 2001), assessment of these skills can be accomplished by considering factors such as:

1. reliability, validity, and utility
2. the need for multiple methods that represent multiple data sources, multiple environments, and the assessment of multiple domains
3. the need for methods that allow assessment across time, and provide continuous monitoring of progress toward desired goals and outcomes.

Methods such as examinations, performance appraisals, case studies, simulations, portfolios, candidate and graduate questionnaires, exit interviews and surveys of supervisors, employers, and other external constituents may be utilized in order to assess program effectiveness. This assessment must involve multiple methods and multiple sources that are used throughout the student's education as well as at the completion of the program. No matter what method of assessment is chosen, each one used must be consistent with goals and objectives of the program and demonstrate student competency in each of the following domains required by NASP:

1. Data-based decision making and accountability
2. Consultation and Collaboration
3. Effective Instruction and Development of Cognitive/Academic Skills
4. Socialization and Development of Life Skills
5. Student Diversity in Development and Learning
6. School and Systems Organization, Policy Development and Climate
7. Prevention, Crisis Intervention and Mental Health

8. Home/School/Community Collaboration
9. Research and Program Evaluation
10. Information Technology
11. School Psychology Practice and Development

According to the National Association of School Psychologists' Standards and Guidelines for Training (2002), the specialist level of training (60 graduate semester hour minimum, with at least a 1200 clock-hour internship) should include :

- (a) a comprehensive, integrated program of study delivered by qualified faculty;
- (b) a foundation in the knowledge bases for both psychology and education, including those necessary to deliver effective services that result in positive outcomes;
- (c) substantial supervised field experiences necessary for the preparation of competent school psychologists whose services positively impact children, youth, families and other consumers; and
- (d) systematic, valid evaluation of candidates, coursework, practica, internship, faculty, supervisors, and resources and assessment of the positive impact that interns and graduates have on services to students.

The Marshall University School Psychology program defines a school psychologist as “a data-based problem solver with a broad understanding of educational and psychological foundations. The goal of the school psychological services is optimal development of the individual. School psychology in diverse populations demands a multifaceted practice in a variety of settings, a commitment to quality comprehensive service delivery to students, families, schools and communities, and a strong understanding and respect for individuals.” (Marshall, 2006). In order for students of this program to obtain their goal of living up to this definition, Marshall University offers the Educational Specialist degree in the area of school psychology.

The purpose of this graduate level School Psychology program at Marshall University is to prepare students to work as competent psychologists in school systems not only in West Virginia but also in other states throughout the United States of America. In order to achieve this goal, students must not only learn the roles of the school psychologist, such as assessment, report writing, consultation, and a multitude of other roles, but also learn how school systems work on all levels and be able to

collaborate with all individuals involved in making these systems successful. A school psychologist must also be able to deal with a wide variety of individuals, from students of all ages to parents, teachers, and other school staff members, as well as being well versed in the services offered by the community which may be beneficial to the students' needs. The Marshall University School Psychology Graduate Program handbook (2006) provides a list of the goals and objectives for this program.

According to the Marshall University School Psychology Graduate College Handbook (2006), students must complete 75 hours, which consists of 63 hours of coursework and 12 hours of internship, in order to obtain an Educational Specialist degree in the area of School Psychology. These courses, as well as others required for this degree, cover a wide variety of topics including ethics, law, research, human growth and development, and assessment, to name a few. Courses in this program enable students to gain the knowledge required to succeed in the field of school psychology. Students are also required to write a thesis as well as obtain a score of 610 or higher on the Praxis II before graduation.

Coursework offered by Marshall Graduate College is determined by the AAA standard of Awareness, Attainment and Application. The standard of awareness is fulfilled by offering various entry level classes in which students learn what skills are required of school psychologists as well as various theories and methodologies utilized in the field of school psychology. Attainment is gained during the student's mid-level classes that revolve around school systems and the various forms of consultation that are required of school psychologists as well as with the various forms of assessments that are utilized within the school system. Students are taught during these classes the importance of effective communication skills with various individuals involved while working as school psychologists.

Students in this program are also required to complete a series of three practica and an internship in order to gain practical experience in the field of school psychology. This is where the standard of application comes into play and will also be the topic of this research. SPSY 738,739 and 740 are practica experiences in which students are required to actively participate in the school setting while applying their knowledge and skills required of school psychologists. This experience provides students with the opportunity

to observe a school psychologist in action as well as complete a variety of tasks which are required once they themselves become school psychologists. This opportunity also allows the student to observe various communication skills which are a necessary role of the school psychologist as well as see how the skills learned in the classroom are put into action in the school setting. These skills are then put to use in real-life situations and allow the student to become aware of areas which may require further improvement.

The next step in the process is the completion of a year long supervised internship. The Marshall University School Psychology Internship Manual (2006) describes the internship experience as:

the culminating experience in school psychology graduate preparation. It is a comprehensive experience through which the student is required to integrate the knowledge base and applied skills of school psychology-promoting positive educational and mental health practices and in resolving individual, group, and system level problems. The internship affords the student the opportunity to demonstrate knowledge and skills acquired through coursework and practica, as well as to acquire new knowledge and skills. Internship settings shall be appropriate for the goals and objectives of the training program.

The Marshall University Graduate College (MUGC) requires interns to work as full time School Psychologists in the district of his/her choice for a period of at least nine months. This internship is a contractual position between the hiring district, an MUGC school psychology professor and the student. During the internship, the student is required to complete a number of tasks that are directly related to the set of competencies set forth by the National Association of School Psychologists (NASP) and carried out by the MUGC School Psychology program. Each individual is assessed based on the mastery of these competencies as demonstrated in part by a portfolio completed by the student throughout the internship.

During this internship, the student has the opportunity to enhance skills learned throughout his/her education. One opportunity the student has for enhancement of these skills is through interaction with parents of students suspected of having a disability that affects his/her education. The Individuals with Disabilities Education Act (IDEA) requires that parents be included in all aspects of the student's educational planning.

These aspects include, but are not limited to, Student Assistance Team (SAT) meetings and, if necessary, special education placement decisions. In order for the suggestions of the school psychologist to be beneficial, he/she must be able to effectively communicate complex, and often confusing, educational and/or psychological concepts during the entire special education process.

The psycho-educational report is a prime example of effective communication by the school psychologist. Parents often come to this process with absolutely no background or knowledge of special education or psychological services. Because of this lack of knowledge, it is imperative that the school psychologist write and explain the report without using technical terms or psychological jargon. Parents need to be able to be fully involved members of the special education team and, in order to do so; they must be able to fully understand what is being presented by the school psychologist.

(Henderson, 2005)

When comparing Marshall Graduate College's School Psychology program with the standards set forth by NASP for training programs in the area of school psychology, it is evident that MUGC has exceeded expectations in regards to providing students with the appropriate skills necessary to become competent school psychologists. This study will focus on the improvement, if any, made by students during the internship experience of MUGC School Psychology program and seeks to determine whether or not the interns are provided with experiences during this internship that help improve the skills acquired during his/her education at MUGC.

Hypothesis: The level of parental satisfaction with the performance of MUGC school psychology interns will increase from the end of the summer practicum to the end of the internship.

Null Hypothesis: There will be no change in the level of parental satisfaction of MUGC school psychology interns between the end of the summer practicum and the end of the internship.

CHAPTER II

METHODS

Subjects

Subjects of this study consisted of parents attending the last five eligibility meetings conducted by each of the 16 interns who participated in the 2005 summer practicum required by the MUGC School Psychology program. Names and telephone numbers were obtained from the professors who are supervising each student.

Instrumentation

In order to determine if improvement was made by the interns between the practicum and internship experiences, the 6 point Likert scale used by Debra Henderson (2005) was also used for this research project. This survey consisted of 10 close ended questions with the respondent being able to answer 1) strongly disagree, 2) disagree, 3) somewhat agree, 4) agree, 5) strongly agree, and 0) does not apply. Questions addressed the professionalism of the intern as well as the parents' views of the skills and knowledge possessed by the interns. There was also an area where the respondent could include suggestions for improvement. This questionnaire can be found in Appendix A.

Procedure.

Five questionnaires (see Appendix A), as well as a cover letter with instructions to distribute the questionnaires to parents during five eligibility meetings conducted during the month of April, were mailed to each of the interns. The questionnaires were completed by the parents immediately following the meeting, placed in the provided envelopes, sealed, and returned to the intern. The student's name was not included on these questionnaires. The intern then forwarded the sealed questionnaires to the school psychology department at MUGC by the beginning of May. The researcher then used the received data to conduct a data analysis using descriptive statistics. This was done by assigning each question on the Likert scale a numerical value and then calculating the mean and standard deviation. The open-ended questions were analyzed using qualitative

measures. Information obtained during this research project was then compared to that obtained by Debra Henderson (2005) during the summer practicum of 2005 to determine if the internship experience, from the perspective of parents, provided the interns with experiences that allowed them to improve the skills learned throughout his/her education from the Marshall University Graduate College's School Psychology program.

CHAPTER III RESULTS

Out of 80 surveys distributed to the 16 interns, only 19 were returned, which resulted in a 23.75% return rate. Of the returned surveys, a typographical error was noted, with strongly agree being included on both ends of the scale and strongly disagree being omitted. On 6 of these surveys, the correction was made by the respondent; however, on 7 of the surveys, respondents circled all 1's, which should have been strongly disagree. Based on a frequency distribution of each question (See Appendix C) indicating that the frequency of responses is skewed toward agree and strongly agree, it was assumed by the researcher that the respondents assumed the 1 to represent strongly agree and therefore were counted as 5's (strongly agree). Other data that backs up this assumption is the qualitative data indicating positive, not negative, comments made by the respondents. As for the purpose of this study, items marked as "0" are considered to be missing data; therefore the number of responses for each question may vary.

As can be seen by the chart below, when compared to data obtained by Debra Henderson (2005) during the intern's summer practicum, most of the pre-and post means were not considered to be statistically different with the exception of question #7 (*The school psychologist showed respect for my ideas*). These results indicated a significant increase from data obtained during the summer, which represents significant positive growth of the interns in this area. Overall, the comparison of means for each category indicated positive, although not significant, growth by the interns as can be seen in the following chart.

Question	Pre Mean	Pre SD	Post Mean	Post SD	T-Test
Q1	4.622	0.684	4.737	0.452	0.67
Q2	4.500	0.629	4.632	0.684	0.74
Q3	4.522	0.628	4.632	0.597	0.65
Q4	4.605	0.541	4.684	0.582	0.52
Q5	4.296	0.878	4.333	1.029	0.14
Q6	3.886	1.224	4.444	0.784	1.76
Q7	4.558	0.629	4.944	0.236	2.52*
Q8	4.579	0.826	4.412	1.176	0.61

Q9	4.200	0.992	4.526	0.772	1.26
Q10	4.644	0.679	4.684	0.671	0.22

In looking at individual items on the surveys, it seems that parents are generally satisfied with the services offered by the interns which returned surveys for this study. For questions #1, which is *The School Psychologist was friendly and approachable*, 73.7% of respondents (14) indicated that they strongly agreed with this statement while 26.3% (5) agreed. All 19 respondents either strongly agreed or agreed with this statement. The mean score for this item was 4.74.

Question #2, which is *I believe the psychological evaluation done of my child was accurate, clear and understandable*, had a mean score of 4.63 with 73.7%, or 14 respondents, indicating that they strongly agreed, 15.8%, or three respondents, indicating that they agreed and 10.5%, or two respondents, somewhat agreeing. For item #3, *The School Psychologist explained the test results to me in a way that I could understand*, 68.4% (13) of respondents strongly agreed, 26.3% (5) agreed and 5.3% (1) somewhat agreed. The mean response for this item was 4.63.

According to Question #4, *The School Psychologist seemed to understand my child's problems*, 14 respondents indicated that they strongly agreed (73.7%), four respondents agreed (21.1%) and one respondent somewhat agreed (5.3%) with a mean score of 4.68. Question #5, *I was given ideas as to how the school might be able to help my child*, was found to have the lowest mean score of 4.33. 52.6%, or 10, respondents indicated that they strongly agreed, 31.6%, or six respondents, indicated that they agreed, 5.3%, or one respondent, indicated that he/she somewhat agreed and 5.3%, or one respondent, indicated that he/she strongly disagreed. There was one individual that considered this item to not apply. *The School Psychologist showed respect for my ideas*, question #7, indicated that 89.5% (18) strongly agreed and 5.3% (1) agreed. The mean of this question was 4.94.

Question #8, *I believe the program my child was placed in was appropriate and the least restrictive environment*, indicated a mean score of 4.41 with 68.4% (13) of respondents strongly agreeing, 5.3% (1) agreeing and 15.8% (3) disagreeing. There were two individuals who felt that this question did not apply, one of which stated that the

question was not a reflection of the School Psychologist. Does not apply responses to this question may be due to the child in question not qualifying for services. *My due process rights were explained to me in a manner that was understandable*, which was question #9, had a mean score of 4.53 with 68.4% (13) of respondents strongly agreeing, 15.8% (3) agreeing and 15.8% (3) somewhat agreeing. The final question, #10, *I would feel comfortable talking to the school psychologist again if I needed to*, had a mean score of 4.68 with 78.9% (15) of respondents strongly agreeing, 10.5% (2) agreeing and 10.5% (2) somewhat agreeing. The previously mentioned results can be found within Appendix B at the end of this study.

There was also space on the surveys for respondents to include qualitative information in regards to the School Psychologist. When utilized, comments included “She was pleasant and informative”, “I found my discussion of the counselor to be very professional” and “It was a great meeting. She was very sweet and easy to talk to....”. The respondent of the third quote also brought the typographical error mentioned previously to the attention of the School Psychologist.

CHAPTER IV

DISCUSSION

Program evaluation is an integral part of School Psychology programs in colleges and universities across the globe today. In order to ensure that school psychologists are properly trained to handle a number of situations in a legal and ethical manner, it is imperative that training programs are providing students with the skills necessary to be successful in this demanding field. The objective of this thesis was to determine whether or not students completing the internship experience within the School Psychology Program at the Marshall University Graduate College had made positive growth since the completion of the summer practicum; however, after analyzing the data, a number of flaws were found in the study.

The initial flaw was that data obtained by Debra Henderson (2005) which was used as comparison data, allowed for very little room for improvement by the interns. With mean scores in Ms. Henderson's study falling between 3.886 and 4.644 on a 5.0 scale, the majority of parents surveyed during the practicum were already satisfied with the skill level of the MUGC School Psychology students. Therefore, the study itself was not a feasible replication.

Aside from the typographical error, the instrument being utilized was also a flaw of this study. The survey used was originally developed to measure satisfaction whereas the present study was conducted to measure change in the level of skill attained by the intern. The instrument should have consisted of questions revolving around the intern's skills, not around the satisfaction that parents have with the intern. By measuring the satisfaction of parent, the results may actually be a reflection of the interpersonal skills of the intern or of the parent's satisfaction with the results of the evaluation, not of the actual skills of the intern.

Another flaw with this study was found in the individuals chosen to complete the surveys. Although the same interns were being rated, the surveys were completed by different parents, which may have an effect on the data when comparing the performance during the practicum experience and the internship. The data could also be skewed if the interns were to choose the parents that would give them the best ratings. In order to take these factors into account as well as gain a better indication of the interns' skill

attainment during the internship, the surveys should have been developed with the specific skills needed in mind and should have been completed by either the interns themselves or by his/her supervisor.

Overall, the methods utilized for this research were not the appropriate means to determine whether or not the Marshall University Graduate College School Psychology program internship provides students with experiences that help to improve on the skills that are acquired during his/her education. In order to improve on this study, it is imperative that all factors, such as the participants being surveyed and the instruments being used, be taken into consideration to ensure that the proper procedures are being used to answer the research question.

CHAPTER V

SUMMARY AND CONCLUSION

Program evaluation can be a very useful tool in determining the effectiveness of a program such as the Marshall University School Psychology Graduate Program as well as indicating areas that may need improvement. Graduates of the School Psychology program at Marshall University have proven themselves in the past to be well educated and prepared for a career within the school system. However, continuous monitoring of the program is needed in order to ensure that the program continues to provide students with instruction that focuses on the ever-changing issues present within the field of School Psychology and ensures that the students are provided with the best and most pertinent education possible.

The current study was initially conducted in order to determine if students completing an internship through the Marshall University Graduate College are provided with experiences that allow them to build on skills obtained during his/her education. In order to accomplish this, surveys were given to parents of students going through the special education placement process. These surveys included 10 questions regarding services offered by the School Psychology Intern. The parents were asked to rate the intern using a scale from 0 for Does Not Apply to 5 for Strongly Agree. Results of these surveys indicated mean scores ranging from 4.3 to 4.9, which both fall within the “Agree” range. These results are comparable, if not slightly higher than, results obtained by Debra Henderson in her study of the same students during their practicum in 2005; however, a number of flaws were noted during the research process, which invalidates this study.

In the end, it was determined that much more thought and consideration should have gone into determining the appropriate subjects, instrumentation and procedures when obtaining the data for this study.

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Appendix A

How Am I Doing?

Following is a short survey I would like you to complete as a part of a research project concerning the effectiveness of School Psychologists. Please take the time to answer the following questions and return this survey using the self-addressed stamped envelope provided. Another School Psychologist will calculate results of the survey. Your answers will be completely confidential and will not be seen by the School Psychologist that conducted your child's meeting.

Strongly Disagree	Disagree	Somewhat Disagree	Agree	Strongly Agree	Does Not Apply
1	2	3	4	5	0
1. The School Psychologist was friendly and approachable.					1 2 3 4 5 0
2. I believe the psychological evaluation done of my child was accurate, clear, and understandable.					1 2 3 4 5 0
3. The School Psychologist explained the test results to me in a way that I could understand.					1 2 3 4 5 0
4. The School Psychologist seemed to understand my child's problem(s).					1 2 3 4 5 0
5. I was given ideas as to how the school might be able to help my child.					1 2 3 4 5 0
6. I was given specific and helpful ideas for activities myself and my child could perform at home to help my child be more successful.					1 2 3 4 5 0
7. The School Psychologist showed respect for my ideas.					1 2 3 4 5 0
8. I believe the program my child was placed in was appropriate and the least restrictive environment.					1 2 3 4 5 0
9. My due process rights were explained to me in a manner that was understandable.					1 2 3 4 5 0
10. I would feel comfortable talking to the School Psychologist again if I needed to.					1 2 3 4 5 0

Please feel free to write further comments about how your interaction with the School Psychologist could have been made better.

March 20,2006

Dear School Psychology Interns:

I am conducting a research project on the effectiveness of the internship experience at MUGC. In order to do this, I am collecting data using the survey utilized by Debra Henderson during your summer practicum. The information that is collected during my project will be compared with the results of Ms. Henderson's research.

In order to collect this data, I am asking that you distribute the surveys during the next five eligibility meetings you hold. I ask that you have the parents fill out the surveys immediately following the meeting, place the surveys in the envelopes provided, seal the envelopes and return them to you. Please be sure to inform the parents that no names (including those of the student, parent or intern) will be included anywhere on these surveys and that you will not see or receive information regarding the results of the survey. This will ensure that the parents will provide the most accurate information possible. After you have collected all five surveys, please forward them to the school psychology department at Marshall Graduate College by May 1, 2006. I thank you very much for your cooperation and assistance in completing this research project. If you have any questions, please feel free to contact Dr. Krieg or Dr. Stroebel at the graduate school or myself at (740) 949-0613.

Sincerely,

Carolee S. Richards
School Psychology Graduate Student

Dr. Fred Jay Krieg, Ph.D.
Professor of School Psychology
Program Director

Appendix B

Frequencies

Q1: The School Psychologist was friendly and approachable.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree	5	26.3	26.3	26.3
strongly agree	14	73.7	73.7	100.0
Total	19	100.0	100.0	

Statistics

N	Valid	19
Missing		0
Mean		4.7368
Std. Deviation		.45241
Minimum		4.00
Maximum		5.00

Q2: I believe the psychological evaluation done of my child was accurate, clear, and understandable.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid somewhat agree	2	10.5	10.5	10.5
agree	3	15.8	15.8	26.3
strongly agree	14	73.7	73.7	100.0
Total	19	100.0	100.0	

Statistics

N	Valid	19
	Missing	0
Mean		4.6316
Std. Deviation		.68399
Minimum		3.00
Maximum		5.00

Q3: The school psychologist explained the test results to me in a way that I could understand.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid somewhat agree	1	5.3	5.3	5.3
agree	5	26.3	26.3	31.6
strongly agree	13	68.4	68.4	100.0
Total	19	100.0	100.0	

Statistics

N	Valid	19
	Missing	0
Mean		4.6316
Std. Deviation		.59726
Minimum		3.00
Maximum		5.00

Q4: The school psychologist seemed to understand my child's problems.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid somewhat agree	1	5.3	5.3	5.3
agree	4	21.1	21.1	26.3
strongly agree	14	73.7	73.7	100.0
Total	19	100.0	100.0	

Statistics

N	Valid	19
	Missing	0
Mean		4.6842
Std. Deviation		.58239
Minimum		3.00
Maximum		5.00

Q5: I was given ideas as to how the school might be able to help my child.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	1	5.3	5.6	5.6
somewhat agree	1	5.3	5.6	11.1
agree	6	31.6	33.3	44.4
strongly agree	10	52.6	55.6	100.0
Total	18	94.7	100.0	
Missing System	1	5.3		
Total	19	100.0		

Statistics

N	Valid	18
	Missing	1
Mean		4.3333
Std. Deviation		1.02899
Minimum		1.00
Maximum		5.00

Q6: I was given specific and helpful ideas for activities myself and my child could perform at home to help my child be more successful.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid somewhat agree	3	15.8	16.7	16.7
agree	4	21.1	22.2	38.9
strongly agree	11	57.9	61.1	100.0
Total	18	94.7	100.0	
Missing System	1	5.3		
Total	19	100.0		

Statistics

N	Valid	18
	Missing	1
Mean		4.4444
Std. Deviation		.78382
Minimum		3.00
Maximum		5.00

Q7: The school psychologist showed respect for my ideas.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree	1	5.3	5.6	5.6
strongly agree	17	89.5	94.4	100.0
Total	18	94.7	100.0	
Missing System	1	5.3		
Total	19	100.0		

Statistics

N	Valid	18
	Missing	1
Mean		4.9444
Std. Deviation		.23570
Minimum		4.00
Maximum		5.00

Q8: I believe the program my child was placed in was appropriate and the least restrictive environment.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	3	15.8	17.6	17.6
agree	1	5.3	5.9	23.5
strongly agree	13	68.4	76.5	100.0
Total	17	89.5	100.0	
Missing System	2	10.5		
Total	19	100.0		

Statistics

N	Valid	17
	Missing	2
Mean		4.4118
Std. Deviation		1.17574
Minimum		2.00
Maximum		5.00

Q9: My due process rights were explained to me in a manner that was understandable.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid somewhat agree	3	15.8	15.8	15.8
agree	3	15.8	15.8	31.6
strongly agree	13	68.4	68.4	100.0
Total	19	100.0	100.0	

Statistics

N	Valid	19
	Missing	0
Mean		4.5263
Std. Deviation		.77233
Minimum		3.00
Maximum		5.00

Q10: I would feel comfortable talking to the school psychologist again if I needed to.

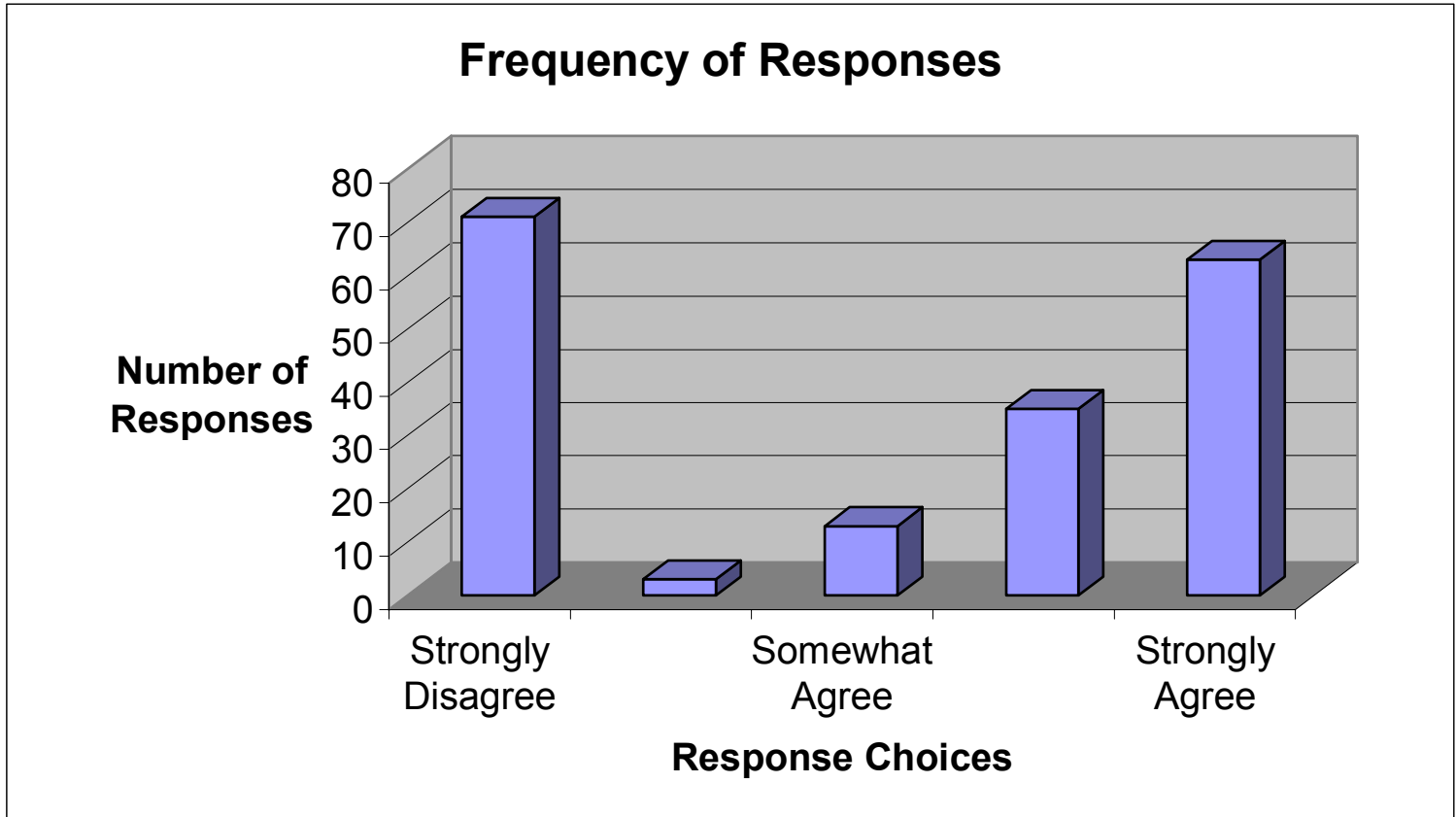
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid somewhat agree	2	10.5	10.5	10.5
agree	2	10.5	10.5	21.1
strongly agree	15	78.9	78.9	100.0
Total	19	100.0	100.0	

Statistics

N	Valid	19
	Missing	0
Mean		4.6842
Std. Deviation		.67104
Minimum		3.00
Maximum		5.00

Appendix C

Frequency Distribution of Responses



It should be noted that the strongly disagree category on the graph was labeled as strongly agree on the survey.

Curriculum Vitae
Carolee S. Richards

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Objective

To complete a research project utilizing the survey method to evaluate the effectiveness of the School Psychology Internship experience at the Marshall University Graduate College in order to determine what, if any, changes may need to be made to the program.

Education and Training

Marshall University Graduate College, South Charleston, West Virginia: will graduate in May 2007 with a Master of Arts degree in Elementary Education and an Educational Specialist degree in School Psychology.

Experience

August 2006 – Present: Working as a School Psychology Intern for the Athens-Meigs Educational Service Center with the primary responsibility for four schools: Eastern Elementary and High Schools, Meigs Middle School and Meigs Intermediate School. Responsibilities at these schools include parent and teacher consultation, student evaluation, writing of psychological reports, attendance at both eligibility and reevaluation meetings, as well as various other aspects of the School Psychology position.

August 1998 – August 2006: Worked as an Educational Diagnostician for the Athens-Meigs Educational Service Center. Primary responsibilities included achievement testing, report writing, and record keeping for all school districts in Meigs County as well as other responsibilities deemed necessary by the School Psychologist.

November 1997 – March 1998: Worked as a Psychometrician at Personal Growth and Developmental Services. Primary responsibilities included the assessment of individuals applying to the state for Disability benefits.