

University of Dayton
School Psychology Program Annual Review (2005)

The following reports summarize the evaluations of the 2004-05 interns:

Intern Evaluation of Internship - Aggregated Data (Specific)
Intern Evaluation of Internship - Aggregated Data (General)
Domain Ranks and Mean Intern Ratings
Aggregated Domain Ratings
Aggregated Intern District & Field Supervisor Data
Analysis of Ratings and Responses by Program Faculty Members
Recommendations Developed from 2004-05 Intern Evaluations of Internship
Case Study Data

Findings:

1. Overall ratings for preparation for Internship through course work; availability and support from the University supervisor; assessment of field supervision, and support from host school received mean ratings ≥ 4 (out of 5). Support from the University Supervisor received the highest mean rating (4.64)
2. Support from the internship host schools received the lowest mean rating (4.09) and suggested targeted areas for improvement including explanation of rules, procedures and policies, opportunities for in-service training, coordination of activities, and office space and access to support materials.
3. Areas targeted for improvement include: course work preparation in psychological foundations (3.82), course work preparation in intervention (3.91), and internship host school secretarial support (3.90).
4. A review of program completion data indicates that of the 9 interns who were required to complete a thesis (2 interns were not required to complete a thesis), only 4 had completed the thesis by the end of the internship year. Therefore, thesis completion is a target for program improvement.

Program Response:

1. The overall ratings suggested that in general students were satisfied with the UD School Psychology Program.
2. The university internship supervisor will address internship issues on a case-by-case basis with an emphasis on the noted areas of weakness. In addition, field supervisors will be provided additional information or training opportunities for development of specified skills.
3. UD program faculty will enhance course content for systems-level intervention for behavioral and academic issues (class wide & school wide) in EDC 610 Social-Behavioral Assessment for Intervention, and EDC 514 Academic Assessment for Intervention. A new course has been developed - EDC 508 to address the need for attention to psychological foundations.
4. The thesis course has been revised to be offered for 1 semester hour across 2 semesters. In addition, grades in these 2 courses will no longer reflect completion of assignments based on partial completion of the thesis. Grades will reflect completion of the thesis project.

2005 Case Study Aggregated Data

Name	Section 1	Section 2	Section 3	Section 4	Overall	Effect Size
student 1	2	2	1.5	2	2	
student 2	2	1.5	1.5	1.5	1.5	
student 3	2	2	2	2	2	.70
student 4	2	2	1	2	2	3.30
student 5	2	2	2	2	2	3.90
student 6	2	2	2	2	2	2.78
student 7	2	2	2	2	2	1.47
student 8	2	2	2	2	2	
student 9	1.5	1.5	1.5	1.5	1.5	
student 10	2	2	2	2	2	6.67
student 11	2	2	2	2	2	

Total students = 11

Missing data = 5

Aggregated case studies = 6

	Number of Students	Percent of Students
Low effect size $\leq .2$	0	0
Moderate effect size .21 - .79	1	16%
Large effect size $\geq .8$	5	84%