

**GEORGE MASON UNIVERSITY**  
**College of Education and Human Development**  
**School Psychology Program**  
**SPSY 790 - School Psychology Internship**  
3 credits  
fall/2020  
5:00- 7:40 pm/on line

Instructor: Ellen Rowe, Ph.D., NCSP  
email: erowe@gmu.edu  
Office location: 10340 Democracy Lane, #202C  
Office hours: 7:40-8:40 Thursday or by request

**Prerequisites/Corequisites**

Recommended: completion of required courses in school psychology and permission of the instructor.

**Catalog Course Description**

Supervised field experience of one school year. Advanced school psychology student functions as full-time staff member in school system. Student completes professional portfolio demonstrating integration of skills and knowledge in school psychology across practice domains.

**Course Overview**

The 1200-hour School Psychology Internship provides students with an intensive, supervised training experience that allows the knowledge and skills gained during the coursework of the previous two years to be integrated and put into practice in the school setting.

**Course Delivery Method**

This course will be delivered using a seminar format.

**Course Objectives**

At the conclusion of the internship the intern will demonstrate:

- Knowledge of public school organization and operation
- Familiarization with the role and function of the school psychologist
- Diagnostic skills in the assessment of children and adolescents suspected of having a disability
- Direct and indirect intervention skills
- Consultation and collaboration skills

- Knowledge of ethical and legal considerations in the professional practice of school psychology
- Research design and implementation
- Counseling skills with individuals and in group settings
- Academic and behavioral intervention skills
- Communication skills in in-service and research presentations, as well as with parents, teachers and administration.

### **Professional Standards**

This course contributes to the development of knowledge and skills in the following NASP professional standards:

Domain I. Data Based Decision Making

Domain II. Consultation and Collaboration

Direct and Indirect Services for Students, Families, and Schools

Domain III. Academic Interventions and Instructional Supports

Domain IV. Mental and Behavioral Health Services and Interventions

Domain V. School Wide Practices to Promote Learning

Domain VI. Services to Promote Safe and Supportive Schools

Domain VII. Family, School, and Community Collaboration

Foundations of School Psychology Service Delivery

Domain VIII. Equitable Practices for Diverse Student Populations

Domain IX. Research and Evidence-Based Practice

Domain X. Legal, Ethical, and Professional Practice

**Required text:** Branstetter, R. (2012). *The school psychologist's survival guide*. San Francisco, CA: Jossey-Bass.

Internship Handbook, GMU School Psychology Program

### **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor.

### **Logs**

Each intern is required to maintain a written record of the amount of time they spend each week in the following broad categories: Assessment, Intervention, Consultation, Research, Program Evaluation, In-service, and Supervision. The intern will complete the logs provided, which break each broad category down into more specific activities. An electronic version is provided for your convenience, but all data should be transferred to the paper log, which serves as the final copy that is signed by you and your supervisor and turned in. The intern is also required to document the type of exceptionality served, as well as the age range, SES, and ethnic background of the students with whom you worked. This information is noted on the paper log. Logs are to be signed by both the intern and the field supervisor. A copy of the log will be collected every quarter. Maintain the original for your records.

## Portfolio

Each student is required to arrange a portfolio of their work over the internship. ***Work on the portfolio should begin during the fall***, and the final copy is at the end of April, 2021. The portfolio must be submitted in a professional fashion (e.g. binder) as well as electronically. The electronic portfolio should be submitted as one document/file. It will be graded according to the **rubric** in the internship handbook. It should contain:

1. *Psychological Evaluation Reports (2)*  
The psychological evaluation reports are derived from assessments conducted by the intern during internship. Each report should reflect a different referral concern (e.g. ID and LD). The reports must contain all relevant information including: referral concerns/background information, behavioral observations, classroom observations, assessment methods and results, summary, and recommendations that thoroughly address the referral concerns.
2. *Intervention Plan and outcome report (2)*  
The intern is required to develop, implement, monitor, and evaluate at least **one academic and one behavioral intervention**. Observations to determine baseline data must be conducted prior to initiating the intervention. Graphs and/or charts that plot baseline, progress monitoring data, and post-intervention data are to be included as part of the intervention plan. *Effect size should be calculated*. Interns should also be provided opportunities to assist in the writing of Functional Behavior Assessments and Behavior Intervention Plans as their placements allow.
3. *Group or Individual Counseling Treatment Plan (1)*  
The intern is required to conduct individual or group counseling sessions based on a counseling treatment plan during internship. Parental permission should be obtained prior to initiating counseling (check with your county for specifics). The treatment plan should be written prior to the end of the first semester; however, counseling may continue into the spring semester. Data should be collected in order to determine progress towards counseling goals. A report of your collected data should be included in your portfolio.
4. *Consultation summary report (1)*  
The intern is required to provide a summary of a consultative relationship with a teacher. The consultation should be done on an individual basis, not through Child Study or Student Assistive Teams. The summary must describe the steps of the consultative relationship (problem identification, etc.), goals, the type of consultation used (instructional/behavioral/etc.), and outcomes. The consultation relationship should begin during the fall semester but may carry over into the spring.
5. *Inservice handouts/powerpoint notes (recommended)*

## Attendance

Attendance at class is expected; if extenuating circumstances arise please let the instructor know ahead of time.

## Supervisor Conferences

During the fall semester I will visit your school site. Please arrange a time for me to have a private meeting with your field supervisor (20-30 minutes) during the scheduled time period.

## Course Grade for Fall:

Field Supervisor(s) evaluation of the intern's site performance (see appendix in Internship handbook)	30%
Internship log	30%
Class participation	40%

## Professional Dispositions

Students are expected to adhere to NASP's code of professional ethics.

See also <https://cehd.gmu.edu/students/polices-procedures/>

## Class Schedule

Interns are expected to attend the twice monthly virtual Zoom classes. The instructor will send out the Zoom link for the class at the beginning of the semester be prepared to discuss assigned readings and case reviews.

- Each student will be assigned a week to discuss a specific case (assessment or intervention). However, any difficult cases will be discussed as needed.
- We will also be discussing a few chapters from The School Psychologist's Survival Guide. Each intern will be responsible for selecting one of the chapters as a discussion leader (note: there may be 2-3 discussion leaders per chapter). As you all read the chapter, please think about suggestions that seem helpful. Are there other ways to do it with the same results?
- There will also be time available each class to discuss any questions and/or concerns that may arise during the semester and the assigned reading from the text.

Date	Topic
8/27	Orientation and Overview of Course Catch up. How is it going? Case Presentation: <b>Elpi</b>

- 9/10 Identifying Exceptionalities (Please provide your school system criteria sheets if applicable)  
Case Presentation:Katie
- 9/24 Branstetter text, Chapter 2: Finding Where You Belong: Logistics and Building Relationships in Your Schools (Elpi & Kate)  
Case Presentation: Jin  
Chapter Disussants:
- 10/8 Branstetter text, Chapter 3: Help! I'm Drowning in Paperwork! How to Tame the Bureaucracy Monster (Katie & Leanne)  
Case Presentation:Akiyah  
Chapter Discussants:
- 10/22 Branstetter text, Chapter 4: Intervention and Prevention (Mariaelisa, Rosemary, & Emma)  
Case Presentation:Christian  
Chapter Discussants:
- 11/5 Branstetter text, Chapter 11: The Dreaded Late-night Pone Call: How to Deal with a Crisis at Your School (Lauren & Christian)  
**(1<sup>st</sup> quarter logs due – please scan and email to me by today)**  
Case Presentation:Emma  
Chapter Discussants:
- 11/18 Branstetter text, Chapter 12: Put on Your Oxygen Mask before Helping Others: How to Manage the Stress of the Job (Akiyah, Jin, Tiffany)  
Case Presentation:Mariaelisa  
Chapter Discussants:
- 11/19-12/15 Individual Conferences and Site Visits

### **Professional Dispositions**

See <https://cehd.gmu.edu/students/policies-procedures/>

### **Core Values Commitment**

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

### **GMU Policies and Resources for Students**

#### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code  
<https://catalog.gmu.edu/policies/honor-code-system/>

- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .**

### **Return to Campus Guidelines for Fall 2020:**

<https://outlook.office.com/mail/search/id/AAQkADdhZmM1ZGU2LTAxZWQtNDM0ZC1hYmUzLWMwNWQwZDliMDkzNQAQAIL0eW3zWkd0nAmlnSbPI0c%3D/sxs/AA MkADdhZmM1ZGU2LTAxZWQtNDM0ZC1hYmUzLWMwNWQwZDliMDkzNQBGAAAAABnzfl6l7hrSpT4TqGW5I9KBwBGNR14NjqGQ6pnr%2F59pcWSAAAAdiPR AADGUflp3PWIQZvj5nk53hXtAAZ5KFAPAAABEgAQALojrxL5BlHvRzVBmavb0c%3D>