

**GEORGE MASON UNIVERSITY**  
**College of Education and Human Development**  
**School Psychology Program**  
**SPSY 790 - School Psychology Internship**  
3 credits  
Spring/2021  
Monday, 5:00- 7:40 pm/online synchronous

Instructor: Ellen Rowe, Ph.D., NCSP  
email: erowe@gmu.edu  
Office location: 10340 Democracy Lane, #202C  
Office hours: 7:40-8:40 Monday 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 discussion 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 due May 5, 2021. Traditionally, the portfolio is submitted in a professional fashion (e.g. binder) as well as electronically. This year, there is no need to submit the printed copy. 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**

I visited your school site in the fall. If you would like to arrange a time for me to have a meeting with your field supervisor (20-30 minutes) in the spring, please let me know. We will arrange a mutually convenient time on an individual basis.

### **Course Grade for Fall:**

Field Supervisor(s) evaluation of the intern's site performance  
(see appendix in Internship handbook)

30%

Portfolio	40%
Class participation	30%

- A = 93-100
- A- = 90-92
- B+ = 87-89
- B = 83-86
- B- = 80-82
- C = 70-79
- F = below 70

### Professional Dispositions

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

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

### Class Schedule

Interns are expected to attend the twice monthly virtual Zoom classes. The Zoom link is attached at the bottom of the syllabus. The instructor will send out the Zoom link for the class at the beginning of the semester. Be prepared to discuss assigned readings, podcasts, and case reviews.

- Each student will be assigned a week to discuss a specific case (assessment, intervention, or consultation). However, any difficult cases will be discussed as needed.
- We will also be discussing a chapter from The School Psychologist’s Survival Guide as well as assigned podcasts. As you all read the chapter or listen to the podcast, please think about questions, comments, thoughts, and relevance to our profession. The role of the discussants is to guide the discussion of the chapter/podcast.
- There will also be time available each class to discuss any questions and/or concerns that may arise during the semester.

Date	Topic
1/25	Catch up. How is it going? <b>Class visitors from Spotsylvania County Public Schools</b> Case Presentation: <b>any &amp; all</b>
2/08	<b>2<sup>nd</sup> quarter logs due – please scan and email to me by today</b> Branstetter text, Chapter 12: Put on Your Oxygen Mask before Helping Others: How to Manage the Stress of the Job (Akiyah, Jin, Tiffany) Chapter Discussants: <b>Akiya, Jin, Tiffany</b> Case Presentation: <b>Rosemary</b>
2/22	School Psyched Podcast #73

<https://schoolpsychedpodcast.wordpress.com/2018/11/20/episode-73-assessing-and-supporting-reading-difficulties-with-dr-kilpatrick/>

Discussants: **Elpi, Emma, Leanne**

Case Presentation: **Mariaelisa**

3/8 APM Reports Podcast, At a Loss for Words: How a Flawed Idea is Teaching Millions of Kids to be Poor Readers

<https://www.apmreports.org/episode/2019/08/22/whats-wrong-how-schools-teach-reading>

Link to Podcast should be under picture & title. If not there, LMK

Discussants: **Lauren & Kate**

Case Presentation: **Leanne**

3/22 The Testing Psychologist Podcast #55

<https://www.thetestingpsychologist.com/ttp-55-dr-robin-peterson-dyslexia-assessment/>

Discussants: **Rosemary & Jin**

: Case Presentation: **Tiffany**

4/5 **3<sup>rd</sup> quarter logs due – please scan and email to me by today**

School Psyched Podcast, #21

<https://schoolpsychedpodcast.wordpress.com/2016/03/12/episode-21-skill-based-intervention-with-matt-burns/>

Discussants: **Tiffany, Mariaelisa, Christian**

Case Presentation: **Kate**

4/19 School Psyched Podcast #115

[SPP 115: Four School Psychologist Burnout Traps and How to Avoid Them](#)

Discussants: **Katie & Akiyah**

Case Presentation: **anyone, everyone**

5/3 **Portfolios Due-please scan and email to me by today midnight (remember, this grade counts a your final exam)**

**DO NOT FORGET TO SEND FINAL, 4<sup>TH</sup> QUARTER LOGS AT END OF SCHOOL YEAR!  
WE CANNOT APPROVE YOUR STATE LICENSURE/CERTIFICATION  
DOCUMENTS WITHOUT 4<sup>TH</sup> QUARTER LOGS :/**

**Professional Dispositions**

See <https://cehd.gmu.edu/students/polices-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://coursesupport.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/> .**

### **Zoom link for class:**

Ellen Rowe is inviting you to a scheduled Zoom meeting.

Topic: GMU internship class

Time: This is a recurring meeting Meet anytime

Join Zoom Meeting

<https://us02web.zoom.us/j/83894990523?pwd=b2U1L0JIUkxjUDJUbjhncnkJkRVp3UT09>

Meeting ID: 838 9499 0523

Passcode: 588729

One tap mobile

+13017158592,,83894990523#,,,,\*588729# US (Washington D.C)

+13126266799,,83894990523#,,,,\*588729# US (Chicago)

Dial by your location

+1 301 715 8592 US (Washington D.C)

+1 312 626 6799 US (Chicago)

+1 646 558 8656 US (New York)

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

+1 669 900 9128 US (San Jose)

Meeting ID: 838 9499 0523

Passcode: 588729

Find your local number: <https://us02web.zoom.us/u/kbNos9SCOR>