

GEORGE MASON UNIVERSITY
College of Education and Human Development
School Psychology Program
SPSY 790-DL2 School Psychology Internship
3 or 5 credits
Fall/2022
Monday 5:00- 7:40 pm/synchronous online

Instructor: Nicole Beadles, Ph.D., NCSP
Email: nbeadles@gmu.edu
Office location: 2007 West
Office hours: 12-1 Thursday (virtual), 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:

1. Data Based Decision Making
2. Consultation and Collaboration
3. Academic Interventions and Instructional Supports
4. Mental and Behavioral Health Services and Interventions
5. School Wide Practices to Promote Learning
6. Services to Promote Safe and Supportive Schools
7. Family, School, and Community Collaboration
8. Equitable Practices for Diverse Student Populations
9. Research and Evidence-Based Practice
10. Legal, Ethical, and Professional Practice

Required text:

Branstetter, R. (2012). *The school psychologist's survival guide*. 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 and it should be signed by you and your supervisor and turned in to the instructor. 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 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. (40 points)

Attendance and Class Participation

Attendance at class is expected; if extenuating circumstances arise please let the instructor know ahead of time. Contribution to class discussion is essential for this seminar to be productive and useful for all. Sharing perspectives, discussing alternate views, and supporting peers/colleagues is part of professional growth and development. (30 points)

Supervisor Conferences and Intern Evaluation

During the fall semester the faculty instructor will visit your school site. Please arrange a time to have a private meeting with your field supervisor (20-30 minutes) during the scheduled time period. The intern evaluation should be completed prior to the meeting and provided to the instructor so that areas of strength and need can be discussed. (30 points).

Portfolio

****The portfolio is not included in the grade for the fall semester of SPSY 790, as it is due in the spring. Details are provided so that interns may adequately prepare the portfolio over the course of the year****

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 the first week of May. The portfolio must be submitted in a professional fashion, electronically, with a formatted table of contents. The electronic portfolio should be submitted as one document/file.

Contents of the portfolio are detailed in the internship handbook and below. It will be graded according to the rubric that is found in the internship handbook and at the end of this syllabus. An average score of 3.5 is expected on the portfolio.

It is required to contain:

1. Two reports of comprehensive psycho-educational evaluation, accompanied by assessment data and supporting documentation needed to understand the cases. The cases should be diverse enough to represent a range of skills in assessment. All reports must include background information (reason for referral, history of problem, etc.), summary of methods and/or procedures implemented, testing and classroom observations, intellectual/academic/social-emotional functioning, summary of results, recommendations, and where possible, follow-up information. Typical reports are 3-to-5 typed pages, including tables. It is important that all identifying information be removed from reports and protocols to protect confidentiality.
2. One functional behavior analysis/assessment (FBA) report, accompanied by assessment data and support documentation needed to understand the case. The report is 3 to 5 typed pages, including charts or graphs. You may include school FBA forms.

3. One counseling intervention, either individual or group, including description of the materials used, data gathered on effectiveness, and where possible, follow-up information.
4. One academic intervention report, including complete data and outcome results. This can be done with an individual student or with a group of students. Treat this as a single subject design, or a pre- and post-test design. Baseline and treatment data should be graphed. Effect size or percentage of nonoverlapping data should be calculated to determine impact on student outcome. Report should include an introduction to the case/context, description of and rationale for choosing intervention procedures/methods, and discussion/reflection on the outcome and effectiveness of the case.
5. One behavioral intervention report, including complete data and outcome results. This can be done with an individual student or with a group of students. Treat this as a single subject design, or a pre- and post-test design. Baseline and treatment data should be graphed. Effect size, goal attainment scaling, or percentage of nonoverlapping data should be calculated to determine impact on student outcome. Report should include an introduction to the case/context, description of and rationale for choosing intervention procedures/methods, and discussion/reflection on the outcome and effectiveness of the case.
6. One formal consultation report, describing the case through the consultation/problem solving stages. Include any data, outcome measurement, and final results of the consultation. The consultation report may be based on the same case used for the academic or behavioral intervention.
7. One ethical dilemma case discussion based on a situation the student experienced, either first-hand or via discussion with their supervisor. The dilemma write-up should follow the ethical decision problem solving model found on the [NASP website](#), based on Jacob, Decker & Lugg (2016). Briefly, it should include a description of the dilemma, what ethical standards (and laws, where applicable) apply, rights and responsibilities of involved parties, possible courses of action and ramifications of decisions, and final resolution (either real or recommended). See the model for details.

*It is important that all identifying information be removed from reports and protocols to protect confidentiality.

Recommended Content of Portfolio

1. Inservice/presentation documentation: A powerpoint, transcript, or handout from a professional presentation conducted by the student (e.g., staff in-service training)

session, PTO meetings). When possible, rating scales or evaluation forms completed by audience members should be appended.

Course Grade for Fall:

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

Grading Scale (Please note: A course grade less than B- requires that you retake the course. A grade of “F” does not meet requirements of the Graduate School of Education. Students must maintain a minimum GPA of 3.0 [B average] to remain in good academic standing.)

A = 93-100; A- = 90-92
B+ = 87-89; B = 83-86; B- = 80-82
C = 70-79
D = 60-69
F = below 70

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 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
8/22	Orientation and Overview of Course Catch up. How is it going? Case Presentation:
9/12	Identifying Exceptionalities (Please provide your school system criteria sheets) Case Presentation:
9/19	Branstetter text, Chapter 2: Finding Where You Belong: Logistics and Building Relationships in Your Schools Case Presentation: Chapter Discussants:
10/3	Branstetter text, Chapter 3: Help! I'm Drowning in Paperwork! How to Tame the Bureaucracy Monster Case Presentation: Chapter Discussants:
10/17	Branstetter text, Chapter 4: Intervention and Prevention Case Presentation: Chapter Discussants:
10/31	Branstetter text, Chapter 11: The Dreaded Late-night Phone Call: How to Deal with a Crisis at Your School Case Presentation: Chapter Discussants:
11/14	Branstetter text, Chapter 12: Put on Your Oxygen Mask before Helping Others: How to Manage the Stress of the Job (1st quarter logs due – please scan and email to instructor by today) Case Presentation: Chapter Discussants:
11/28-12/15	Individual Conferences and Site Visits

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 (see <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 <https://ds.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 VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- 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/> .

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as [Student Support and Advocacy Center](#) (SSAC) at 703-380-1434 or [Counseling and Psychological Services](#) (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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Scoring Rubric for Professional Portfolio
All components are required

	0	1	2	3	4	Score
<p>Comprehensive Report #1 Components include e.g.: identifying info, referral concern, background, tests used, results, summary/conclusions, recommendations.</p>	Not attempted	The comprehensive report contains <i>irrelevant or erroneous</i> components.	The comprehensive report section lacks major components that are required to meaningfully convey the assessment results and make the recommendations as practical guidelines for intervention.	The comprehensive report contains <i>most</i> of the required components needed to meaningfully convey the assessment results and make the recommendations as practical guidelines for intervention.	The comprehensive report contains <i>all</i> the required components needed to meaningfully convey the assessment results and make the recommendations as practical guidelines for intervention.	
<p>Comprehensive Report #2 Components include e.g.: identifying info, referral concern, background, tests used, results, summary, recommendations.</p>	Not attempted	The comprehensive report contains <i>irrelevant or erroneous</i> components.	The comprehensive report section lacks major components that are required to meaningfully convey the assessment results and make the recommendations as practical guidelines for intervention.	The comprehensive report contains <i>most</i> of the required components needed to meaningfully convey the assessment results and make the recommendations as practical guidelines for intervention.	The comprehensive report contains <i>all</i> the required components needed to meaningfully convey the assessment results and make the recommendations as practical guidelines for intervention.	
<p>Functional Behavior Assessment Should include e.g.: data results from previous interventions and current multiple sources, behavior described in measurable terms, reason/function for behavior, summary/hypothesis, ability to go forward with BIP.</p>	Not attempted	The FBA section contains <i>irrelevant or erroneous</i> components.	The FBA section lacks major components in order to assess the function of the student's behavior and provide information to complete a BIP	The FBA section contains <i>most</i> of the required components needed to assess the function of the student's behavior and provide information to complete a BIP	The functional behavior assessment section contains <i>all</i> the required components needed to assess the function of the student's behavior and provide information to complete a BIP	

<p>Behavior Intervention Plan Should include e.g.: baseline data, goals, data collection and intervention details, measurable criteria, outcome/effect size.</p>	Not attempted	The BIP contains <i>irrelevant or erroneous</i> components.	The BIP lacks major components that are required to address an identified behavioral concern and teach replacement behaviors.	The BIP contains <i>most</i> of the required components needed to address an identified behavioral concern and teach replacement behaviors.	The BIP contains <i>all</i> the required components needed to address an identified behavioral concern and teach replacement behaviors. This includes baseline and intervention data, and effect size calculation.	
<p>Academic Intervention Plan Should include e.g.: baseline data, skill goal, data collection and intervention details, measurable criteria, outcome/effect size.</p>	Not attempted	The academic intervention plan contains <i>irrelevant or erroneous</i> components.	The academic intervention plan lacks major components required to address /remediate the academic concern	The academic intervention plan contains <i>most</i> of the required components needed to address/remediate the academic concern.	The academic intervention plan contains <i>all</i> of the required components needed to address/remediate the academic concern. This includes baseline and intervention data, and effect size calculation.	
<p>Counseling Treatment Plan Should contain e.g.: baseline data, measurable goal, intervention details, progress toward goal, outcome data.</p>	Not attempted	The treatment plan contains <i>irrelevant or erroneous</i> components.	The treatment plan lacks major components that are required to outline the course of counseling	The treatment plan contains <i>most</i> of the required components needed to outline the course of counseling.	The treatment plan contains <i>all</i> the required components needed to outline the course of counseling. Pre- and post-test data is required.	
<p>Consultation Components should include e.g.: method of consultation, steps of consultation process, description of problem, goal in measurable terms, outcome of consultation.</p>	Not attempted	The description of the consultative relationship and process contains <i>irrelevant or erroneous</i> components.	The description of the consultative relationship lacks major components necessary to outline the consultative process.	The description of the consultative relationship contains <i>most</i> of the required components needed to outline the consultative process.	The description of the consultative relationship contains <i>all</i> of the required components needed to outline the consultative process.	
<p>Ethical Dilemma Should contain description of</p>	Not attempted	Description does not elaborate on	Description briefly elaborates on dilemma, and lists some	Description better clarified and expansive in relation	Description well clarified, contains all applicable	

problem, relevant ethical and legal considerations, possible courses of action, suggested resolution. Follow the NASP model based on Jacob, Decker & Lugg (2016)		dilemma, or list ethical/legal issues, possible courses of action, or suggested resolution	ethical/legal standards, possible courses of action, and a suggested resolution.	to dilemma, ethical/legal standards are more complete, courses of action are elaborated, and resolution is explained.	ethical/legal standards, full possible courses of actions, and offers clear rationale for acceptable resolution.	
					Total Score:	
					Average Rating (total/8):	