Course Objectives

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 put into practice in the school setting. 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
- 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
- Communication skills in in-service and research presentations, as well as with parents, teachers and administration.

Text


Topics

We will be discussing a “hot topic” in school psychology during class sessions. Each intern will be responsible for choosing a topic and presenting on that topic during class. Intern presentations will continue during the spring semester. You may work in pairs.

Interns are expected to attend the twice monthly meetings held at the GMU Psychological Clinic and be prepared to discuss assigned readings and case reviews. Each student will be assigned a week to discuss a specific case, however any difficult cases will be
discussed as needed. There will also be time available to discuss any questions and/or concerns that may arise during the course of the semester.

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<td>Role and Function/Goals</td>
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<td>Brief presentation of research proposal</td>
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<td>9/10</td>
<td>Identifying Exceptionalities (Please bring your school system criteria sheets if applicable)</td>
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*NOTE: This schedule may change to suit the needs of the class*

**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. 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. 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. The portfolio must contain:

1. **Psychological Evaluation Reports (2)**
   The psychological evaluation reports are derived from assessments conducted by the intern during the internship year. The assessments should reflect two different referral concerns (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 (1)**
   The intern is required to develop, implement, monitor, and evaluate at least one academic or behavioral intervention. Observations to determine baseline data must be conducted prior to initiating the intervention. Graphs and/or charts should be included as part of the intervention plan. You may use your school district’s BIP forms if you wish.

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.

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) and the type of consultation used (instructional/behavioral/etc.) The consultation relationship should begin during the fall semester but may carry over into the spring.

5. **Inservice handouts/powerpoint notes (recommended)**

**Supervisor Conferences**

Toward the end of the fall semester I will visit your school site. Please arrange a time for me to have a private meeting with your field supervisor during the scheduled time period.

**Course Grades:**

- Field Supervisor(s) evaluation of the intern's site performance: 30%
- Internship log completion: 20%
Class participation 20%
Portfolio 30%

**Disability Help:**

If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at 703-993-2474. All academic accommodations must be arranged through that office.

**E-mail Policy**

Official Communications via GMU E-mail: Mason uses electronic mail to provide official information to students. Examples include communications from course instructors, notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their mason e-mail account, and are required to activate that account and check it regularly.