



PSY 685 School Psychology Internship

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Course Information:

Monthly Synchronous Online Meeting
Monthly Small Group Meetings
Weekly Journaling
Supervision Meetings

Instructor Information:

Jen James, Ph.D., NCSP
Pronouns: she/her
Office: 2140 ASH
Email: jamesje1@gvsu.edu
Phone: 616-331-2406

Office Hours:

During internship, you will be off campus throughout the year. Email or cell phone is the best way to contact me. I will try my best to get back to you as soon as possible and set up a phone call or meeting time that works for both of our schedules.

Course Description:

The final supervised clinical experience. Under the supervision of a School Psychologist, students will work with teachers, families, and students from K-12 schools. Students will engage in different aspects of the practice of School Psychology including case management, assessment, prevention and intervention, and consultation. Course offered each academic year. Prerequisites: Admission to the school psychology program and instructor's approval.

[Dr. Jen James](#)

[Blackboard](#)

[Class Folder](#)

[School Psych Awareness](#)



Course



Google Drive



Objectives:

The internship seminar is designed to provide ongoing support and training for students during their internship year. The course will focus on meeting NASP standards through your internship experience. NASP standards are listed at the end of this document. Support will be given through

small and large group discussion boards, problem solving sessions, and synchronous meetings to discuss topics relevant to best practice in School Psychology.

Required Text:

Barrett, C.A. (2023). *Social Justice in Schools: A Framework for Equity in Education*. New York, NY: Guildford.

Additional Readings posted on Blackboard

Recommended Text:

Newman, D.S. (2012) *Demystifying the school psychology internship*. London, England: Routledge.

Supervision:

You will receive supervision from your university supervisor through individual and small group check-ins and monthly synchronous meetings. The university supervisor will meet with you and your field supervisor 1-2 times per semester either via face-to-face meeting, conference call, or zoom depending on your location. Please communicate any issues you are having at internship with your university supervisor in a timely manner. There will be additional individual supervision times as scheduled by your university supervisor.

You are also required to have individual supervision with your on-site field supervisor for a minimum of 2 hours a week. Supervision counts towards your overall internship hours, so remember to log all meetings.

Peer supervision will occur through small-group zoom meetings once a month. You will be assigned a group to work with (rotating midyear). Small group meetings will be recorded and shared with the professor for review.

Grading:

Final grades are calculated by dividing your total number of points by the total number of points possible. I typically round up to the next percentage point at .6 and above. I utilize the following

grading scale to determine the final grade. Please note I do not offer extra credit on an individual basis.

A	93 and above
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	60-66
F	59 and below

Assignment Points

Goal Writing	5
Special Education Evaluation 1	10
Special Education Evaluation 2	10
Academic Consultation Pt 1	10
Behavior Consultation Pt 2	10
Portfolio Progress	5
Diversity Reflection	5
Large Group Participation	5 pts/class
Small Group Participation	5 pts/session
Log & Journal (5 points each)	35
Monthly Discussion Questions (5 points each)	
Supervisor Evaluation (Pass/No Pass)	

Course Information

Required Equipment for Synchronous Meetings (owned or accessible)

Your university professor will send you meeting links via email prior to the scheduled whole class meetings once a month. You will follow that link and log into the meeting using your computer. For the online meetings, you will need:

- High-speed internet access
- Computer with a sound card and speakers
- Microphone (built in or external)

Blackboard is the Course Management System

To access Blackboard, go to <https://mybb.gvsu.edu/> and enter your log in and password. This course utilizes Blackboard, GVSU's online course management system. Take a look at the GVSU Online Learning pages to find numerous materials about using Blackboard and online learning <http://www.gvsu.edu/online/>.

Use of Blackboard is integral to this course and students must log to complete course requirements, receive important announcements and updates, and communicate with instructors and other students about course content. Check the current technical requirements to use Blackboard -

<http://www.gvsu.edu/online/what-about-the-technology--8.htm> and preferred browser information - <http://www.gvsu.edu/it/learn/browser-configuration-24.htm>

Technical difficulties with Blackboard

If you experience technical problems with Blackboard, contact the help desk by email or phone - helpdesk@gvsu.edu or 616-331-3513. The help website is <http://www.gvsu.edu/it/learn/>

Accessing the Library

Many of GVSU's library resources can be accessed online [Distance and Off-Campus Learning Services](#) with many journal articles available on demand. You must have an active GVSU student account to take advantage of the library's resources and services. Some courses may have reading materials in course reserve. To access course reserve, [click here](#).

Course Assignments

All assignments will be submitted on Blackboard by accessing the “Assignments” tab. Assignments must be turned in by the end of the day (11:59 pm) on the due date. If an assignment is not turned in by the due date, it will be accepted up to 3 days past the due date with a 25%-point deduction. Please contact the university supervisor if there is any reason an assignment is not able to be turned in on time

Hours Log

Due: Submit Monthly (Due dates listed below)

You will be required to keep a log of your activities and the amount of time you spend on each activity. You are required to log **1200 hours** throughout the school year. Keep up on logging your hours to ensure this is met in a timely manner. The spreadsheet is available on Blackboard. Here is a list of things that count towards your internship hours:

- Time at your internship site
- Any activities for internship (evaluation writing, cast studies, reflections, class assignments, etc.)
- Internship Seminar Hours
- Individual supervision with internship supervisor and university supervisor (Dr. James)
- Professional Development in district or that you are sent to by your district
- Conferences such as MASP, NASP, ABA, etc.

Journal Entries (5 points per month)

Due: Submit Monthly (Due dates listed below)

During internship, it's important that you continuously reflect on how things are going. What is going well? What is not going well? What do you notice happening at your school? What are some challenges? How have you been able to overcome them? Do you need help with anything? Remember that this is still a learning year. As such, you will be updating your journal weekly, but submitting the entries approximately once a month. This allows me to see what is going on at your site and reminds you to reflect on your practice and growth as a School Psychologist.

Synchronous Small Group Meeting Participation

Once a month you will be meeting with a small group for problem solving. These meetings will be scheduled with your assigned group. You will need to come prepared for active discussion to earn all

5 points. Simply logging onto the meeting will not suffice. During these small group meetings, you will come prepared to talk about a case you are working on. You will be given directions on how to prepare for each meeting. You will record these Zoom meetings and email the link to Jen.

Large Group Meeting Participation

Once a month, we will “meet” as a class through an online video conference. The dates and times of the meetings are on the schedule below. Be sure to mark the meeting dates and times in your calendar at the beginning of the year and let your supervisors/administrators know you need to attend them. If you are out of state, make sure you know what that is in your time zone.

These topics will be on relevant topics to your internship and further development of school psychology competencies.

Discussion Questions for Large Group Time (5 points each)

You will be assigned questions to answer prior to large group zoom meetings each month to prepare yourself for class. Each month we will discuss a topic from your readings as well as situations that have come up in internship and small group discussions.

Mid-Year and End of Year Supervisor Evaluation (Pass/No Pass); Reflection

Field-based supervisors will provide practicum evaluations to the university supervisor at the midpoint and again at the end of the practicum experience. This evaluation will describe the supervisor’s opinion of your developing competencies across all areas. As part of this evaluation process, the field-based supervisor should conference with you to process the evaluation and set goals. There will be regular communication between the university supervisor and the field-based supervisor to discuss your progress. Your performance will be rated by your field supervisor on the following scale (per the portfolio rubric):

Professional Behavior and Competence:

Students are expected to meet and exceed expectations on professional behaviors. Any ratings of “2” or below on Professional Behaviors in the Fall Semester will automatically trigger a remediation plan. You will not be approved to graduate until you demonstrate all professional behaviors at a level of “3” or “4.”

Practice Skills

Students in internship are expected to earn ratings from 3-4 in practice skills, though some ratings may be higher or lower. Students in the Novice and Satisfactory range will need more practice in those specific skills through practicum. A remediation plan will be developed to ensure you get the experiences necessary to perform in the Emerging Professional range or above.

Mid-Year Evaluation: Pass/No Pass. Ratings below 3 in professional behaviors or practice skill areas will result in an individualized remediation plan for the second semester. Your progress will then be monitored monthly and include regular follow-up meetings with the university supervisor.

Submission of End of year evaluation: Pass/No Pass (no points for class; Add to 2nd year Portfolio). The evaluation will be considered “No Pass” if you have ratings below 3 in all professional behavior areas and ratings below 2 in practice skill areas. Your university supervisor will need to consult with your field supervisor in this case. You will be required to pass internship to graduate.

Internship Assignment Due Dates

Internship Training Plan and Goal Setting:

Due September 15

At the beginning of the year, you will need to complete a self-evaluation form based on your professional and practice skills. After completing this form, meet with your supervisor to come up with at least 3 goals for your internship year. Make sure to discuss portfolio requirements to determine how to accomplish these activities by the end of the year.

Write a 1-2-page paper on your goals for your internship year as you develop as a professional school psychologist. Explain why you chose the goals and how you plan to meet your goals. Please make sure you address your growth in knowledge and skills based on the ten NASP domains:

(<http://www.nasponline.org/standards/practice-model/domains-of-practice.aspx>). Example of internship goals on page 7.

Goals	Mid-Year Progress Update	Year-End Progress Update
1. By December 2025, I will provide assistance to the planning, preparation, and delivery of at least one professional development presented to school personnel.		
2. By December 2025, I will independently complete at least two evaluations on two different students along with presenting the information during the IEP meetings.		
3. By March 2026, I will attend at least three district training workshops.		

Diversity Assessment and Reflection

Due December 1

Complete the NASP Self-Assessment found on Blackboard on cultural considerations as applied to your internship. Refer to the National Standards for Culturally and Linguistically Appropriate Services in Health and Health Care. After completing the self-assessment, write a 1-2 page reflection highlighting 3-4 of the areas you would like to improve in the future.

Special Education Evaluations

Due no later than December 8

As part of your internship, you will be conducting many psycho-educational evaluations, likely independently throughout the year. To ensure you are getting supervision and conducting thorough, best practice evaluations, **you will be required to collaborate with the university supervisor on your first two reports.** Here is what is expected for your first TWO evaluations:

- Email Professor James when you are assigned your first case. You will work together to discuss a plan and what steps are needed, timely, assessment selection, etc.
- Continue communicating throughout the case. There will be multiple conversations; likely after you collect more background information, parent and teacher input, test results, etc.

- Once you have completed your report, share it with Professor James BEFORE you share it with your supervisor. We will discuss any further testing, recommendations, and eligibility determination.
- Remember to log all communication with Professor James as supervision time.

Academic Consultation Part 1

Due no later than December 8

Report documenting your involvement in an academic consultation/intervention case. This report should outline any assessment data you collected, the consultation process, and data from an academic intervention implemented (by yourself or by others based on your consultation). You will need to submit Steps 1-4 of the report including background information, assessment data, intervention planning, and baseline data by December 9.

Behavior Consultation Part 1

Due no later than December 8

Report documenting your involvement in a behavior consultation/intervention case. This report should outline any assessment data you collected, the consultation process, and data from a behavioral intervention implemented (by yourself or by others based on your consultation). You will need to submit Steps 1-4 of the report including background information, assessment data

PORTFOLIO

Due: March 1, 2026

Please note that you will not be submitting the portfolio components to Dr. James through internship class. You will need to make sure to keep up on all your projects to complete and submit them to your portfolio by March 1. You will share your portfolio with all faculty members via Google Docs. Please see handbook for details. Your portfolio work samples include:

Philosophy and Vision of School Psychology Paper (update)

Write a 3–5-page double spaced paper on their philosophy of school psychology and their vision of our field's future. Write paper in APA style formatting. Students should demonstrate critical thinking on the knowledge that they have acquired throughout the semester, i.e., integrate class lectures, discussions, and readings. Utilize the text and NASP standards to support your paper.

Academic Consultation

Report documenting your involvement in an academic consultation/intervention case. This report should outline any assessment data you collected, the consultation process, and data from an academic intervention implemented (by yourself or by others based on your consultation)

Behavior Consultation

Report documenting your involvement in a behavior consultation/intervention case. This report should outline any assessment data you collected, the consultation process, and data from a behavioral intervention implemented (by yourself or by others based on your consultation).

Special Education Evaluation

By this time, you have completed several special education evaluations. Please submit the evaluation that you are submitting to your portfolio. Ensure the evaluation is thorough and demonstrates your ability to complete a best practice, quality evaluation. Refer to the assignment description for a reminder of the elements of a quality report.

Self-Reflection (updated)

See the sample posted on the School Psychology Graduate Program Blackboard page (Program Documents □ Portfolio Resources & Information □ Sample Reflection).

Write a 2-3-page reflection on your own development as a professional school psychologist. You should address your growth in knowledge and skills based on the ten NASP domains. The domains are also listed on the following pages. Reflect on the development of your knowledge/skills within each domain and outline your strengths and weaknesses. This information should inform the conclusion of your reflection in which you outline *specific* goals that you wish to achieve during internship to continue your competency in the ten domains.

Format: This is not intended to be a narrative reflection. Please make a statement about each NASP domain and then provide a bullet point list below each domain regarding strengths, weaknesses, and goals.

Note: You should NOT turn in the same reflection as last year. You should write a new reflection to represent your development across this year in the program and establish goals for your internship.

Updated Curriculum Vita

Please submit an updated version of your curriculum vita for our records. Include internship activities and any additional relevant activities you were involved in during the academic year.

Home School Collaboration

NASP states that School Psychologists should strive for best practices in home school collaboration. As part of the internship experience, it is important to realize the impact of family and community in a student's academic development. For this project, you will develop a project that will address needs in the community and/or school and present a workshop that will bring together the various stakeholders necessary to address these problems. Your professor will give you an assignment description with different ideas of how to embed this requirement into your projects.

Systems Level Work

To effectively facilitate systems-level change, school psychologists need to call upon three areas of expertise: An understanding of human behavior from a social systems perspective; An ability to use collaborative planning and problem- solving procedures; A familiarity with principles for organizational change. You will choose a project based on best fit with your practicum site. Some examples of possible projects include:

- A grade- or school-consultation project to assist administrators with the selection of academic or social-emotional curriculum
- Provision of professional development to staff or parents to serve specific need
- Provision of group-level intervention services (e.g., social skills or academic intervention)- this is beyond leading an individual intervention.
- Significant contribution as part of a school Positive Behavior Support or Multi-Tiered Systems of Support team
- Other systems-level project approved by your university supervisor

Tips for a Successful Learning Experience

- Read the syllabus and all preparatory information on Blackboard
- Stay organized and track due dates
- Ask questions of the instructor. Not just clarification questions about logistics, but content questions.
- Exhibit professional behaviors at all times of your internship (show up on time, complete reports in a timely manner, dress professionally, be humble, be kind and respectful)
- Remember to have your supervisor sign ALL reports
- **Represent yourself as a School Psychologist Intern on all documents. You are still in training!**
- Remember to always de-identify information and protect the confidentiality of students and staff
- Utilize email and Internet ethically and responsibly (caution with social media, do not accept students as friends on social media, do not use student's identifying information in email, etc.)
- Let the university supervisor know of any concerns as soon as they arise. Do not wait until things get worse!
- Utilize your classmates as resources

University Policies

Accommodations for Students with Disabilities:

If there is any student in this class who has special needs because of a learning, physical, or other disability, please contact me or Disability Support Services (DSS) at 331-2490. Although students with disabilities are held to the same academic standards as all other students, accommodations will be provided for you, as appropriate. Where warranted, accommodations will also be provided to students without a diagnosed disability if that student discusses the specific need with me and the accommodation appears to be justified. Furthermore, if you have a disability and think you will need assistance evacuating this classroom and/or building in an emergency, please make me aware so I can develop a plan to assist you.

Academic Integrity: Students are expected to adhere to the university's policies on Academic Honesty. These policies are described in the catalog and in the Student Code. Cheating and plagiarism will be dealt with as per the procedures described in the Student Code.

Plagiarism:

As described in Section 223.01 of the Student Code, “any ideas or material taken from another source for either written or oral presentation must be fully acknowledged. Offering the work of someone else as one's own is plagiarism. The language or ideas taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches or the writings of other students ... Any student who fails to give credit in written or oral work for the ideas or materials that have been taken from another is guilty of plagiarism.” In sum, copying the work of any other individual, whether that of another student, researcher, author, or editor is considered plagiarism. This is not acceptable and will be dealt with according to the policies set forth in the Student Code, which may include receiving a 0 on the assignment, failing the course, and/or other university consequences. If you have questions regarding the appropriate use of citations and plagiarism, please contact the instructor BEFORE turning the assignment in. Please note that taking extensive content word-for-word from a journal, book or website is considered plagiarism.

GVSU Artificial Intelligence Policy:

At Grand Valley State University (GVSU), we recognize the value of artificial intelligence (AI) in contributing to human creativity, accessibility of information, and intellectual growth and are, therefore, committed to the responsible use of AI. This policy provides a framework for the ethical, legal, and responsible use of these technologies, ensuring such use aligns with our institutional mission, vision, and values. Please review the linked policy for details.

Personally Identifiable Information: The entering into any AI or AI generative solution of any personal protected information, such as information governed by privacy laws including FERPA, which may include but are not limited to name, address, phone numbers, emails, social security numbers, or credit card numbers is strictly prohibited.

Confidential and Proprietary Information: The entering into any AI or AI generative solution of any confidential, privileged, or proprietary business information is strictly prohibited.

FIRST SEMESTER SCHEDULE			
Date	Format	Content	Due Dates
Monday August 25 12:00 PM EST	Large Group Zoom Meeting Topic: Setting up for the year	Introduction Expectations Syllabus Review Internship Readings posted on Blackboard	
Throughout September	Site Visits/Individual Check Ins	Meet with intern and supervisor regarding expectations, assignments, and program documents	<i>Supervisor Contract and Internship Plan/Goals due 9/15</i>
	Share first reports with small group via Google Drive	Copy de-identified evaluation onto Google Drive. Add Jen and small group members as collaborators	
September 15 12:00 PM EST	Large Group Zoom Meeting Topic: Supervision	NASP Position Statement on Supervision Internship Toolkit pps 31-32	<i>Submit Worksheet: Supervisee Responsibilities by 9/15</i> <i>Hour Log and September Journal Entries due 9/30</i>
Week of September 29	Small Group Supervision	Schedule on your own. Record and email Jen	
October 13 12:00 PM EST	Large Group Zoom Meeting Topic: Eligibility	Articles on Bb	<i>Hours Log and October Journal Entries 10/31</i>
Week of October 27	Small Group Supervision	Schedule on your own. Record and email Jen	
November 10 12:00 PM EST	Large Group Zoom Meeting Topic: Systems	Barrett, C (2023): Chapters 1-2	<i>Discussion Questions pps 32-33</i>
Week of November 17 or 24	Small Group Supervision	Schedule on your own. Record and email Jen	
Monday December 1 12:00 PM EST	Large Group Zoom Meeting Topic: Challenging Ourselves and Others	Barrett, C (2023): Chapter 3	<i>Discussion Questions pps 64-65</i> <i>Diversity Reflection due 12/1</i>

DUE BY DECEMBER 8:

- Mid-Year Supervisor Evaluation and Reflection
 - Hours Log
- 2 Special Education Evaluations (submit when you are done)
- First part of Academic and Behavioral Consultation Projects (Steps 1-4)
 - Progress on Systems Level and Home School Collaboration

SECOND SEMESTER

January 12 12:00 PM EST	Large Group Zoom Meeting Topic: Privilege, Implicit Bias, Intersectionality	Barrett, C (2023): Chapter 4	<i>Discussion Questions pps 84-85</i>
Throughout January	Site Visits/Individual Checks	Meet with intern and supervisor regarding expectations, assignments, and program documents	
Week of February 2	Small Group Supervision	Schedule on your own. Record and email Jen	
February 22 12:00 PM EST	Zoom Meeting Topic: More than Numbers	Barrett, C (2023): Chapter 5	<i>Discussion Questions pps 102-103</i> <i>Hours Log + January/February Journal Entries due 2/28</i>
March 1	PORTFOLIO DUE		<i>Portfolio Due March 1 (All Documents Shared in Dropbox)</i>
Week of March 9	Small Group Supervision	Schedule on your own. Record and email Jen	
March 25 12:00 PM EST	Large Group Zoom Meeting Topic: Families, School, Communities	Barrett, C (2023): Chapters 6 & 7	<i>Discussion Questions pps 119, 132-133</i> <i>Hours Log + March Journal Entries due 3/30</i>

April 20 12:00 PM EST	Large Group Zoom Meeting Topic: Forming your Professional Identity	Barrett, C (2023): Chapters 8 & 9	<i>Discussion Questions pps 172-173</i> <i>Supervisor Evaluation & Final Hours Log due 4/23</i>
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