



## 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](mailto: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 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:**

Thomas & P. Harrison (Eds.). *Best practices in school psychology VI* (6th ed.). Bethesda, MD: National Association of School Psychologists.

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.

**Grading:**

Final grades are calculated by dividing your total number of points by 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
Portfolio Progress	5
NASP Exposure Project	5
Diversity Reflection	5
Large Group Participation	5 pts/class
Small Group Participation	5 pts/session
Case Presentation	15
Log & Journal (5 points each)	35
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](mailto: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 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 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.

## **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 second semester. Your progress will then be monitored monthly and include regular follow-up meetings with the university supervisor.

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

**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” is 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 18, 2023***

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:

Goals	Mid-Year Progress Update	Year-End Progress Update
1. By December 2023, I will provide assistance to the planning, preparation, and delivery of at least one professional development presented to school personnel.		
2. By December 2023, I will independently complete at least two evaluations on two different students along with presenting the information during the IEP meetings.		
3. By March 2024, I will attend at minimum three district training workshops.		

## **Diversity Assessment and Reflection**

*Due December 4*

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**

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 a Google Document of your de-identified report with your small group + Professor James to review
- Remember to log all communication with Professor James and your small group as supervision time.

## **School Psychology Exposure Project**

**Due December 8**

We have a responsibility to promote the field of School Psychology as a field. The NASP African American subcommittee of the Multicultural Affairs Committee invites you to participate in the Exposure Project (#NASPEP) to expose high school students and undergraduates, especially those of diverse backgrounds, to school psychology as a career. This is a requirement of the internship year. All materials for your presentation have been prepared for you. These materials are adaptable and available [via Dropbox](#). Since you are working with PK-12 schools, you will be seeking out high school students/classrooms to promote the field to. This presentation may be done in person or virtually. More details will be shared during the first week of class.

## **Case Presentation (15 points)**

You will be completing one case study presentation during the year. Your presentation should be about a “case” that you have worked on during your internship (or practicum if you are presenting at the beginning of the year). The goal is to present a unique situation, or a student presenting an issue that is less common. Some examples would be a student that is an English Language Learner, has experienced trauma, ruling out Social Maladjustment, a student identifying as LGBTQIA, a student that has a rare medical diagnosis, etc. It could also be your systems level or home-school collaboration project.

You will present on the information and data you have at that time. Your presentation should be 20-30 minutes long. Please focus MORE on discussion and less about the details of the case (scores, etc).

## **PORTFOLIO**

**Due: March 1, 2024**

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 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.

## FIRST SEMESTER SCHEDULE

Date	Format	Content	Due Dates
Monday August 28 12:00 PM EST	<b>Zoom Meeting</b> <b>Topic: Setting up for the year</b>	Introduction Expectations Syllabus Review  Internship Readings posted on Blackboard	
Throughout September	<b>Site Visits/Individual Check Ins</b>	Meet with intern and supervisor regarding expectations, assignments, and program documents	<b><i>Internship Plan and Goals due 9/18</i></b>
	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 18 12:00 PM EST	<b>Zoom Meeting</b> <b>Topic: Reading and Dyslexia</b>  <b>Small Group Meeting</b>	Michigan Dyslexia Handbook	<b><i>Hour Log and September Journal Entries due 9/30</i></b>
Week of October 1	<b>Small Group Supervision</b>	Schedule on your own. Record and email Jen	
October 16 12:00 PM EST	<b>Zoom Meeting</b> <b>Student Case Presentation 1</b> <b>Topic: REED Reviews</b>		<b><i>Hours Log and October Journal Entries 10/31</i></b>
Week of October 23	<b>Small Group Supervision</b>	Schedule on your own. Record and email Jen	
November 6 12:00 PM EST	<b>Zoom Meeting</b> <b>Topic: Tier 1 Mental Health</b>  <b>Student Case Presentation 2-3</b>		
<b><i>NASP Exposure Project</i></b>			
Monday December 4 12:00 PM EST	<b>Zoom Meeting</b> <b>Student Case Presentation 4</b>  <b>Small Group: Special Education Report Feedback</b>		<b><i>Diversity Reflection due 12/4</i></b>

**DUE BY DECEMBER 8:**

- Mid-Year Supervisor Evaluation and Reflection
  - Hours Log
  - 2 Special Education Evaluations
  - Progress on Portfolio Work Samples
- NASP Exposure Project (submit presentation & description of where you presented)

**SECOND SEMESTER**

Week of January 8	Small Group Supervision	Schedule on your own. Record and email Jen	
January 22 12:00 PM EST	Zoom Meeting Student Presentations 5-6  Portfolio Check In		
Throughout January	Site Visits/Individual Checks	Meet with intern and supervisor regarding expectations, assignments, and program documents	
Week of February 5	Small Group Supervision	Schedule on your own. Record and email Jen	
February 26 12:00 PM EST	Zoom Meeting Topic: What can you do with your training?  Student Presentations 7-8		<i>Hours Log + January/February Journal Entries due 2/28</i>
March 1	<b>PORTFOLIO DUE</b>		<i>Portfolio Due March 1 (All Documents Shared in Dropbox)</i>

Week of March 11	<b>Small Group Supervision</b>	Schedule on your own. Record and email Jen	
March 25 12:00 PM EST	<b>Zoom Meeting</b>  <b>Student Presentations 9-10</b>		<b><i>Hours Log + March Journal Entries due 3/30</i></b>
End of April	<b>Farewell Meeting</b>	Send off location and time TBD!	<b><i>Supervisor Evaluation &amp; Final Hours Log due 4/27</i></b>