

GEORGE MASON UNIVERSITY
School Psychology Internship
PSYC 790
Spring Semester 2006

Patricia A. (Steve) Grant Ph.D., NCSP
Office Hours – Sat. 11 to 12

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Time: 12:00 - 4:00 PM
Saturday (once a month)

GMU Psychological Clinic

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.

Interns are highly recommended to join the National Association of School Psychologists as several seminar discussions will be based on Communique articles and School Psychology Review Articles.

Text:

Thomas, A. & Grimes, J. (2002). Best practices in school psychology IV. Kent, OH: NASP

Supplemental References:

The Communique. Bethesda, MD: NASP
Current monthly issues from January 2004 through May 2004

Monitor on psychology. Washington, DC: The American Psychological Association
Current monthly issues

TOPICS

Each session there will be assigned readings from Best practices in school psychology.

Interns are expected to attend the 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

February 4	Review progress of Internship Plan and In-Service, Portfolio's due, Review graduation requirements - university procedures and policies – NCSP certification
March 4	Manifestation Determinations and Functional Behavioral Assessments (revisited) Profiles of different handicapping conditions
April 8	Bank of recommendations for teachers and parents academic and behavioral concerns – crisis intervention. Review laws and ethics
May 8	Date subject to change - by Dr. Naglieri Research Presentation Afternoon 1-5

Course Grades:

Field Supervisor(s) evaluation of the intern's site performance	50%
Research Presentation	20%
Class participation	10%
Portfolio	20%