I. **Course Title:** Internship in School Psychology  
   **Course Number:** PSY 773  
   **Credits:** 3 – 10  
   **Date of Revision:** July 2005  

II. **Course Prerequisite(s):** Satisfactory completion of all Certification Program requirements.  

III. **Catalogue Description:**  
The internship requires a minimum of 1200 hours of practical work experience under direct supervision of a qualified psychologist. A minimum of 800 hours must be completed in a realistic educational setting (i.e., public school system). The remaining 400 hours may be in a related setting (e.g., clinic, hospital, etc.). The intern is expected to demonstrate all of the competencies of the practicing school psychologist as outlined in Program Goals.  

IV. **Competencies Assessed:**  

**Assessment** – data collection through informal or formal procedures in a context that is responsive to the individual needs of the client. This would include competency in test administration procedures, scoring, and interpretation of evaluation results. Emphasis is placed on the synthesis of assessment data to ensure valid and reliable results that can be utilized in the development of an appropriate intervention (i.e., problem solving).  

**Consultation** – communication (oral & written) of information in a clear, concise, client-centered manner toward the solution of a problem.  

**Intervention** – knowledge, design, and implementation of strategies, including counseling, for behavioral or academic problems.  

**Professional School Psychology** – knowledge of professional topics in school psychology including: the roles and functions of school psychologists in school and non-school settings; legal, professional and ethical standards; the organization and operation of schools; and diversity.  

**Research** – systematic problem-finding and problem-solving skills in both applied and formal research settings. This would include hypothesis testing, data analysis, drawing conclusions, and the ability to evaluate and critique existing professional research.
V. **Course Objectives:**

A. The intern will develop, integrate, synthesize, and apply his/her acquired knowledge in school psychology in an applied, real-life setting.

B. Specific:

1. The intern will demonstrate proficiency in the administration of psychoeducational assessment instruments, the interpretation of test data, and the linkage of assessment data into appropriate interventions.

2. The intern will develop his/her report writing skills as noted by the integration of assessment findings into a comprehensive written report that includes meaningful recommendations and/or follow-up procedures.

3. The intern will develop effective communication skills by working with children, parents, and school personnel on a variety of school-related issues. This would include the use of interview, consultation, and counseling techniques.

4. The intern will be able to describe and explain the structure and workings of school systems.

5. The intern will demonstrate professionalism by adhering to ethical standards of behavior and by interacting with others with respect and understanding.

6. The intern will continue his/her professional growth by such practices as reviewing the current literature, assisting in the development of in-service programs, workshop attendance, and/or engaging in informal (or formal) research projects.

7. The intern will display an appreciation for student diversity including physical, psychological, economic, gender, and cultural differences.

8. The intern will be able to apply psychological principles to real-life educational situations.

9. The intern will work with a wide range of exceptional students and be able to compare and contrast their behavior.
VI. **Course Outline:**

The internship experience may be viewed as on-the-job training; therefore, it is a fluid, dynamic experience. In this regard, there will not be a fixed sequence of activities; however, the following general areas highlight the experiential requirements of the internship.

A. Assessment Experiences

B. Intervention Experiences

C. Report Writing

D. Interactions with other professionals

E. Community Service

F. Professional Growth Activities

G. Consultation Experiences

H. Counseling Experiences

VII. **Teaching Methodology:**

Instructional methods include:

A. Ongoing Field Experiences

B. Observations of professionals

C. Discussions with Supervisors

D. Problem Solving Activities

E. Special Assignments

1. Diversity Project

Each intern must complete a “diversity” project during their internship for inclusion in their portfolio. This experience is designed to ensure that each intern has, at least, one in-depth experience with a client outside the mainstream of American culture.
VII. Teaching Methodology (continued):

E. Special Assignments (continued)

The parameters for an acceptable project are broad and the intern is encouraged to be creative in developing their project. However, the following two conditions must be met:

1) The project must focus on a client from one of the following categories of diversity: cultural including language, physical, economic, or religious; and
2) The experience should be no less than 10 direct contact hours.

The format for the paper is as follows:

1) At least 10 pages in length
2) The paper should include
   a) An introduction addressing the importance of considering diversity issues (e.g., the impact of different value systems on assessment and intervention planning) in general, as well as, some basic information about your clients value system and how it differs from mainstream American society;
   b) A synopsis of what you have done (e.g., who, what, where, results, positive impact); and
   c) Your reactions/insights about the experience

Examples of acceptable projects are:
1) counseling a student of diversity;
2) tutoring a student of diversity with academic difficulties;
3) surveying students of diversity within a school district to investigate their feelings/concerns about their educational experience;
4) developing and presenting an in-service program on diversity for district personnel;
5) working with the “English as a Second Language” administrator in your school district; and
6) working in a private school (e.g., Cornell Abraxas in Pittsburgh) with a high diversity population in areas such career counseling or social skills development.

2. Local Research Project (See Syllabus for PSY 798)

F. Textbooks/References:

1. Current journals and library material
2. Information from publications of professional organizations
VIII. Evaluation of the Student:

A. Ongoing evaluation by the supervising on-site school psychologist (See Intern Formative Evaluation Form in Appendix A).

B. Periodic evaluations by the University supervisor (See Intern Formative Evaluation Form in Appendix A).

C. Completion of the "Evaluation and Verification of Internship Form" by the Field Supervisor and the University supervisor (See Appendix B).

D. Satisfactory rating of the intern’s portfolio by the University supervisor (See Appendix C).

E. Satisfactory ratings on the Consumer Satisfaction Survey (See Appendix D).

IX. Bibliography:


IX. Bibliography (continued):


Title 22, PA Code, Ch. 14, 2001.


IX. Bibliography (continued):


NOTE: The library has an extensive list of books and journals devoted to and/or related to school psychology that would also be useful to the intern during the internship.