



SPS 6947

Internship

85132 001

Fall 2026

Instructor Name

Kahlila Lawrence

University Course Description

Involves field-based, supervised experience of 1,500 (minimum) clock hours at the Educational Specialist level and 2,000 (minimum) clock hours at the Doctoral level.

Course Requisites

Prerequisite(s):

Corequisite(s):

Course Format

This course will meet face-to-face on Tampa's campus and remotely (for interns placed at sites outside of the Tampa Bay area and state of Florida).

Student Learning Outcomes

Upon completion of this course, students will be able to:

1. Exhibit a firm understanding of the roles of school psychologists and psychologists in schools.

2. Demonstrate competence in selecting and administering appropriate assessment tools and methods for examining student academic and social/emotional/behavioral areas of concern.
3. Develop a clear understanding of how educational settings function.
4. Demonstrate competence in identifying research methods and using evidence-based research to inform practice.
5. Develop an understanding of legal and ethical guidelines in school psychology/psychology.

Course Objectives

Student Learning Outcome #1: *Exhibit a firm understanding of the roles of school psychologists and psychologists in schools.*

- *Course Objectives:*
 - Fulfill multiple roles within a school's MTSS framework.
 - Demonstrate knowledge of various aspects of educational settings and school district organizations and the impact on school psychological/psychological services.
 - Demonstrate a thorough understanding of the roles and functions of intervention and special education teams.
 - Integrate skills and knowledge obtained through formal coursework into practice in an educational setting.

Student Learning Outcome #2: *Demonstrate competence in selecting and administering appropriate assessment tools and methods for examining student academic and social/emotional/behavioral areas of concern.*

- *Course Objectives:*
 - *Demonstrate knowledge about a variety of tools for psychoeducational, and social/emotional/behavioral assessments, including standardized assessment, informal assessment, curriculum-based assessment, interview, and observation.*
 - Demonstrate competencies to work with ethnically, culturally, and linguistically diverse students and families.
 - Demonstrate skills-based competencies related to consultation to include rapport building, communication, interviewing, data collection and analysis, goal setting, and intervention development and evaluation.
 - Demonstrate skills in providing consultative services to educational personnel, students, and families

Student Learning Outcome #3: *Develop a clear understanding of how educational settings function.*

- *Course Objectives:*

- Demonstrate a firm understanding of multi-tiered system of supports for academics, behavior, and mental health.
- Demonstrate a firm understanding of strategies helpful in managing school crises.
- Demonstrate an appreciation for the culture of various educational settings; an awareness of how cultures differ across settings (e.g., educational building, district, region, etc.); and the types of professional behaviors that facilitate the provision of high-quality services.

Student Learning Outcome #4: *Demonstrate competence in identifying research methods and using evidence-based research to inform practice.*

- *Course Objectives:*
 - Demonstrate the importance of identifying and linking empirically supported interventions to data collection/assessment outcomes.
 - Demonstrate the importance of designing and monitoring procedures to determine the effectiveness of interventions.

Student Learning Outcome #5: *Develop an understanding of legal and ethical guidelines in school psychology/psychology.*

- *Course Objectives:*
 - Demonstrate an understanding of regulations that govern general and special education (e.g., IDEA, NCLB, FERPA, Section 504).
 - Demonstrate an understanding and use of NASP/APA ethical guidelines, confidentiality issues and mandated reporting.
 - Exhibit ethical, legal, and professional conduct that is consistent with best practice.

Required Texts and/or Readings and Course Materials

This course supports an internship fieldwork component for school psychologists-in-training. Throughout this course, interns will refer to the National Association of School Psychologists (NASP) 2020 Professional Standards. Each student has access to this document through their NASP Student membership. For easy reference, the NASP 2020 Professional Standards document may be retrieved at: nasponline.org

How to Succeed in this Course

Internship Hours. It is very important that students attend internship each week that their school district site is in session. Interns are expected to work 8 hours a day and attend events after school (e.g., conference nights, district school psychology meetings, school/district trainings, etc.) as required. **Interns who are seeking an Ed.S. degree must accrue a minimum of 1200 service delivery hours prior to the end of their school district internship. Furthermore, Ph.D. interns must accrue a minimum of 2000 service delivery hours prior to the end of their internship.**

School-based internship and university supervision are required. Due to the collaborative nature of this seminar, it is essential that students are willing to engage in discussions regarding their experiences and progress on cases. Each member of the class depends on the willingness of other members of the group to provide meaningful, honest, and constructive information that will help us grow professionally. It is your responsibility to assist your classmates in this way. Regarding class attendance, students are expected to attend all classes, except when there are compelling reasons and unavoidable circumstances (e.g., religious observance, severe illness, etc.). In the case of an emergency, students are to contact me as soon as possible. Situations will be handled on a case-by-case basis. Furthermore, students who cannot attend class are expected to provide 24-hour notice when possible. It is my intention to facilitate your success in this course, so please do not hesitate to contact me regarding potential barriers to this goal.

Class participation and punctuality are required. Students are expected to be punctual and participate throughout the duration of supervision. Students are expected to be in our assigned conference room (EDU 380T) ready to start supervision at the scheduled time. Interns who are outside of Hillsborough, Pinellas, and Pasco counties, or outside the state of Florida will be emailed an MS Teams invite to join in remote supervision sessions.

Supervision Sessions. During each supervision session, students are expected to come to class prepared to share and discuss any updates on cases, ethical

dilemmas, or other professional issues they've encountered since the previous supervision session. The focus of internship seminar will be supervision, ongoing case support, and collegial problem solving.

During the first class, we will review required internship documentation. Students will receive their logs (via e-mail) for each month on the 10th of the following month (e.g., students will receive their August logs on September 10th) from the professor. The logs are to be signed by the student (first), the field-based supervisor(s) (second), and the university supervisor (last). Please order these signatures accordingly. DocuSign will be used by students to easily obtain signatures from supervisors. Students should become proficient with using this tool and save each of their signed logs in a file. Signed logs are to be uploaded to their respective assignment in Canvas.

Civility & Respectful Behavior, Ethical Conduct. To create and preserve a classroom atmosphere that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum. Students are expected to conduct themselves at all times in this classroom in a manner that does not disrupt teaching or learning. Behavior that disrupts the learning process may lead to disciplinary action and/or removal from class. Also, students should:

- Arrive to supervision prepared and on time. Students should be in their seats/waiting virtually with materials easily accessible and ready to engage.
- View supervision time and assignments as an opportunity to learn.
- Ask questions in an effort to promote success and mastery.
- Assist peers in being their best by remaining attentive, asking questions, and being willing to share the information that you know in supervision.
- Remember that classroom discussion is meant to allow everyone to hear a variety of viewpoints. Discussions should remain civilized, respectful to everyone, and relevant to the current topic. This can only happen if students maintain respect for each other's differences.
- Value the use of person-first and professional language on all written assignments and during class discussions.
- Any discussion from class that continues on a listserv, class discussion forum, group text forum, etc. should adhere to professional standards for school psychologists (including the language used and topics discussed).
- Proactively seek assistance from the university supervisor when in need. Students are encouraged to engage in proactive and professional communication with their supervisor in the event that they are faced with a situation that is perceived as a barrier to their academic or professional

success. The university supervisor will make time to hear the concern and will attempt to provide constructive feedback as appropriate. However, it is important that interns understand that they are responsible for taking the initiative to problem-solve their own concerns. The supervisor may recommend or provide additional support as deemed appropriate.

Professional Conduct. The highest levels of ethical and professional conduct are expected of ALL professional school psychologists and school psychologists in training. At USF, faculty and students alike are expected to model ethically and professionally appropriate behavior in all contexts, including University as well as field settings. The following Professional Work characteristics, as identified by the National Association of School Psychologists, are required of both faculty and students: *adaptability, communication skills, respect for human diversity, effective interpersonal relations, ethical responsibility, and initiative and dependability.*

Electronic Devices. While engaged in learning, students may utilize a laptop device for notetaking and for in-class activities that are permitted by the university supervisor. However, students are not permitted to work on other, unrelated tasks (e.g., completing unrelated assignments for this course or other courses, surfing the web, typing emails, uploading documents to Canvas, texting, etc.). Overall, the use of electronic devices for any other purpose during class time, without permission from the university supervisor, is not permitted. Unauthorized use of electronics may negatively impact a student's progress and end-of-course grade.

Technology Supports. Course materials will be made available through Canvas, an online course management system. You can access materials by going to the following website: <http://my.usf.edu> and providing your USF NetID and password. If you have problems accessing materials through this system, you can call the Academic Computing Office at help@usf.edu or by calling 974-1222.

Grading Scale

End-of-Semester Grades. Internship grades will be noted as a "Z" until interns successfully complete their required internship hours and eliminate any outstanding barriers to graduation (as noted by the College of Education Graduate Studies Office) prior to the close of the semester.

Z grades are used to indicate continuing registration in internship or thesis/dissertation hours. As we approach the end of the semester, a memo will be sent by the School Psychology program coordinator to the Graduate Studies Office with a request to change Z grades to S grades (i.e., Satisfactory) on student transcripts for those who have met all expectations for graduation.

Grades of "Incomplete": An Incomplete grade ("I") is exceptional and granted at the instructor's discretion when students are unable to complete course requirements due to issues such as illness or other circumstances beyond their control. The course instructor and student must complete and sign the "I" Grade Contract Form that describes the work to be completed, the date it is due, and the grade the student would earn factoring in a zero for all incomplete assignments. The due date can be negotiated and extended by student/instructor as long as it does not exceed two semesters for undergraduate courses and one semester for graduate courses from the original date grades were due for that course. An "I" grade not cleared within the two semesters for undergraduate courses and one semester for graduate courses (including summer semester) will revert to the grade noted on the contract.

Grade Categories and Weights

Student progress during Internship (through field-based experiences and university supervision) will be evaluated using the following methods:

- Direct observation of the intern by the field supervisor, university supervisor, and/or program faculty to review the intern's professional characteristics (i.e., adaptability, communication skills, respect for human diversity, effective interpersonal relations, ethical responsibility, initiative and dependability, and interactions with others) and implementation of various domains of practice (e.g., assessment, consultation, intervention, etc.).
- Observation of the intern's interactions during supervision
- Observation of the intern delivering services at their site

- Timely email communication with the university supervisor and program faculty
- Review of the intern's written products and verbal communication during university supervision
- Evaluation of the internship portfolio at the end of the supervision course
- End-of-Year Clinical Evaluations completed by supervisor(s)
- The number of internship hours accrued by the end of the internship year (i.e., 1200 for EdS and 2000 for PhD)

Instructor Feedback Policy & Grade Dissemination

Once scores/grades are submitted for assignments, students will be able to access them by reviewing "Grades" in Canvas.

Major Topics and Course Schedule

Course Schedule

Date	Course Schedule	Topics & Seminar Activities
8/24	Internship Supervision Course Overview	Review of Syllabus & Supervision Requirements Review Guidelines for Internship Review Internship Plan Review Setting Evaluation Review Internship Evaluation Case Presentations & Dates Guest Faculty Presentation Grand Rounds
8/31	Internship Supervision	Grand Rounds
9/7	Labor Day - No Class	N/A
9/14	Internship Supervision	Supervision Updates/Questions Special Topics for Discussion Grand Rounds Deadline to Submit Evidence of Student Liability Insurance (including dates of coverage) in Canvas by 11:59pm

Date	Course Schedule	Topics & Seminar Activities
9/21	No Internship Supervision	Upload signed July & August Logs to monthly Canvas assignments by 11:59pm
9/28	Internship Supervision	Supervision Updates/Questions Special Topics for Discussion Grand Rounds Case Presenter(s) - 2 to 3
10/5	No Internship Supervision	---
10/12	Internship Supervision	Supervision Updates/Questions Special Topics for Discussion Grand Rounds Case Presenter(s) - 2 to 3
10/19	No Internship Supervision	Upload completed, Internship Plan to Canvas by 11:59pm
10/26	Individual Student Check-Ins	Student check-ins to be scheduled by the professor.
11/2	Internship Supervision	Supervision Updates/Questions Special Topics for Discussion Grand Rounds Case Presenter(s) - 2 to 3
11/9	No Internship Supervision	---
11/23	Internship Supervision	Supervision Updates/Questions Special Topics for Discussion Grand Rounds Case Presenter(s) - 2 to 3
11/30	No Internship Supervision	Upload signed October Logs to monthly Canvas assignment by 11:59pm
12/7	Internship Supervision	Guest Lecture: Evaluating Your Impact (Portfolio Cases)

USF Core Syllabus Policies

USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious observances, academic continuity, food insecurity, pregnancy and related conditions, and sexual harassment that **apply to all courses at USF**. Be sure to review these online:

<https://www.usf.edu/provost/faculty-success/resources-policies-forms/core-syllabus-policy-statements.aspx>

Student Recordings

Florida Statute 1004.097 Free Expression on Campus

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use (USF Policy 10-048).

A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the USF Student Conduct Code.

Course Policies: Grades

First Day Attendance Policy:

Students must be present in class to document their first day attendance (not applicable to APPIC interns). To confirm their presence in the course, students may be required to engage in an introduction to the semester activity. If required, completion of this activity would confirm each student's first day attendance. Students who do not complete this activity run the risk of being dropped from the course.

Make-ups for Assignments Policy:

There are no make-ups for missed assignments.

Extra Credit Policy:

Extra credit will not be provided within this graduate course.

Grades of "Incomplete"

An Incomplete grade ("I") is exceptional and granted at the instructor's discretion only when students are unable to complete course requirements due to illness or other circumstances beyond their control. The course instructor and student must complete and sign the "I" Grade Contract Form that describes the work to be completed, the date it is due, and the grade the student would earn factoring in a zero for all incomplete assignments. The due date can be negotiated and extended by student/instructor as long as it does not exceed two semesters for undergraduate courses and one semester for graduate courses from the original date grades were due for that course. An "I" grade not cleared within the two semesters for undergraduate courses and one semester for graduate courses (including summer semester) will revert to the grade noted on the contract.

Campus Free Expression

It is fundamental to the University of South Florida's mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive.

In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. "Objective" means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research.

In this course you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding and engaging with an idea does not require you to believe it or to agree with it.

Course Policies: Technology and Media

Canvas:

This course is offered via USF's learning management system (LMS), Canvas. If you need help learning how to perform various tasks related to this course or

other courses being offered in Canvas, please consult the [Canvas Student Guides](#). You may also contact USF's IT department at (813) 974-1222 or help@usf.edu.

MS Teams:

Interns who are placed outside of the local Tampa Bay area and state of Florida will be provided a link to join class sessions via MS Teams.

Course Policies: Student Expectations

Health and Wellness

Your health is a priority at the University of South Florida. We encourage members of our community to look out for each other and to reach out for help if someone is in need. If you or someone you know is in distress, please make a referral at www.usf.edu/sos so that the Student Outreach & Support can contact and provide helpful resources to the student in distress. A 24-hour licensed mental healthcare professional, offered through the counseling center, is available by phone at 813-974-2831, option 3. Please remember that asking for help is a sign of strength. In case of emergency, please dial 9-1-1.

Title IX Policy

USF is committed to fostering a safe and respectful learning environment, free from sex discrimination and sexual harassment, in accordance with Title IX and USF Policy 0-004. If a student shares an experience of sexual harassment, sexual assault, stalking, or relationship violence with a USF employee (including faculty), that employee will notify the Title IX Office. This allows the Title IX Office to send the student an email with information about support resources and options—if it is safe to do so. Students are not required to respond to this email. The Title IX Office is a private resource. Information is shared only on a need-to-know basis to provide students with support measures. To speak to a confidential resource, students may contact USF Center for Victim Advocacy at 813-974-5757. Confidential resources do not notify the Title IX Office unless the student requests it. For more information about Title IX, available resources, or to make a report, please visit www.usf.edu/title-ix.

Course Hero / Chegg Policy

The USF Policy on Academic Integrity specifies that students may not use websites that enable cheating, such as by uploading or downloading material for this purpose. This does apply specifically to Chegg.com and CourseHero.com – almost any use of these websites (including uploading proprietary materials) constitutes a violation of the academic integrity policy.

Professionalism Policy

Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

Turnitin.com

In this course, turnitin.com may be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you may be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>.

Netiquette Guidelines

- Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.
- Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
- Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your

message is clear and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.

- Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.
- Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

Email and Discussion Board Guidelines

- Use the subject line effectively by using a meaningful line of what your email or discussion is about.
- Keep your emails and postings related to the course content. You should not post anything personal on a discussion board unless it is requested by the instructor.
- Any personal, course or confidential issues should be directly communicated to the instructor via email. The discussion boards are public spaces; therefore, any issues should not be posted there.

End of Semester Student Evaluations

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

Food and Drink Policy (for in-campus sessions only).

Please adhere to the firm policy of no beverages (other than bottled/capped water), food, tobacco products, or like items in the classroom. Your understanding of the necessity for this policy and cooperation will be greatly appreciated. This policy will be strictly enforced.

Learning Support and Campus Offices

Academic Accommodations

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional

information about academic accommodations and resources, you can visit the SAS website.

[SAS website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[SAS website for the St. Pete campus.](#)

Academic Support Services

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the [Office of Student Success website.](#)

Canvas Technical Support

If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the “Canvas Help” page on the homepage of your Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing help@usf.edu.

[USF IT Services](#)

Center for Victim Advocacy

The [Center for Victim Advocacy](#) empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights, and by offering support and resources. Contact information is available online.

Counseling Center

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training that enhances student academic and personal success. Contact information is available online.

[Counseling Center website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Counseling Center website for the St. Pete campus.](#)

Tutoring

The Tutoring Hub offers free tutoring in several subjects to USF undergraduates. Appointments are recommended, but not required. For more information, email asctampa@usf.edu.

[Tutoring website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Tutoring website for the St. Pete campus.](#)

Writing Studio

The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, email: writingstudio@usf.edu.

[Writing studio website for the Tampa campus and Sarasota-Manatee Teachout Site.](#)

[Writing studio website for the St. Pete campus.](#)

Student Ombuds Office

Florida Statute 1006.51 and Florida Board of Governors Regulation 6.011 require that all public institutions provide ombuds services to students. The Student Ombuds Office at USF is a confidential, impartial, informal, and independent resource for students experiencing challenges related to the university. Ombuds can help students safely explore options, clarify processes, and consider next steps. [Learn more or make an appointment at usf.edu/student-ombuds.](https://usf.edu/student-ombuds)