

Sample Assignment

Mock Interviews for School Psychologist Practicum

Objective: Prepare students for practicum interviews at school sites

Learning Outcomes: Students will gain the skills to perform a professional internship interview

About the Program and Students:

School Psychology Program is a three year graduate program with two years of courses and practicum and one year of full-time internship. Typically, in the spring of the second year, the students begin to apply for their 3rd year internships, which is as competitive as job application. Students are normally very nervous and less prepared at this time compared to the time when they finish the internships and apply for jobs. In addition, our program seeks out candidates from under-privileged population. We often have students from disadvantaged background who are not well prepared to present themselves. Therefore, the mock interview service provided by the Career Development Center is very helpful in preparing them for internship interview.

Directions:

Through the mock interview, the students can get rubric based specific feedback from the Career Development Center staff to be more aware of their own strengths and weakness and practice or learn lesson for real internship interview.

Process: 30 minute interviews
5-6 interview questions (3-4 minute response each)
10 minute feedback
Interview rubric

Interview Questions

1. Tell us about your experience in counseling students and providing crisis intervention.

All students have taken basic counseling class from Counseling Department, group counseling, and currently taking cognitive behavior therapy. They will pick up a counseling case but not yet. They have participated a school-wide crisis intervention program training called PrePare which emphasize an entire school to have a systematic and leveled crisis plan and to use a multidisciplinary team to engage in crisis prevention, preparedness, response, and recovery. School mental health professionals must be involved in the following specific hierarchical and sequential set of activities:

- **P—Prevent** and PREP@RE for psychological trauma
- **R—Reaffirm** physical health and perceptions of security and safety
- **E—Evaluate** psychological trauma risk
- **P—Provide** interventions
- **a—and**
- **R—Respond** to psychological needs
- **E—Examine** the effectiveness of crisis prevention and intervention

The students may not have had experiences in crisis intervention but they should be able to talk about what it is like.

2. As a school psychologist, how do you see your role in working with general education teachers, students, and families within Fresno/Clovis Unified School District?

For both districts:

- *Provide behavioral and instructional consultation with general education teachers to help them serve the particular students with difficulties.*
 - *Through individual consultation with teachers*
 - *And SST (students support team) meetings*
- *Provide direct services with students such as social skills training group and counseling services.*
- *Provide consultation and collaborate with families who have children experiencing learning, social, and emotional and behavioral difficulties.*
- *Provide parent training if needed.*
- *At systems level, help the school to establish early identification and intervention system such as multitiered service system, including RTI (response to intervention), PBIS (positive behavioral intervention and support), and tiered mental health services.*
 - *Help choose screening tools and help with screening*
 - *Help identify evidence-based interventions*
 - *Help with small group interventions such as behavior intervention and social skills training and group counseling.*
 - *Help collect data for identification and intervention monitoring purposes*

3. School psychology is a multi-faceted position, responding to many demands. How would you handle the workload of assessments, counseling requests, in-service training, report writing, and your thesis data collection and writing?

- *Prioritize these tasks depending on the needs and deadline*
 - *The school psych program I am currently in is very demanding and challenging*
 - *I have had experiences similar to the work-load*
- *The most important thing is time management or organization.*
 - *Time block*
 - *Make schedules and plan ahead of time*
 - *Use calendar effectively*
 - *They can talk about their other strategies used.*

4. Briefly explain the steps you would take in conducting a functional assessment for a child referred for behavior problems?

- *Review the student's file*
- *Interview the teacher to gain information on*
 - *Prioritize and define the behavior problem that is the most pressing*
 - *Examples of the behavior problem*
 - *What occurred before (antecedents) and after (consequences) the behavior problem*
- *Observe the student's target behavior problem and take ABC data multiple times and across settings*
 - *A: antecedents*
 - *B: behavior problem*
 - *C: consequences*
- *Generate the hypothesis of the function of the behavior*

5. What factors would you consider in a referral for possible intellectual disability when the student is bilingual?

- *Native language proficiency*
- *English language proficiency*
- *Developmental history*
- *Family background and immigration history*
- *Cultural norm*
- *Acculturation level*
- *Vision, hearing, and health*
- *Social emotional disturbance*
- *Social/adaptive functioning in multiple settings including school (classroom and playground) and family contexts*
- *Medication history*

6. Do you have any questions for us or is there any information about yourself you would like to add?

Timeline: 4-6 hours

Grading/Rubric:



Interview Rubric (short)

TOTAL SCORE ____ /30

Interviewee: _____

Reviewer: _____

	Criteria	Consistently <i>concept understood & regularly applied</i> 5 - 6	Often <i>concept applied sporadically</i> 3 - 4	Occasionally <i>concept unclear or rarely applied</i> 1 - 2	Score
Verbal communication skills	<input type="checkbox"/> Spoke clearly and articulately in a positive manner <input type="checkbox"/> Demonstrated confidence in knowledge <input type="checkbox"/> Used professional language <input type="checkbox"/> Controlled verbal fillers (e.g. "um", "uh", and "like") <input type="checkbox"/> Used tone of voice that reflected enthusiasm				
Listening skills	Responses to questions were: <input type="checkbox"/> Direct: specifically addressed the question asked <input type="checkbox"/> Concise: focused on the question asked <input type="checkbox"/> Answers reflected an understanding of the question asked				
Non-Verbal communication	Appeared engaged, poised and composed: <input type="checkbox"/> Body language conveyed appropriate level of eagerness to respond <input type="checkbox"/> Sat in an upright manner; seemed natural and at ease <input type="checkbox"/> Appropriate and consistent eye contact <input type="checkbox"/> Gestures were appropriate				
Ability to communicate value of prior experience	Articulated the value of previous experiences through concrete examples, such as: <input type="checkbox"/> Academics (classwork), and/or <input type="checkbox"/> Work/Internships/Practicums, and/or <input type="checkbox"/> Volunteer service, and/or <input type="checkbox"/> Extra-curricular activities <input type="checkbox"/> Connected background and skill sets, including transferable skills, to position/industry				
Preparation and interests	<input type="checkbox"/> Demonstrated an understanding of and interest in the position/company/industry <input type="checkbox"/> Was prepared for the interview: ___ Demonstrated research ___ Appropriate attire ___ Understood types of interview questions <input type="checkbox"/> Reaffirmed interest in the position and reviewed fit between strengths and the position <input type="checkbox"/> Asked thoughtful and relevant questions of the interviewer				

Comments:

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