

COURSE SYLLABUS COVER SHEET
Lewis & Clark College
Graduate School of Education and Counseling

Please attach completed cover sheet to course syllabus.

Course Name	Internship in School Psychology I and II
Course Number	CPSY 586-587
Term	2007-2008
Department	Counseling Psychology
Faculty Name	Ruth Gonzalez, Ph.D. NCSP

Catalogue Description: Supervised experience as a school psychologist. Direct weekly supervision is provided by a field-based licensed school psychologist and indirect supervision by the course instructor. Interns provide school psychology services in consultation, counseling, assessment, intervention development, and program evaluation with K-12 students in special and regular educational settings. Regular seminar meetings allow for group supervision and the examination of legal, ethical, and professional issues. A comprehensive examination of school psychology is included.

Guiding Principles/Standards Addressed in Course:

Guiding Principles/Standards	
<u>Learning and Living Environments</u> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.	X
<u>Disciplinary Knowledge</u> Integrate fundamental and emergent components of disciplinary knowledge in ways that extend and enhance experiences of the diverse individuals and groups we serve. Use this knowledge to augment our own capacity to solve problems, even as we support individuals and communities in problem solving.	X
<u>Professional Practice</u> Engage individuals, families and the professionals who support them in meaningful learning, counseling and therapy, and community building experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	X
<u>Connection to Community</u> Design learning and counseling activities that cultivate connections between individuals, families and their communities and region.	X
<u>Professional and Technological Resources</u> Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community wellbeing.	X
<u>Assessment</u> Assess, document, and advocate for the successful learning and living of all people involved in schools and communities.	X
<u>Research and Reflection</u> Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	X
<u>Leadership and Collaboration</u> Lead and collaborate with others to plan, organize, and implement educational and counseling practices and programs that confront the impact of societal and institutional barriers to academic success, personal growth, and community wellbeing.	X
<u>Professional Life</u> Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures and a commitment to the legal, ethical and professional responsibilities of our profession(s).	X

Authorization Levels:

This course addresses preparation at specific authorization levels through readings and in-class discussions (indicate with an "R" in the appropriate box) and/or through a practicum experience (indicate with a "P" in the appropriate box).

Early Childhood	Pre-Kindergarten-4 th Grade in a preprimary school, a primary school, or an elementary school.	
Elementary	3 rd -8 th Grades in an elementary classroom or in a self-contained 5th or 6th grade classroom in a middle school.	
Middle Level	5 th -9 th Grades in an elementary, middle, or junior high school, or high school.	
High School	9 th -12 th Grades in Subject/Dept. Assign. in a High School.	

*R = Readings and In-class Discussions *P = Practicum

Student Performance:

Student performance criteria appear on page(s) 2-3 of this syllabus (student performance includes goals, evidence, and levels of performance).

COURSE SYLLABUS
Lewis & Clark College
Graduate School of Education and Counseling

Course Name	Internship in School Psychology I, II
Course Number	586-587, Section 01
Term	2007-08
Department	CPSY
Faculty Name	Ruth Gonzalez, PhD, NCSP Rogers #331 503-768-6068 gonzalez@lclark.edu

Catalog Description:

Supervised experience as a school psychologist. Direct weekly supervision is provided by a field-based licensed school psychologist and indirect supervision by the course instructor. Interns provide school psychology services in consultation, counseling, assessment, intervention development, and program evaluation with K-12 students in special and regular educational settings. Regular seminar meetings allow for group supervision and the examination of legal, ethical, and professional issues. A comprehensive examination of school psychology is included. 4 semester hours.

Textbooks: Canter, A.S. & Carroll, S.A. (Eds.). (2007). School-based mental health toolkit. Bethesda, Maryland: NASP. Thomas, A. & Grimes, J. (Eds.). (2002). Best practices in school psychology IV. Bethesda, Maryland: NASP.

Course Description:

The internship experience is designed to provide students with the final year of training to obtain the Ed.S. in School Psychology and/or eligibility for licensure in Oregon and Washington. Interns function as practicing school psychologists in a K-12 school environment, under the close supervision of qualified, experienced school psychologists on-site and the campus supervisor(s) during the internship course. Interns will provide school psychology services in consultation, counseling, assessment, intervention development, and program evaluation. Regular on-campus seminar meetings allow for group supervision and for instruction in a variety of current issues. Cultural diversity issues will be interwoven through professional case presentations. Legal, ethical, and professional standards will be addressed throughout the course. Comprehensive evaluation tools are included. In addition, as the year progresses and students near completion, students will be assisted in preparing for the job search process.

Course Structure:

The internship class is a year-long class. Part I is offered in the fall. Part II is offered in the spring and will continue what was begun in the fall. There are two sections of this course with a maximum of 10 students per section. The classes meet for group supervision in their sections from 8:30 to 10:45 every Friday. Both sections meet together from 11:00-12:30 to cover topics relevant to the internship through lecture, guest speaker, or field trip assignment. Special arrangements for off-site learning will require additional time commitment outside of the normal course hours. During course meetings, students will generate a list of special topics they wish to be considered for coverage in the overlap time. If class is not held, students are expected to be on-site, at their schools.

Students will meet individually with the instructor a minimum of one time for individual supervision and thereafter as needed for the student to meet individual learning goals as determined by the instructor or by student request. There will be an on-site meeting at least once each semester, including the student, the on-site supervisor, and the class instructor.

Professional Standards:

Interns are expected to follow professional standards, including adherence to legalities and ethics. In addition, interns need to show a respectful demeanor towards students, parents, professional peers, and others. Professional dress is encouraged. Interns need to be timely in completing work; they must honor class attendance and hours. If Interns miss a class, they need to discuss make-up work with the instructor. Interns are expected to use appropriate professional tools, including technological tools, as needed and appropriate. Interns are expected to be aware of and respect diversity and multicultural issues. Please see the attached form for grading standards.

Assignments: (See page 4 for due dates)

1. Assessments:

You will submit four assessment reports for review during the year, and you will be required to do at least one rewrite/resubmission of each report. Two of these reports will be part of the formal case presentations as described below. You should seek to assess children for a variety of possible handicapping conditions, including Learning Disabilities, Mental Retardation, and Emotional Disabilities. In addition, you should look for opportunities to assess children who may be Gifted, Autistic/PDD, OHI, or TBI. See the manual for expectations for complete assessment expectations beyond these four reports. The instructor will return them within two weeks and the rewrite will be due within two weeks. You must remove identifying information from the final reports. If reports are late, an additional comprehensive assessment report will be required.

2. Presentations:

During group supervision time at each weekly meeting, students are expected to bring information on cases to informally present to receive group support and feedback. In addition, four formal case presentations will be required and dates will be assigned for student presentations. A formal presentation consists of a written and oral description of a case involving background information and treatment plans for A. two assessment cases (including an integrated psychological report, a child interview, a parent interview, and goals/objectives/accommodations), a counseling case (which would also involve specific goals of treatment), and C. a consultation case (including a teacher interview, on-going treatment plans, and a summary.) Video and audio tapes are suggested for each.

These written case presentations will fulfill the requirements of a comprehensive examination.

Each student is also expected to choose three articles from the textbooks or other professional literature. Then, the student is expected to make a presentation to the class and to disseminate a one-page summary to members of the class.

Consultation presentations: The consultation presentation and written reports are due in February or March. However, we would expect that you would start the consultation relationship during the fall semester and start documenting the background and your process. Your paper will include a narrative description of the stages involved in the consultation. In your consultation report, attend to these phases: referral, entry, problem identification, problem analysis, intervention planning, evaluation planning, and application/monitoring. Add any modifications you make on these themes, and include any tools (observation forms, etc) that you used in your consultation. Also included in your report must be a reflection on what you learned from the consultation, including what was successful and what you would change. You are expected to present a coherent, full summary with all the relevant information included, typically requiring from 8 to 20 pages. If there are components missing or if the content is unclear, you will be required to rewrite the report. Use APA style and cite references from the appropriate literature to support your work. Including current, relevant data-based literature is required. If the consultation paperwork and presentation is not up to expected professional levels, rewriting will be required.

3. In-service:

Students are required to plan and provide at least one in-service training workshop or session during the school year. This in-service may be provided to any group associated with the school. Interns will provide summaries of the in-service along with supplementary handouts, including the specific goals, the invitation/announcement to attend and the feedback forms completed by the members in attendance. Be prepared to share results during class meetings.

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4. Log of activities and hours:

You must document that you have met at least the following hour requirements:

1200 hours of internship related activities

100 hours in an elementary setting; 100 hours in a secondary setting; 50 hours in a preschool setting

100 hours of consultation; 50 hours of counseling

100 hours with "regular" education students

** 2 hours a week of individual on-site field supervision, at least one of which must be with your primary supervisor and consists of regularly scheduled, dedicated time to supervision. This requirement is not met in informal, brief supervisory communications and is expected to be uninterrupted by phone calls or other activities of the supervisor or intern. These meetings are expected to be scheduled regularly on a weekly basis. If one of you must miss the meeting due to illness or other crisis, the meeting time must be rescheduled during the week.

Logging requirements: Document about everything you do on the job and who you are working with including students, teachers, parents, school staff, outside agencies, etc. This would include anything you do for your job including consultation, counseling, assessments, class work, emailing, researching topics, review of records, and so forth. Please see the Internship Manual for full details on requirements for assessment, consultation, counseling, inservice, and cross-cultural experiences. In addition, a final one-page summary of your hours at the end of each semester and at the end of the year is required. Forms are attached.

5. Portfolio:

At the end of the year, each student will turn in a portfolio with an updated resume and documentation from internship. Items include but are not limited to new letters of reference, reports (both initial drafts and rewritten final copies may be included to demonstrate progress), presentations/in-services you have given, hours and logs, supervisor evaluations, professional standards document, documentation of counseling material, list of assessment instruments you have utilized, behavior plans that you have written, notes of thanks from teachers, parents, or students. You may include a section from practicum.

6. File of Resources- informal

Due Dates:

Sept. 7 Sign up for meeting with Instructor; discuss roles, functions, goals for year.

September: Fall On-site meeting:

Sept. 28: Documentation of First Aid, Discrimination trainings and resume/letters; plans for Praxis I

October/November: Case Presentation: Assessment

October/November: Case Presentation: Counseling

Topic Presentation

Topic Presentation

Oct. 5 Report #1

Oct. 17 Rewrite #1

Nov. 2 Report #2

Nov. 16 Rewrite #2

Nov. 16 File of Resources-samples

Dec. 7 Report #3

Dec. 7-14 Meet with instructor to review evaluations and professional standards form/

Dec. 14 Log / Hours forms; please include two samples of case notes with identifying information deleted.

Dec. 14 Evaluation from instructor, on-site supervisor and self

Spring

Spring On-site meeting

Inservice Report

Case Presentation: Assessment

Case Presentation: Consultation (Feb. or March)

Jan. 4 Rewrite #3

Feb. 1 Report #4

Feb. 15 Report #4

May 9 Site Evaluation

May 16: One-page summary of hours

Summative Log (daily activities)

Evaluation from supervisor and self

Portfolio

Updated resume, including statement of goals.

Work Products from consulting, counseling, inservices, and interventions with children.

Two new letters of reference

Two reports (identifying information deleted)

Space for your new license

Documentation of professional conferences and inservices attended.

Please note: Needed for licensure: (not a class assignment) Praxis II; Documented Exit Interview

Tentative Overlap Schedule for Fall Semester:

Sept. 6:

Introductions; review of syllabus and plans for year

Read Hoff, S. (2006). Internship – A rite of passage. *School Psychology Quarterly*, 35:1, 8-9.

Big Book; Professional Organizations

Sept. 13 Bring a copy of your own logs for your own daily activities as well as student logs.

Presenting Child Clients; NASP Video

Record-keeping/logs

Forms

Reviewing records; Clinical Interviews; Sentence Completion

Sept. 20 Bring a copy of a sample report from your supervisor with names deleted.

Observations

Integrated Reports

Sept. 27 Bring samples of forms from school districts.

Modifications, Accommodations, Access Skills

Oct. 5 Please read Hale, J.B. (2006). Implementing IDEA 2004 with a three-tier model that included response to intervention and cognitive assessment methods. *School Psychology Forum* 1:1. Retrieved March, 2007.

Oct. 12

Alternate Social/Emotional Assessments

Five Factor Personality Inventory

Oct. 19

Functional Behavior Analysis; Behavior Plans

Oct. 26

OSPA Conference or school site

Nov. 2

Reading Skills

Nov. 9

Response to Intervention

Nov. 16

(Thanksgiving Break)

Dec. 7

Dec. 14

Spring Calendar will be discussed with class members to determine pertinent topics.

This syllabus may include an addendum for Spring semester if necessary to provide an optimal learning experience for students.

Internship

Prior to registration for class:

NASP ethical statement on registration form
Evidence of completed coursework
Contract with school district
Proof of professional liability insurance
(\$1 million individual/\$3 million aggregate is the minimal standard)
TSPC: fingerprints, \$62; PA-1 form
Supervisor resume on file in CPSY office.

Required by September 28:

Documentation of "Discrimination and the Oregon Educator" (online at TSPC site)
Documentation of First-aid training
Portfolio with updated resume; letters of reference
Specific plans for Praxis I or CBEST
(OAR 584-070-0211 says that you must pass either Praxis I or CBEST unless you have held an Oregon educator's license since before 1985 or if you hold a regionally-accredited doctoral degree.)

Required for graduation/license completion document:

Evaluations (fall and spring, supervisor's and own)
Professional Standards Evaluation (spring and fall)
Site Evaluation
Logs (daily hours-all year)
Hours Total forms (fall, spring, overall)
PEER forms, for license-only students
Portfolio
Final Transcript
Praxis I or CBEST; Praxis II
Documentation of Exit Interview
Current First Aid card

Attached:

Vitae of instructors
Course syllabus sheet
Logging forms
Hour report forms
Evaluations of Interns (self and on-site supervisor)
Professional Standards (evaluation by instructors)
Site Evaluation

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