

LEWIS & CLARK COLLEGE
Graduate School of Education and Counseling



School Psychology Program
Practicum Handbook

2018-2019

Elena Diamond, PhD, NCSP
Assistant Professor of School Psychology
Program Co-Director and Clinical Coordinator

LEWIS & CLARK SCHOOL PSYCHOLOGY (LC-SPSY)
PRACTICUM HANDBOOK 2018-2019

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Section

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LC-SPSY Practicum Experience

Welcome to your LC-SPSY Practicum Year! The Practicum is an important year-long experience in which you will gain knowledge, skills and dispositions important to the profession through observing, assisting, and leading activities in the school setting. The LC-SPSY Practicum (SPSY 580) is a year-long concentrated field experience for School Psychology student candidates. Candidates generally participate in the Practicum during their second year of the program, and complete it before their third year internship. The Practicum experience is designed as an opportunity for School Psychology students to develop and practice counseling, consultation, and assessment skills in a supervised field placement.

By the time you reach Practicum, you will have participated in course-based practica in numerous courses (SPSY 502, 503, and CPSY 514). There are also a number of other courses that will be completed during the Practicum year, including a series on Consultation and Prevention and a series on Assessment and Intervention. Completion of the Practicum and all required coursework is necessary for enrollment in the Internship (SPSY 582). This Handbook is your guide to the process of securing and completing a successful Practicum experience.

Practicum candidates are expected to remain at their placement for the academic school year, generally between the first week of September through mid-June. Practicum candidates may also be required to attend trainings or meetings at their practicum site prior to the start of the school year, per district protocols. Practicum candidates are therefore required to attend SPSY 580 Practicum in School Psychology class from the first week in September through mid-June. Candidates are required to begin Practicum in the fall term and continue with the same supervision site and class throughout the school year whenever possible. Candidates are required to complete 450 hours of work at the site and in Practicum class. Typically Practicum candidates can expect to spend between 8-10 hours a week at the school site.

What is the Process of Securing a Practicum Placement?

The School Psychology Program at Lewis and Clark strongly encourages placement of practicum candidates into schools and districts whose students represent multiple aspects of diversity based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. The Program Clinical Coordinator will facilitate such placements and will provide supervision on diversity and multicultural considerations throughout the year. During the spring term preceding Practicum, students and the Clinical Coordinator will investigate site options and secure placements for the year-long, part-time practicum field experience. A K-12 school setting is chosen with a primary supervisor who is a licensed school psychologist according to the following steps:

- 1) The Lewis and Clark Placement Office works with school districts and the LC School Psychology faculty to identify available practicum supervisors who we believe will effectively support our candidates.
- 2) Candidates will be asked to rank order preferences for school districts in which they would like to be placed.
- 3) The School Psychology faculty will determine, from the list of these preferences, a district and supervisor they believe will likely be the most effective and supportive for the practicum experience.
- 4) The Placement Office will submit a request to the appropriate school district on the Candidate's behalf.
- 5) Once a supervisor has been identified and the clinical coordinator verifies that the supervisor meets LC and NASP requirements, the Placement Office will contact the Candidate via their lclark.edu email address to notify of a pending placement. Once the Candidate receives this notification, they will need to:
 - Within 24 hours of receiving the notification of a pending placement, contact the potential supervisor and schedule a meeting as soon as possible.
 - Notify the Placement Office (lclplacements@lclark.edu) and Clinical Coordinator Dr. Elena Diamond (ediamond@lclark.edu) of the scheduled date of that meeting.
 - Within 24 hours of the meeting, email the Placement Office with a brief summary of the meeting.

- 6) The Placement Office will follow up with the potential supervisor to determine whether the supervisor would like to commit to the placement.
- 7) The Placement Office will notify the Candidate and the School Psychology faculty when the placement is confirmed. The Candidate will follow up with the supervisor within 24 hours of this notification to thank them and discuss next steps.

What Activities are Required During Practicum?

You will be under the supervision and direction of your site supervisor during these experiences.

Fall Semester

- Observe, assist and lead in counseling situations with individuals and groups within the school setting
- Observe, assist, and consult in a special needs classroom (or other classroom chosen by your site supervisor) for a minimum of two hours a week.
- Attend, observe and contribute to regularly scheduled school-based behavioral or instructional consultation meetings (e.g. Student Study Team, Individual Education Program, Special Education Team, District-wide training opportunities).
- Observe, assist and lead in teaching and classroom presentation situations within the school setting (e.g. Social Skills or Conflict Resolution lessons).
- Observe your supervisor in assessment and consultation tasks as available.
- Keep an hourly log of all activities.
- Receive one hour of weekly individual supervision from your site supervisor and three hours of group supervision per week as a part of the CPSY 580 class.
- Demonstrate appropriate ethical and professional behaviors.

Spring and Summer Semesters

- Continue with activities listed above for Fall Semester.
- Observe, assist and lead in behavioral or instructional consultation with parents, teachers, and other school personnel.
- Observe, assist and lead in assessment activities coordinated by your campus and site supervisors.
- Take up opportunities to research student problems and the efficacy of your work with them.

What are the Practicum Student's Responsibilities?

In addition to successfully completing all the requirements of the Practicum listed above, the following responsibilities are required of Lewis & Clark Practicum students:

- Participating at the site: Practicum students are to provide regularly scheduled hours to the site and keep in regular contact with the site supervisor. They are to work in close and supervised contact with both the site supervisor and the LC practicum supervisor.
- Keeping records: Practicum students are required to use the forms in the appendix to keep track of hours and activities while on site. These forms should be available to supervisors and should be saved as part of your professional portfolio.
- Attending class: Practicum students are required to attend the weekly, three hour, SPSY 580 class as long as they are working at their Practicum site and fulfill the obligations and requirements of that class as described in the syllabus.

What is the Role of the Practicum Site Supervisor?

Site Supervisors provide an immense service in supervising practicum level candidates from Lewis and Clark. Site Supervisors must be willing and able to provide the following:

- Assist the student in understanding norms and becoming integrated into the school culture.
- Provide experiences that are appropriate for the student's skill level and that match the requirements of the Practicum listed above.
- Observe the student in Practicum activities, provide regular feedback, evaluate the candidate using the Practicum CCE and help develop learning goals.
- Review and sign off on the student's record keeping and provide feedback through the end-of-semester evaluations of the student.
- Provide ongoing supervision including the one hour of individual supervision that is required weekly.
- Communicate with Lewis & Clark faculty as needed, keeping in close contact with the faculty instructor throughout the year.

What are the Needed Qualifications of the Site Supervisor?

The following qualifications are required of Site Supervisors of practicum candidates:

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- An Ed.S., Masters or doctoral degree, state licensure/certification as a school psychologist, and at least 3 years of post-degree practice. If the primary supervisor agrees, additional time may be spent with other professionals within the school system. We require verification of the primary supervisor's license/certification and resume for our files. This information will be collected by the Lewis & Clark Placement Office.
- Adequate training and experience in supervising students. In lieu of previous experience, supervisors are asked to stay in close communication with the Lewis & Clark practicum instructor and/or Lewis & Clark clinical coordinator.
- Familiarity with and implementation of the Code of Ethics published by the National Association of School Psychologists.
- Familiarity with the Lewis & Clark School Psychology Practicum Manual.

What is the Role of the LC Practicum Instructor?

As a representative of Lewis & Clark College, the faculty instructor provides group supervision for students. The Practicum instructor is an additional source of challenge and support for the student. If problems arise on site, the instructor serves as a liaison between the site supervisor and the student. In rare cases, a faculty instructor may ask a Practicum student to leave a site and discontinue their Practicum until issues have been resolved satisfactorily. In addition to weekly meetings with students, faculty instructors also:

- Communicate regularly with the site supervisor.
- Maintain brief supervision notes regarding attendance, discussion and concerns.
- Visit student sites once each semester or as needed.
- Review student evaluations and assign course credit.

What are the Legal and Ethical Considerations of Practicum?

Students are expected to be familiar with and to practice within the codes of ethics for school psychologists as outlined by NASP (see nasponline.com). The following are a few pertinent points regarding ethics:

- The basic assumption underlying all agreements between practicum students and sites is to ensure the welfare of students. School Psychology ethical principles mandate that we "do no harm."
- Dual role relationships are to be avoided. Therefore, it is inappropriate to engage in relationships other than therapeutic ones with your students. As such, practicum and internship students are not permitted to use their personal vehicles to transport students.
- It is vital that you keep your on-site supervisor aware of any high-risk situations, such as students who may be experiencing abuse or severe mental health issues.
- In Oregon, school psychologists are not allowed to disclose a person's HIV status without written permission.
- Practicum can be stressful. Sometimes students find themselves in emotional turmoil resulting from listening to the concerns of so many people. If this should happen, address it with your on-site supervisor and/or your college supervisor. Next, seek out your own therapy to resolve your issues. Finally, if you continue to find yourself distressed, it may be appropriate to limit or suspend your practicum.
- If you are concerned about the emotional state of another student: First, approach them directly and express your concern. If you continue to be concerned about their welfare and believe their campus supervisor is unaware of the problem, discuss it with their campus supervisor.
- Once you become aware of an ethical concern, discuss it with your supervisor or bring up the issue in your practicum class. Making ethical decisions involves consultation and using advice pooled from numerous sources.
- Be aware of the laws affecting your practice of school psychology.
- Discuss the Limits of Confidentiality with students during your first meeting. These limits include:
 - a. You are mandated to report child abuse or neglect.
 - b. You will need to break confidentiality if you believe that the student will be harmful to themselves or others.
 - c. The courts may mandate you to report to them.
 - d. Parents have the right to view all educational records.
 - e. In Oregon, children over 14 years of age have the right to be treated without parental consent, providing the parents are notified as soon as it is therapeutically feasible. You must also follow school district guidelines, which may include gaining parental permission to speak with any student, regardless of age.
 - f. You notify all clients that you are a practicum student and under supervision.

Section

2

LC-SPSY Program Evaluation Plan: Practicum CCE

During a candidate's practicum year, we use the *LC-SPSY Practicum Comprehensive Candidate Evaluation (CCE)* to view individual and collective progress toward meeting program goals. We also use it to determine if candidates are making adequate progress toward meeting program goals; what knowledge, skills and dispositions have been adequately mastered and which remain to be learned; and if a candidate is ready to move to the next stage in the program (e.g. from practicum year into internship year). In this evaluation, program faculty review the candidate's performance from a number of different perspectives:

1. The candidate's practicum year performance at their public school-based practicum site is reviewed by program faculty through data collected on the *LC-SPSY Practicum Site Supervisor Evaluation of Candidate Rubric*. This rubric is important for both candidate evaluation as well as program evaluation. It allows program faculty to see both the candidate's progress toward competency in NASP domains as well as the effectiveness of instruction regarding these NASP domains in the program through the eyes of a non-program related supervisor who is a practitioner in the field;
2. The candidate's performance during practicum in coursework is reviewed by program faculty through data collected in the *LC-SPSY Practicum Year CCE rubrics*. These rubrics are used to collect candidate performance data from a set of portfolio materials and comprehensive assignments in the areas of assessment, consultation, and direct service/counseling, as well as data from the *LC-SPSY Practicum Site Supervisor Evaluation of Candidate Rubric*. The three comprehensive assignments represented in these rubrics are used as the culminating projects in three important strands of coursework in the practicum year of the LC-SPSY program: the assessment/intervention sequence, the consultation sequence, and the practicum class sequence in which counseling is addressed. The LC-SPSY Practicum CCE serves as evidence for NASP Key Assessment #3, detailed in the School Psychology Program Handbook.

The aggregated information from all candidates' *LC-SPSY Practicum Year CCE* provides the program with information for continual improvement in regards to how well our candidates are meeting the goals we set for them. This aggregated data also informs our decisions as to what we need to change in the program to help them achieve these goals. Rubrics, instructions, and details regarding the *LC-SPSY Practicum Year CCE* are found in the appendix.

Section

3

LC-SPSY and the NASP Domains

The following NASP training domains will be addressed in the SPSY 580 weekly seminars via assigned readings, class discussions and other activities. In addition, site supervisors will use these domains to evaluate candidate work during practicum.

10 NASP Domains of Practice

Domain 2.1: Data-Based Decision Making and Accountability

School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

Domain 2.2: Consultation and Collaboration

School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

Domain 2.3: Interventions and Instructional Support to Develop Academic Skills

School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

Domain 2.4: Interventions and Mental Health Services to Develop Social and Life Skills

School psychologists have knowledge of biological, cultural, developmental, social influences on behavior and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health.

Domain 2.5: School-Wide Practices to Promote Learning

School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.

Domain 2.6: Preventive and Responsive Services

School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.

Domain 2.7: Family-School Collaboration Services

School psychologists have knowledge of principles and research related to family systems, strengths, needs and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools.

Domain 2.8: Diversity in Development and Learning

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual differences; and evidence-based strategies to enhance services and address potential influences related to diversity.

Domain 2.9: Research and Program Evaluation

School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

Domain 2.10: Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists

Section
4

**LC-SPSY Practicum Handbook
Appendix**

LC-SPSY Practicum Site Agreement

With this agreement, the Practicum Candidate and the Site Supervisor(s) commit to fulfilling the obligations of the School Psychology Practicum as outlined in the School Psychology Practicum Handbook. The agreement will be effective from the first week of the school year at the Practicum Site until the end of the school year in June for approximately 8-10 hours of supervised practicum experience each week. Your signature on this form indicates that you have read, understand, and agree to the responsibilities of both parties as outlined in the School Psychology Practicum Handbook.

Section One (to be filled out by Candidate)

LC-SPSY Practicum Candidate (please print) _____

Name of Practicum Site _____

Name of Primary Site Supervisor _____

Primary Site Supervisor's phone _____

Primary Site Supervisor's email _____

☐ I have attached a copy of my Professional Liability Insurance documentation.

☐ I have attached documentation that I have successfully passed the ORELA.

Signature of Practicum Candidate/Date _____

Section Two (to be filled out by Site Supervisor)

Primary Site Supervisor's Years of Post-Master School/Clinical Experience _____

☐ I have responded to the Lewis and Clark Placement Office (lcplacements@lclark.edu) with my license and employment information.

Signature of Primary Site Supervisor/Date _____

Section Three (to be filled out by LC-SPSY Clinical Coordinator)

The original of this Practicum Site Agreement must be returned to the LC-SPSY Clinical Coordinator who will place it in the Candidate's file (A copy should be kept by the Site Supervisor and another copy should be kept by the Candidate).

LC-SPSY Clinical Coordinator/Date _____

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LC-SPSY Practicum Summary of Hours Report

Practicum Candidate's Name _____

Site and Supervisor _____

On this sheet, total the number of hours you have recorded on the LC-SPSY Practicum Daily Log. Please round to nearest half-hour and keep a copy for your own professional records.

	Fall	Spring/ Summer	Year total
Counseling (10 hours required per term, includes observing and participating in ongoing and drop-in individual and group sessions)			
Classroom (25 hours required per term, includes observing or participating in classroom activities or student assistance individually or in small groups)			
Consultation & meetings (20 hours required per term, includes observing or participating in meetings with teachers, parents and/or other team members to problem solve academic or behavioral issues; collecting and presenting data; implementing interventions)			
Assessment (10 hours required per term, includes observing or administering, scoring, interpreting, writing up elements of psycho-educational evaluation)			
Other (research, design, preparation, case notes, misc. meetings, observations, file reviews, interviews, etc.)			
Site Supervision (minimum of 30 hours)			
LC Supervision Class (minimum of 80 hours)			
TOTALS			(450 minimum)

Fall: Practicum Candidate's signature _____ Date _____

Primary Site Supervisor signature _____ Date _____

LC Supervisor signature _____ Date _____

Spring/Summer: Practicum Candidate's signature _____ Date _____

Primary Site Supervisor signature _____ Date _____

LC Supervisor signature _____ Date _____

LC-SPSY Practicum CCE Rubric: KA3.1 Assessment and Intervention

The SPSY 543 instructor will evaluate the practicum student's assessment of a child that will include information on background information, cognitive, educational, social, emotional, and adaptive data. Course descriptions show that practicum students will learn all parts of working through a full psycho-educational assessment, including a written report that includes background information, interviews and observations, formal assessments and interpretations of data, interventions, and efficacy of data. The practicum student will find a volunteer child or adolescent to assess; these results will not be distributed to parents or the child's school, but rather used only for learning purposes. Those candidates with a mean score of 2.0 or higher are allowed to move on to Internship.

Rubric: Assessment/Intervention Report

	Needs Improvement = 1	Sufficient = 2	Exemplary = 3	Score
3.1.1	Background information (School, family, health) and reason for referral are not sufficiently included.	Background information (school, family, health) and reason for referral are included and provide a sufficient overview of the child's background as well as the reason for referral.	Background information (school, family, health) and reason for referral are included. School history includes a history of educational placements; specific responses to interventions; attendance and disciplinary history; and results of previous testing, including accountability tests. Family history includes a description of with whom a child lives, the support for education at home, and other information pertinent to the child's functioning at school. A health history included visual/auditory acuity, any health issues which impact learning, any current medications, and any diagnoses which impact learning.	
3.1.2	Interviews are not sufficiently included.	Information from interview with either the teacher or the parent is included.	Interviews with parent(s), teacher(s) and child are included and provide a description of how each view of how the child is doing.	
3.1.3	Observations are not sufficiently included.	Observations performed during assessment process are included.	Observations performed during assessment process are included and are used to inform next steps of the assessment process.	
3.1.4	The candidate is unable to choose appropriate formal assessment tools to use for all areas.	The candidate chooses appropriate assessment tools based on individual child characteristics.	The candidate chooses appropriate assessment tools for both the child's individual characteristics and the environment in which the child learns.	
3.1.5	The candidate scores the instruments incorrectly.	The candidate scores the instruments accurately and scores are included in the report.	The candidate scores the instruments accurately and appropriate scores are included in the report, appropriately interpreted and explained.	
3.1.6	The candidate only reports scores without correct interpretation.	The candidate reports results with adequate interpretation to show strengths and weaknesses.	The candidate is able to integrate all data in the report into a single picture of the whole child.	
3.1.7	The candidate develops interventions that are not specifically intended for the child.	The candidate develops some interventions for the specific child.	The candidate develops a comprehensive set of interventions for home and school which will address the needs of the child as well as the reason for referral.	

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3.1.8	Technical qualities are insufficiently addressed.	The candidate writes a report that is clear, concise, and yet thorough. Good writing skills are used.	The candidate writes a report that is well-organized, technically correct, addresses the referral question, addresses all aspects of the evaluation process, and addresses the efficacy of the assessment/intervention process.	
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Three goals from KA3.1 regarding assessment and intervention for internship year created by faculty/candidate together:

- 1)
- 2)
- 3)

Student Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

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LC-SPSY Practicum CCE Rubric: KA3.2 Consultation

Instructors from SPSY 574 will use the following rubric to determine and review skill development of candidates in the area of consultation, specifically addressing the following: background information, stages of the problem-solving process, specific interventions and efficacy, and assessment data as needed. Also included will be reflections on the working relationships developed, the communication processes, and feedback from the site supervisor. Those candidates with a mean score of 2.0 or higher are allowed to move on to Internship.

	Needs Improvement = 1	Sufficient = 2	Exemplary = 3	Score
3.2.1	Observations: The candidate has not observed or logged many observation experiences.	Observations: The candidate has determined and logged basic consultation techniques throughout the semester. Reflections on the observations are overly brief or not well-developed.	Observations: The candidate has developed logs that show a wide variety of consultation models and techniques from the school psychologist and other professionals on staff. Reflections on the observations are thorough and reflect growth in understanding the consultation process through semester.	
3.2.2	Observations: The candidate has observed and logged very few consultative processed.	Observations: The candidate has observed and logged specific consultative services for several children and has included reflections on the efficacy of those services.	Observations: The candidate has observed and provided a well-organized log of observations of consultative services for one child including reflections on communication skills, stages of the process, specific interventions, efficacy of services, and any other information which is necessary for understanding the case(s).	
3.2.3	Observations: The candidate has completed only a cursory observation and has not added a comprehensive report.	Observations: The candidate observed a volunteer child and completed an analysis of any observed behaviors. The report includes a hypothesis of the behavior, a behavioral analysis, and possible interventions.	Observations: In addition to the sufficient description, the candidate will also include information on the child's background (family, health, school) and a teacher interview.	
3.2.4	Direct Consultation: The candidate has not met successfully with another adult in providing consultative services for a child.	Direct Consultation: The candidate is able to consult with teacher(s), staff, and/or parent(s) with supervision.	Direct Consultation: The candidate is able to independently consult with teacher(s), staff, and parent(s) as needed, showing clear communication.	
3.2.5	Direct Consultation: The candidate has not developed a clear idea of the problem-solving or other consultative model.	Direct consultation: The candidate is able to describe the steps of problem-solving or other consultative process as worked on with an adult at school.	Direct consultation: The candidate is able to report on the steps of problem-solving in providing specific services to a child, including identification of the problem, steps taken during the consultation, and efficacy of the consultation process. Reflections of the candidate's growth and supervisor feedback included.	

Three goals from KA3.2 regarding consultation for internship year created by faculty/candidate together:

- 1)
- 2)
- 3)

Student Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

LC-SPSY Practicum CCE Rubric: KA3.3 Counseling

The Practicum instructor will complete this rubric and go over the results with each candidate, particularly noting areas needed for improvement. During the practicum year, candidates will be responsible for developing a counseling relationship with an individual student or a specific group of students. The candidate will investigate the student, develop a warm and supportive relationship, develop goals for the counseling, plan and use activities during sessions, and use an on-going process of evaluation of the efficacy of the counseling and plans for the future. Permission of the student, the parent, the classroom teacher, and the site supervisor are required. A report will be written based on the rubric below and include a transcript of one or more sessions with context and reflection. An oral report of the progress is required in class, and materials from the counseling sessions, as well as sample audio recordings, are to be shared as part of group supervision. The candidate's areas of strength and of needed improvement will also be highlighted. Those candidates with a mean score of 2.0 or higher are allowed to move on to Internship.

	Domain	Needs Improvement = 1	Sufficient = 2	Exemplary = 3	Score
3.3.1	Reason for Referral	No documented reason for referral	The reason for referral is identified but unrelated to counseling goals, parent consent is documented	The reason for referral is outlined, is congruent with counseling goals, and the referral source is stated, consent and assent are documented	
3.3.2	Relevant Background Information	History is disorganized and/or incomplete	History of the child and presenting problem is adequate	History is thorough and includes relevant background information from multiple points of view, including the child's perspective	
3.3.4	Counseling Goals	Initial goals are not well-established and/or measurable	Initial goals are well-established and measurable	Initial goals are measurable, based on individual needs of the child(ren) and are based on effective practice models	
3.3.3	Theoretical Approach and Session Outline	Theoretical approach, planned techniques, and proposed evaluation methods are not described adequately	The theoretical approach, specific techniques, and proposed evaluation techniques including pre-post data are clearly outlined	The theoretical approach, specific evidence-based techniques, and evaluation methods are outlined and presented in depth, with copies of work samples included in the report and summary of pre-post data	
3.3.5	Documentation of Sessions	There is inadequate documentation of the sessions	There is complete documentation of the sessions, including termination/follow-up plans	There is complete documentation of the sessions and the parents are informed that the sessions have ended and of what goals have been met, as well as given information if further issues should arise with their child	
3.3.6	Counseling Skills and Sample Transcript with Audio	Candidate does not demonstrate basic communication skills effectively and does not implement appropriate interventions	Candidate demonstrates basic listening and communication skills with the client and is able to implement interventions that are connected with the goal(s) for the child	Candidate demonstrates effective listening and communication skills such as reflection, paraphrasing, open-ended questions, attending, and summarization. Candidate also uses interventions appropriate to the goal(s) for the child such as reframing, cognitive restructuring, and support for appropriate behaviors	

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3.3.7	Personal and Professional Boundaries	Candidate does not consistently show appropriate personal and professional boundaries	Candidate demonstrates appropriate boundaries of self, role-modeling appropriate boundaries for the child	Candidate easily demonstrated appropriate boundaries and is able to teach them easily to children	
3.3.8	Use of Supervision	Candidate does not seek supervision in counseling cases and rarely incorporates feedback	Candidate seeks supervision and incorporates some feedback	Candidate regularly seeks supervision, responds well to feedback and incorporates it, demonstrates self-awareness of personal strengths and weaknesses in providing mental health services	
3.3.9	Summary and Recommendations	The end of the sessions is abrupt for the child(ren), the review of efficacy is unclear and lacks objective standards, summary is inadequate with no recommendations	The end of counseling is planned with the child(ren), an efficacy review is included in the final report, giving specific examples of how the child has or children have learned & some recommendations provided	The end of counseling concludes with a planned activity and plans for generalization and future goals are discussed. The child(ren) are able to express what they have learned	

Three goals from KA3.3 regarding counseling for internship year created by faculty/candidate together:

- 1)
- 2)
- 3)

Student Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

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LC-SPSY Practicum CCE Rubric: KA3.4 Practicum Site Supervisor Evaluation of Candidate

Instructions for Site Supervisor: Please use the scale detailed below to rate the practicum candidate's knowledge, skills, and dispositions in the ten NASP training domains listed. Please add any relevant comments and/or goals in each section and meet with the practicum candidate to discuss your responses. During campus supervision meetings with faculty, these results will also be discussed. At the end of Practicum, candidates are expected to attain an average of 2.0 in each domain listed. Thank you for support, mentorship, and supervision!

N—No Opportunity to observe 0—Does not meet criteria 1—Meets criteria minimally/Area for growth
2—Meets criteria appropriately for program/practice level 3—Meets criteria exceptionally/Area of strength

Name of Practicum Candidate (please print): _____

LC-SPSY Practicum Candidate Signature and Date: _____

Practicum Site Supervisor (please print): _____

Practicum Site Supervisor Signature and Date: _____

	Domain 2.1 Data-Based Decision Making					
3.4.1	The candidate is aware of a variety of models and methods to gather information about the whole child regarding behavioral, academic, social and emotional concerns.	N	0	1	2	3
3.4.2	The candidate recognizes the need for team problem-solving and integrating assessment information from multiple sources.	N	0	1	2	3
3.4.3	Under supervision, the candidate can administer academic assessment tools and interpret results per standardized protocol.	N	0	1	2	3
3.4.4	Under supervision, the candidate can administer cognitive assessment tools and interpret results per standardized protocol.	N	0	1	2	3
3.4.5	Under supervision, the candidate can use assessment and observation data to identify student strengths and weaknesses.	N	0	1	2	3
3.4.6	Under supervision, the candidate can use evaluation data to develop a list of interventions appropriate for implementation.	N	0	1	2	3
3.4.7	Under supervision, the candidate can utilize data to evaluate the efficacy of an intervention.	N	0	1	2	3
	Domain 2.2 Consultation and Collaboration					
3.4.8	The candidate demonstrates appropriate communication skills necessary to effectively consult with team members.	N	0	1	2	3
3.4.9	The candidate consults and coordinates with team members when determining an intervention plan or recommendations for a particular student.	N	0	1	2	3
3.4.10	Under supervision, the candidate has participated in several sessions of consultation and/or collaboration.	N	0	1	2	3
3.4.11	The candidate uses principles of social justice when developing plans for assessment, collaboration with families, and interventions.	N	0	1	2	3
	Domain 2.3 Intervention and Instructional Support to Develop Academic Skills					
3.4.12	The candidate demonstrates an understanding of biological, cultural and social influences on academic skill development.	N	0	1	2	3
3.4.13	The candidate can apply learning principles to understand academic assessment and interventions.	N	0	1	2	3
3.4.14	Under supervision, the candidate can review cognitive and academic assessment results and determine a course of interventions.	N	0	1	2	3
3.4.15	The candidate demonstrates an ability to identify evidence-based instructional strategies/ interventions to promote cognitive and academic skills.	N	0	1	2	3

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	Domain 2.4 Interventions and Mental Health Services to Develop Social/Life Skills					
3.4.16	The candidate demonstrates an understanding of biological, cultural and social influences on behavior and mental health.	N	0	1	2	3
3.4.17	Under supervision, the candidate can use behavioral and mental health assessments to identify appropriate goals and interventions for the development of affective, adaptive, and social skills.	N	0	1	2	3
3.4.18	Under supervision, the candidate has applied skills in providing direct and indirect services utilizing evidence-based strategies to promote student mental health and develop social and life skills.	N	0	1	2	3
3.4.19	Under supervision, the candidate demonstrates skills in individual counseling, group counseling, and social/life skills interventions.	N	0	1	2	3
	Domain 2.5: School-Wide Practices to Promote Learning					
3.4.20	The candidate is aware of, and engages in, school-wide interventions and practices that promote positive learning environments.	N	0	1	2	3
3.4.21	The candidate demonstrates an understanding of systems theory as it relates to schools and other systems in the community.	N	0	1	2	3
3.4.22	The candidate demonstrates an understanding of school settings as a system and works with others to maintain safe, supportive and effective learning environments for children.	N	0	1	2	3
3.4.23	Under supervision, the candidate is able to work with both the special education and the general education systems to ensure that children's needs are appropriately met.	N	0	1	2	3
	Domain 2.6 Preventative and Responsive Services					
3.4.24	The candidate demonstrated an understanding of and participation in multi-tier intervention and prevention at the school and community levels.	N	0	1	2	3
3.4.25	The candidate is aware of principles and research related to resilience and risk factors in learning and mental health and has demonstrated these skills in practice.	N	0	1	2	3
3.4.26	The candidate has the ability to provide or contribute to prevention and intervention programs such as individual counseling, group counseling, or problem-solving groups.	N	0	1	2	3
3.4.27	The candidate is effective in dealing with crisis situations, showing a strong perception of others' views, and is able to collaborate with a crisis team.	N	0	1	2	3
	Domain 2.7 Family-School Collaboration Services					
3.4.28	The candidate demonstrates an understanding of family systems, including the influences of family on development, learning, and behavior.	N	0	1	2	3
3.4.29	The candidate demonstrates an understanding of methods to engage and involve families in education and service delivery.	N	0	1	2	3
3.4.30	Under supervision, the candidate works effectively with home, school and community members to provide comprehensive services to children.	N	0	1	2	3
	Domain 2.8 Diversity in Development and Learning					
3.4.31	The candidate respects and values cultural, familial, and individual differences, including those involving age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	N	0	1	2	3
3.4.32	Under supervision, the candidate demonstrates an understanding of development and psychopathology, and is able to use theory and research when developing interventions for children.	N	0	1	2	3
3.4.33	The candidate has the ability to work with all people in public schools with respect, thoughtfulness, and sensitivity.	N	0	1	2	3
3.4.34	The candidate demonstrates the ability to respectfully discuss and address individual differences, abilities, disabilities and other diverse characteristics.	N	0	1	2	3
3.4.35	Under supervision, the candidate demonstrates skills in identifying and eliminating biological, social, cultural, ethnic, experiential, socio-economic, gender-related, and linguistic biases to ensure positive outcomes for all.	N	0	1	2	3

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	Domain 2.9 Research and Program Evaluation					
3.4.36	The candidate is able to utilize intervention data to evaluate program effectiveness and make recommendations for improvement.	N	0	1	2	3
3.4.37	The candidate has knowledge of various service models and methods for evaluating research design and statistics for use in schools.	N	0	1	2	3
3.4.38	The candidate demonstrates an ability to plan and use research to improve services for groups of children in schools.	N	0	1	2	3
3.4.39	The candidate is able to examine and utilize available research to better understand and address issues children may face in schools and learning.	N	0	1	2	3
	Domain 2.10 Legal, Ethical, and Professional Practice					
3.4.40	The candidate demonstrates ability to understand and apply ethical and legal requirements and professional standards.	N	0	1	2	3
3.4.41	The candidate relates to peers, professors, supervisors and others in a respectful, ethical and professional manner that is consistent with program mission and standards.	N	0	1	2	3
3.4.42	The candidate recognizes the boundaries of their particular competencies and the limitations of their expertise and takes responsibility for compensating for deficiencies.	N	0	1	2	3
3.4.43	The candidate is thoughtfully and effectively engaged in courses, and in the overall curriculum and program and contributes positively	N	0	1	2	3
3.4.44	The candidate consistently shows strong and effective skills in verbal, nonverbal, and written communication.	N	0	1	2	3
3.4.45	The candidate is consistently organized and manages time well.	N	0	1	2	3
3.4.46	The candidate follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists.	N	0	1	2	3
3.4.47	The candidate identifies with the profession of school psychology, conducts oneself in a professional manner (appearance, attitude, communication, etc.), and is concerned with their own professional growth	N	0	1	2	3
3.4.48	The candidate takes initiative, is dependable and responsible, and is concerned with their own professional growth	N	0	1	2	3
3.4.49	The candidate demonstrates the ability to receive, integrate and utilize feedback from peers, teachers, and supervisors and is able to give such feedback respectfully	N	0	1	2	3
3.4.50	The candidate exhibits appropriate levels of self-assurance, confidence, and trust in one's own ability and balances this with a healthy sense of humility and openness to learning	N	0	1	2	3
3.4.51	The candidate demonstrates a continuing capacity for openness to points of view, theories, experiences and perspectives different than their own in relationship with peers and others in supervisory or instructional positions.	N	0	1	2	3
3.4.52	The candidate considers the impact of her/his actions on the well being of others and the group (e.g., cohort, program, agency) as a whole.	N	0	1	2	3
3.4.53	The candidate demonstrates appropriate emotional self-regulation in interpersonal relationships with supervisors, faculty, peers, and others.	N	0	1	2	3

Three goals/comments from KA3.4 for internship year created by Site Supervisor and Candidate together:

- 1)
- 2)
- 3)

Candidate Signature: _____ Date: _____

Site Supervisor Signature: _____ Date: _____

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LC-SPSY Practicum Evaluation of Site and Supervisor by Candidate

We value your opinions of the effectiveness of your practicum site and site supervisor. At the end of your practicum, please answer the following questions anonymously. These results will help our program and future students in making wise selections of sites and supervisor. Please check the appropriate responses and add relevant written comments for each item below.

Date: _____

On-site Supervisor(s): _____

Placement Site/ District: _____

1. How would you rate your supervision overall? Please consider the support and instruction that you were given throughout the year.

Excellent	Very Good	Adequate	Poor
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Please describe some of the most helpful aspects of the supervision you received.

Please describe some of the least helpful aspects of the supervision you received.

2. How much time did your supervisor spend with you each week for feedback and instruction? Please note that supervision is to take place every week of the fieldwork.

More than adequate (more than one hour every week)	Adequate (one hour, each week)	Less than adequate (less than 1 hour weekly)
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3. How would you rate the support you received from school site/district staff?

Excellent	Very Good	Adequate	Less than adequate
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Please describe some of the most helpful aspects of the site(s).

Please describe some of the least helpful aspects of the site(s).

Other comments:

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LC-SPSY Practicum Permission to Record (Sample)

Date _____

Dear Parent or Guardian,

My name is _____ and I am a School Psychology Practicum Student at Lewis & Clark College, working under the supervision of _____, School Psychologist. This year I will be providing counseling services to your child _____. ***[add a brief description about counseling services you will be providing as necessary, e.g., per IEP, individual or group, specific goals or topics to address]***

To add to my learning experience as a graduate student, there may be times when I plan to record portions of our conversation during the course of our counseling sessions. These confidential recordings would be used within my practicum class to address my developing skills as a school psychologist. I will destroy the recordings by the end of the school year.

May I please have your permission to record our counseling sessions? Please sign and return this form with your child if you agree to this arrangement. I would be happy to speak with you about this now or throughout the school year.

My supervisor and I can be reached at _____.

Thank you for the opportunity to work with your child, _____.

Practicum Candidate
School Psychology Program
Lewis and Clark College

I give permission for my child's counseling sessions to be recorded and used as described.

Signature of Parent/Guardian _____

Phone _____

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LC-SPSY Transition Form 3: Practicum Completion and Internship Approval

LC-SPSY Candidate Name and Date _____

In order to successfully complete the Practicum Year of the LC-SPSY program and receive approval to register for *SPSY 582: School Psychology Internship*, each LC-SPSY program candidate must complete the following verifications:

1) Practicum Year Completion

Candidate has met with SPSY 580 instructor to document and discuss successful completion of the following:

SPSY 580 assignments and fieldwork experiences	
LC-SPSY Practicum CCE Rubric: KA3.1 Assessment/Intervention	
LC-SPSY Practicum CCE Rubric: KA3.2 Consultation	
LC-SPSY Practicum CCE Rubric: KA3.3 Counseling	
LC-SPSY Practicum CCE Rubric: KA3.4 Prac. Site Supervisor Evaluation of Candidate	
LC-SPSY Practicum Evaluation of Site/Supervisor by Candidate	
LC-SPSY Practicum Summary of Hours Report	

LC-SPSY SPSY 580 Instructor signature and date _____

2) Program Evaluation and Ethical Guidelines

Candidate confirms that all required LC-SPSY program coursework listed on the Candidate's Program Plan has been successfully completed with a grade of B or better by attaching a Program Evaluation from WebAdvisor (under Academic Profile) to confirm that no grade lower than a B- has been received. Candidate also confirms that the NASP Ethical Guidelines have been read, that they were adhered to in practicum and will continue to be adhered to in internship, and that if an ethical dilemma arises during internship the Candidate will immediately notify and make plans to address it with both site and campus supervisors.

LC-SPSY Candidate signature and date _____

3) Documentation and Approval for Internship

Candidate has created a packet of the following required paperwork and turned this packet in to LC-SPSY Clinical Coordinator Elena Diamond. This packet must be complete prior to making the appointment.

Documentation For Practicum	Admin Initial	Notes
LC-SPSY Internship Site Agreement		
Documentation of Professional Liability Insurance		

Candidate has been in contact with the LC-SPSY Clinical Coordinator and has received approval for an Internship site and supervisor as well as permission to get the Internship Site Agreement signed.

LC-SPSY Clinical Coordinator signature/email and date _____