

LEWIS & CLARK COLLEGE
Graduate School of Education and Counseling



School Psychology Program Handbook
2022-2023

Elena Diamond, PhD, NCSP
Associate Professor of School Psychology

Jennifer Twyford, PhD
Associate Professor of School Psychology
Interim Program Director and Clinical
Coordinator

Peter Mortola, PhD
Professor of School Psychology and
Counseling Psychology

LEWIS & CLARK SCHOOL PSYCHOLOGY
PROGRAM HANDBOOK 2022-23

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Section

1

Welcome to the Lewis & Clark School Psychology Program!

The Lewis & Clark College School Psychology program handbook is designed to provide general program information and highlight the rights and responsibilities of graduate students (from here on referred to as Candidates) enrolled in the School Psychology program. Candidates are expected to read and be familiar with the contents of this handbook including program, department, and college requirements. Candidates can consult with their academic advisors and/or the program director for additional clarification as needed. Note: It is the responsibility of each Candidate to keep copies of all information concerning their courses (e.g., course syllabi, practicum and internship site agreements, hours logs, evaluation forms, etc.). Candidates should not depend on the College to keep any records that may be needed for future documentation and/or licensing.

Overview of the School Psychology Program

The School Psychology program at Lewis & Clark College located in Portland, Oregon is housed within the Counseling, Therapy, and School Psychology (CTSP) Department in the Graduate School of Education and Counseling (GSEC). The program is an Education Specialist (EdS) degree-level program that demands a level of preparation greater than that called for by a master's degree. The program is fully approved by the Oregon Teacher Standards and Practices Commission (TSPC) at the state level and by the National Association of School Psychologists (NASP) at the national level. As such, graduates of the School Psychology program are recommended for School Psychology licensure in Oregon and are eligible for their Nationally Certified School Psychologist (NCSP) credential. The School Psychology program at Lewis & Clark College first achieved full NASP approval in 2003 and has maintained approval since that time. The next NASP review is scheduled for 2023.

The School Psychology training includes a comprehensive, integrated program of study for the preparation of competent school psychologists whose services will positively impact students, families, and school communities. The program includes 64 graduate semester credits, a first-year field experience, a supervised 450-hour practicum experience, and a supervised 1200-hour internship experience. The School Psychology program is typically completed in three years of full-time study. The program may also be completed on a part-time basis, arranged in consultation with the Program Director and Candidate's program advisor.

The School Psychology program prepares graduates to work as school psychologist practitioners. Candidates in the program develop both comprehensive knowledge and skill in the broad areas of assessment, consultation and collaboration, prevention and intervention, counseling and social-emotional development, program evaluation, and applied legal and ethical considerations. Aligned with the program's mission, course curriculum infuses an emphasis of diversity and inclusion to promote social justice and equity. Further, program curriculum is aligned with the 2020 NASP Practice Model and candidates receive comprehensive training across the NASP 10 domains of professional practice. The integrated and sequential program of study and supervised field-based experiences is clearly identified with a school psychology emphasis and foundation and is consistent with the program's mission, goals, and objectives.

Mission Statement of the School Psychology Program

The mission of the Lewis & Clark School Psychology program in the Graduate School of Education and Counseling is to prepare school psychologists who will work in deeply engaged and collaborative ways with students, families, teachers, administrators, and other professionals to address the behavioral, social, emotional, and learning needs of children in schools. The program trains specialist-level school psychologists who have a commitment to advocacy and social justice as they provide services to children, families, and school communities to productively engage and thrive in school settings. Program graduates are competent in a comprehensive set of school psychology related knowledge and skills that align with the 10 NASP domains of professional practice and are eligible for licensure at the state and credentialing at the national level. Through courses in counseling, consultation, assessment, intervention, and field-based work Candidates learn to provide culturally responsive school psychological services with children, families and caregivers, teachers, multidisciplinary teams and other service providers, and the larger school community to help create learning environments that foster the healthy development of all children.

Program Goals of the School Psychology Program

To support the School Psychology program's mission, the program is committed to pursuing and achieving the following program goals:

1. Program Candidates will develop knowledge and skills, attitudes, and dispositions necessary to provide comprehensive, culturally responsive, and evidence-based school psychological services.
2. Program Candidates will consider cultural and conceptual factors within a bioecological framework when approaching their work with children, families, and school communities.
3. Program Candidates will uphold legal, ethical, and professional standards in all aspects of their work.
4. Program curriculum will align with the NASP Practice Model and 10 Domains of Professional Practice to ensure comprehensive acquisition of knowledge and skills necessary for school psychology practice.
5. Program faculty will review and improve the School Psychology program to adapt to changing needs in the field.

Overview of the Course Sequence in the School Psychology Program

The School Psychology specialist level program at Lewis & Clark College is most typically completed across three years of fulltime study. The program follows a cohort structure, with all first-year candidates beginning in the program the fall of Year 1. As such, courses are only offered during their designated terms and follow a progressive sequence in which content knowledge and practical skills build upon the curricula in previous courses. The course sequence is designed to help candidates develop appropriate knowledge, skills, and dispositions/ professional behaviors and work characteristics important to the school psychology profession as they move through the program. The courses listed in the table below are required for successful completion of the School Psychology program. Candidates must obtain a passing grade of "B-" or better (or "credit" where applicable) in each of these courses in order to receive credit. The courses are listed in the order that they are usually taken during the three years of the program, along with information on the amount of semester credit hours each course requires.

Year 1

Curriculum and field-based opportunities in Year 1 of the program are designed to introduce the field of school psychology and to establish the foundational knowledge and skills necessary for practice. Course curriculum includes historical, contextual, theoretical, applied, diversity, and research-based content for the profession across the 10 NASP domains of professional practice. Year 1 course curriculum contains an introduction to the field with discussions of past, present, and future practices; legal, ethical and professional considerations for school psychologists; foundations of assessment; academic and behavioral skills and interventions; child development within the context of a school psychologist's role; applied research methods and statistics; strategies for supporting Culturally and Linguistically Diverse students; discussions of dis/ability studies and strategies for supporting students with disabilities and their families; and general best-practice gold standards within the field. Further, to align with our program's mission, topics of social justice, equity, and advocacy are infused across all courses and curricula.

In addition to foundational coursework, the Year 1 sequence includes two field-based opportunities. In the fall, candidates are paired with an elementary school classroom teacher and spend approximately three hours a week

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volunteering in their assigned classrooms. The experience is designed to refamiliarize candidates with school-based settings and to orient them to the many demands that classroom teachers navigate (e.g., large class sizes, classroom management strategies, differentiated instruction, pre-referral processes, developmental considerations by grade level) before candidates move into the role of a school psychologist. Candidates are also given assignments linked to their Year 1 courses that help bring class content to life (e.g., review grade-level curriculum, observe core content across grade-levels, observe small group versus large group instruction, assist with small group instruction/intervention, offer one-on-one instructional support). Candidates discuss their observations and learnings from their field work during class time to further deepen their experiences. In the spring, candidates enroll in *Group Counseling with Children and Adolescents* (SPSY 514). Part of this course includes candidates co-leading counseling groups in a local middle school. Candidates learn how to structure and run counseling groups, and then apply this new knowledge as they build their counseling skills in practice. Candidates receive in vivo supervision during class to guide their learning and skill development.

Successful completion of all Year 1 coursework is required before candidates can move on to their practicum experiences.

Year 2

Curriculum and field-based opportunities in Year 2 are designed to build on Year 1 experiences and further delve into the roles and responsibilities of a school psychologist. Coursework is more targeted compared to first year courses, focusing on developing knowledge and skills related to core pillars of school psychology practice including consultation and collaboration, counseling and applied interventions, and assessment. In their course work candidates complete two comprehensive consultation projects (one behavioral, one academic), one compressive psychoeducational evaluation, and one counseling project. These key assignments are linked to their work at their school-based practicum sites.

In addition to their core coursework, candidates complete a year-long practicum experience. Candidates are strategically paired with supervisors who are practicing school psychologists working in local school districts in the Portland-Metro area. All practicum sites are vetted and approved by the School Psychology program's Clinical Coordinator. Aligned with NASP requirements, all supervisors hold active school psychology licenses and have been practicing in the field for at least three years. Candidates spend approximately 12 hours at their practicum sites each week (totaling a minimum of 450 hours for the academic year). Candidates receive weekly supervision from their site supervisor and attend the weekly *Practicum in School Psychology* (SPSY 580) course for additional group supervision during the three-hour class with their Lewis & Clark-based supervisor. For more information about the practicum experience see the School Psychology Program Practicum Handbook.

All required program coursework and practicum field-based experiences must be completed before a candidate can move on to their internship experience (Year 3).

Year 3

The final year of the program is reserved for a full-time (minimum 1200 hour) supervised internship that spans the duration of the academic year. Candidates apply for internship positions and are strategically paired with supervisors after the internship site has been vetted and approved by the School Psychology program's Clinical Coordinator. Aligned with NASP requirements, all supervisors hold active school psychology licenses/credentials and have been practicing in the field for at least three years. Candidates receive a minimum of two hours of supervision from their site supervisor each week. In addition, they attend the *Internship in School Psychology* (SPSY 582) course where they receive additional group supervision with their Lewis & Clark-based supervisor. During class supervision time, candidates benefit from hearing about practices in other districts and cases that their cohort members are engaged in. The course is designed to provide candidates with an additional layer of supervision and support as they navigate their internship year. As part of the internship course, candidates complete two comprehensive consultation projects (one behavioral, one academic), one compressive psychoeducational evaluation, and one Functional Behavior Analysis report. These key assignments are linked to their work at their internship sites. For more information about the internship experience see the School Psychology Program Internship Handbook.

Lewis & Clark School Psychology Program: Ed.S. Degree
3-Year Course Sequence Academic Year 2022-2023
64 semester hours total

*SPSY 534 Suicide Prevention and Intervention is offered multiple times a year and can be taken any term prior to internship year.

*2 elective credits can be taken any term prior to the internship year. Students can talk with their advisors for suggestions.

YEAR 1		FALL		SPRING		SUMMER	
SPSY 502 (3)	Introduction to School Psychology	CTSP 514 (3)	Group Counseling w/ Children and Adolescents	SPSY 530 (3)	Behavior Change in Schools		
SPSY 506 (3)	Development and Learning	CTSP 531 (3)	Research Methods & Statistics II	SPSY 517 (2)	The Exceptional Child in Schools		
SPSY 531 (3)	Academic Skill Development and Intervention	SPSY 545 (3)	Assessment I	SPSY 536 (2)	Working with Culturally and Linguistically Diverse Students		
SPSY 510 (2)	Ethical & Legal Issues for School Psychology	SPSY 544 (1)	Assessment I Lab	SPSY 534 (1)*	Suicide Prevention and Intervention*		
SPSY 577 (0)	School Psychology Colloquium	SPSY 546 (3)	Assessment II	(1)*	Elective Credit*		
CORE 500	Convocation	SPSY 577 (0)	School Psychology Colloquium	(1)*	Elective Credit*		
(11)		(13)		(10)	Year 1 Total Credits = 34		

YEAR 2		FALL		SPRING		SUMMER	
SPSY 580 (3)	Practicum in School Psychology	SPSY 580 (3)	Practicum in School Psychology	SPSY 580 (1)	Practicum in School Psychology		
SPSY 573 (3)	School-Based Consultation	SPSY 574 (3)	Advanced School-Based Consultation	SPSY 571 (3)	Prevention and Program Evaluation		
SPSY 523 (3)	Counseling & Interventions w/ Children & Adolescents	SPSY 547 (3)	Assessment III	SPSY 532 (1)	School Safety and Crisis Preparedness		
SPSY 577 (0)	School Psychology Colloquium	SPSY 577 (0)	School Psychology Colloquium				
(9)		(9)		(5)	Year 2 Total Credits = 23		

YEAR 3		FALL		SPRING		SUMMER	
SPSY 582 (4)	Internship in School Psychology	SPSY 582 (3)	Internship in School Psychology		Internship in School Psychology (Spring continues until graduation)		
(4)		(3)			Year 3 Total Credits = 7		

*For a complete list of individual course prerequisites, please see the Graduate Catalog.
Please check WebAdvisor for the most current information regarding days and times of courses.*

NASP Domains of Practice

As mentioned previously, the School Psychology program course of study outlined above is directly linked to the ten NASP domains of practice detailed in the NASP 2020 *Model for Comprehensive and Integrated School Psychological Services* (the NASP Practice Model). Below are the 10 domains of practice taken directly from The Professional Standards of the National Association of School Psychologists (NASP, 2020).

Domain 1: Data-Based Decision Making. School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Domain 2: Consultation and Collaboration. School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision-making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

Domain 3: Academic Interventions and Instructional Supports. School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

Domain 4: Mental and Behavioral Health Services and Interventions. School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidence-based strategies to promote social-emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

Domain 5: School-Wide Practices to Promote Learning. School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

Domain 6: Services to Promote Safe and Supportive Schools. School psychologists understand principles and research related to social-emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

Domain 7: Family, School, and Community Collaboration. School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social-behavioral outcomes for children.

Domain 8: Equitable Practices for Diverse Student Populations. School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and of the impact they have on

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development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

Domain 9: Research and Evidence-Based Practice. School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

Domain 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. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

Lewis & Clark Graduate School (GSEC) and Departmental (CTSP) Policies and Procedures

CTSP Department Mission

The faculty and staff of the Department of Counseling, Therapy, and School Psychology strive to graduate highly competent community and mental health counselors; marriage, couple and family therapists; art therapists; and school psychologists who are dedicated to making a difference in the world. We value practice that is informed by theory and evidence, rigorous scholarship, multiple perspectives, social responsibility, self-awareness, and practical skills.

We believe personal development is closely related to professional effectiveness. Therefore, we expect faculty and students to reflect deeply on our own emotional, psychological, relational, and cultural patterns, assumptions, and biases - continually raising our social awareness.

We believe there are many ways to look at the world, and we value a convergence of theoretical perspectives including systemic, critical, social constructionist, developmental, ecological, and contextual approaches to working with individuals, families, and communities.

We believe it is essential to challenge systems of power and privilege as they relate to the quality of life and the well-being of all persons. This entails confronting systems of oppression that create and maintain emotional, psychological, physical, and relational suffering.

Finally, we are dedicated to supporting social and relational equity, cultural and economic democracy, and good citizenship within our programs, the broader community, and the world.

Student Resources at Lewis & Clark College

In addition to this handbook, there are other resources students will need to consult in order to complete the program. Every student is expected to know and comply with academic rules established in the following publications. A student who is uncertain about the application of the rules to their circumstances has the responsibility to seek clarification from the Dean to ensure proper compliance.

Current Students Website

The graduate school has created a website for all current students that contains links to important resources (like how to order transcripts, find your financial aid award amount, or reset gmail passwords), as well as news and announcements (including job postings, updates from campus offices, etc.) and event listings. It's updated weekly. Students may want to even set it as their homepage. It can be found at graduate.lclark.edu/current_students.

Graduate Catalog

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The Graduate School of Education and Counseling Catalog assists students in understanding program requirements, gives course descriptions, and also contains in-depth information on policies and procedures. It is available online at docs.lclark.edu/graduate.

The catalog includes academic policies, such as:

- Academic Performance (including academic standards expectations, grading policy, and policies governing grade appeals)
- Professional Conduct and Academic Review policies

A full list of these policies and procedures can be found at docs.lclark.edu/graduate/policyprocedures/academic.

The catalog also includes registration policies, such as:

- Transfer of Credit
- Waiver of Courses
- Changing or Adding Programs
- Repeated Courses and Grades
- Degree Candidacy

All of these registration policies can be found at docs.lclark.edu/graduate/policyprocedures/registration.

Graduate Registrar

The Graduate Registrar's website, graduate.lclark.edu/offices/registrar, contains vital information regarding course schedules, downloading forms (e.g., leave of absence, transcript request, degree application), and Academic Calendars.

Navigator Student Handbook

The GSEC publishes a student handbook, the Navigator (graduate.lclark.edu/student_life/handbook), on the graduate school website. The handbook contains helpful information and critical policies that all students should be acquainted with.

The Navigator includes College policies, such as:

- Academic Freedom in Courses and Scholarship
- Alcohol and Drug Policy
- Confidentiality of Records
- Disability Policy
- Discrimination and Harassment
- Hate and Bias Motivated Incidents
- Public Laws policy
- Sexual Conduct Policy and Sexual Harassment
- Transportation and Parking Regulations
- Withdrawal of Students

A complete list of these policies can be found at graduate.lclark.edu/student_life/handbook/college_policies.

Getting Help from the CTSP Office

The Department of Counseling, Therapy, and School Psychology is located in Rogers Hall on the graduate campus. Office hours are from 8:30 to 5:00 Monday through Friday. However, hours may vary in the summer or around the holidays, so it is generally a good idea to call ahead if access to the office staff is needed.

The office is managed and supported by staff members who are available to answer questions and help students move through the program. Staff can assist students with questions about class schedules and locations, checking out test materials, internships, the degree application process, etc. Students may also make appointments to see professors through staff members.

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A variety of resources are available to students in the office. These include information on professional organizations and potential internship sites, forms for changing advisors, and forms for changing tracks. In most cases, forms are also available on the Department website.

Professors frequently leave papers with staff for students to pick up. Please check with staff to see if they have papers from your class. Students may not have access to any papers other than their own.

Professor mailboxes are also located in the department office. If students wish to drop something off for a professor, it is best to leave it with one of the staff members and they will be sure that the professor receives it.

Counseling, Therapy, and School Psychology Departmental Policies and Procedures

In addition to graduate school policies and procedures, there are several policies/practices that have bearing on life as a student in the Department of Counseling, Therapy, and School Psychology. Many policies are in place to deal with exceptional situations and to serve as guidelines for behavior that fits academic and professional life. Please feel free to discuss any of these policies, practices, and suggestions with an advisor or any other faculty member. There are additional graduate school-wide policies and procedures in The Navigator Student Handbook and in the Graduate Catalog. It is your responsibility to be aware of both graduate school and departmental policies and procedures.

Program Standards

Members of the faculty, applying professional standards, evaluate student fitness and performance on a continuous basis. Students usually receive information and advising related to their fitness and performance from faculty members, their advisors, and their supervisors. The criteria used by the faculty to make such judgments, include but are not limited to, instructors' observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances in practice situations, overall professional attitudes, dispositions, and behaviors, and the disciplines' codes of ethics.

In this context the term "unsatisfactory progress in the program" refers to an academic judgment made regarding professional qualities and performance. It is a judgment that the student has failed to meet program standards.

Faculty members meet on a regular basis to review the progress of all students using records review, discussion, and consultation with adjunct faculty, staff and graduate school administrators. If it is determined that the student needs additional support, or is not meeting program standards, an informal or formal plan may be developed, or dismissal from the program may be considered. Informal plans may take the form of an advisor or program director meeting with the student, revising a plan of study, referral for personal counseling, or other needed supports. While we hope to resolve all student difficulties at an informal level, faculty may deem it necessary to initiate a formal process for Conduct or Academic Performance at any time dependent on the issue that needs to be addressed and the student's openness to supervision.

Evaluating Student Fitness and Performance

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Student Review Processes

If a faculty member's concern regarding the student's conduct, professionalism, academic performance, fit for the profession, or readiness is sufficiently serious to merit more formal review and potential academic or disciplinary action, an Academic Performance and/or Professional Conduct Review process is initiated. Please note that the student will be evaluated based on the academic standards indicated on the Professional Qualities Evaluation / Professional Standards form as well as concern about professional conduct.

All CTSP student review processes are aligned with policies found in the Graduate Catalog. Following is a description of academic performance standards and review processes. Please see the Student Navigator for college and GSEC policies and processes related specifically to conduct.

Academic Performance Standards

Successful completion of coursework in CTSP department programs includes attention to all requirements of course syllabi, compliance with the department attendance policy, and adherence to program Professional Qualities / Standards as indicated by the Professional Qualities Evaluation / Professional Standards form (see Appendix). Evaluation of performance includes assessment measures outlined in syllabi, skills evaluations, performance in field placements, as well as interactions with instructors, supervisors and mentors, other students, and other professionals at the college and in field placements. These standards are used to determine whether a student is permitted to advance to the next stage in the program and may be used to make decisions regarding a student's ability to complete the program. Students should seek out the support of an advisor or other faculty to ensure they understand program Professional Qualities / Standards.

Students who do not meet program standards for academic performance will be notified by their program director that an Academic Performance Review is to be convened. Program directors, in consultation with the student's advisor and any other relevant faculty, will convene an Academic Performance Review to determine an appropriate course of action. Students may be given a written plan for improvement or may be dismissed from the program, depending on the circumstances. Once dismissed from a program, a student may not be readmitted to that program, except through timely use of the appeal process described below.

Academic Performance Review and Appeal Process

Program directors will convene an Academic Performance Review (APR) in cases where there is a concern that a student is not meeting academic performance standards in the program. Questions about academic performance may include whether a student is ready/able to perform successfully in a practicum, internship, or other field experience; whether a student has met the requirements or prerequisites for moving forward in the program, whether the student has demonstrated the knowledge, skills, and dispositions for success in the profession, and/or concerns about any of the Professional Qualities / Standards indicated on the Professional Qualities Evaluation or Professional Standards form.

When an instructor or faculty member is concerned about a student's performance and an APR is needed, the review committee asks that a Professional Qualities Evaluation (PQE) / Professional Standards form be filled out and given to the student's program director if one has not already been completed. Students cannot initiate a PQE / Professional Standards form. The APR faculty members may also ask other instructors or supervisors who have had contact with the student to complete a PQE / Professional Standards form to gather needed information. Faculty may offer input to the panel at any time, but anyone providing documentation should address their own experiences with the student without making determinations as to the outcome of the APR. No individual has all the data seen by the review committee; for that reason, it is the role of the committee to determine the information necessary to make academic decisions about the student concerns.

Academic Reviews include the following steps:

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1. A Student Professional Conduct Review (PCR) or APR will be conducted in cases where significant concern has been expressed by a faculty member regarding a student's conduct or performance in the classroom, at a field site, or in interactions with peers, faculty, staff, or the public in any context.
2. The faculty member who has identified this concern will request a review in writing, outlining the nature and significance of the concern. The faculty member will describe prior feedback given to the student, where appropriate, and include any relevant documentation. This request will be submitted to the program director, and copies will be sent to the student, the student's advisor, and the department chair. The student will be informed of the policies outlined here and in the relevant program handbook. Students will be made aware, through these or other materials, of the possible outcomes of the review.
3. The program director will schedule a PCR or APR meeting to discuss the concerns raised by the faculty member. The program handbook will provide additional information about the required and discretionary participants in this meeting, but all review panels will include the following: the student, the student's advisor or designee, a faculty member who can present the details of the situation or concern, the program director, and a faculty member outside the student's program. There may be instances where the student's advisor or the program director also serve the role of faculty member presenting the details of the situation or concern. The student may elect to bring one other person to support them; this person can be another student, a faculty member, or a professional from the student's field placement. The person invited to attend by the student is present for support and may not participate in the discussion. More than one meeting may be required to reach a final decision regarding the outcome of the review. This result will be communicated in writing to the student within three weeks of the meeting. If more than one meeting is required, the result will be communicated in writing within three weeks of the final meeting. If a student refuses to attend the review meeting, the panel will meet in their absence and will retain the authority to make decisions regarding the student's future in the program.
4. The possible outcomes of the review include: a written response from the student indicating their understanding of the concern and plan for resolving it; a written plan of assistance that outlines the actions to be taken by the student and the consequences for being unsuccessful in meeting its terms; approval of a leave from the program, pending specific actions taken to address the concerns raised in the student conduct review; and dismissal from the program. Each program handbook will provide additional information regarding the process of review. All written documentation submitted for the review and concerning its outcome will be retained in the student's file. Any decision to dismiss a student from a program will require the review and written approval of the department chair.
5. Students may submit a written appeal of the decision made by the review panel to the relevant department chair within two weeks of the panel's decision. If no appeal is received during the two weeks following the review meeting, the recommendation of the panel will be considered accepted by the student. If an appeal is submitted, the department chair will provide written notification of a decision within two weeks of receiving it. Students may submit a written appeal of the department chair's decision to the dean of the graduate school within two weeks of receiving the department chair's notification. The dean of the graduate school will provide written notification of the decision regarding the appeal within three weeks of receiving it. The dean's decision is final.

Satisfactory Academic Progress (Policy from Graduate Catalog)

Students enrolled in programs (degree, licensure, endorsement, certificate) must maintain a B average (3.0). Any student receiving a course grade lower than C- , a course grade of NC, or two course grades lower than B- will not be considered to be making satisfactory progress. Students who do not meet the standards for satisfactory academic progress will be immediately dismissed from their programs and notified of this action.

Minimum Passing Grade (Policy from Graduate Catalog)

The grade of B- is the lowest grade that carries graduate credit. Courses receiving grades lower than B- will not carry graduate credit, but will be included in the student's cumulative G.P.A. A student receiving a grade below B- in a required course must repeat the course and earn a passing grade. A student receiving a grade below B- in an

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elective course must repeat that course, or choose another elective, and earn a passing grade. Failing to earn a grade of B- or above in a required or elective course may impede a student's ability to move forward in other courses or experiences required for program completion.

Grades of Credit/No Credit (Policy from Graduate Catalog)

Credit (CR) signifies that a student has earned the equivalent of a B- or higher for a course taken on a credit/no credit basis. Students who fail to complete the course at this level receive a designation of no credit (NC).

Class Attendance

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of Incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the Incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

Grading Policy

Policies on grading and registration can be found in the Graduate Catalog.

Resolution of Student Grievances

The faculty believes that each student should be educated in a supportive, congenial, and professional academic environment. Any student who believes they have been unfairly evaluated or is the victim of harassment has the right to a fair and timely procedure for review and resolution of their grievance(s).

Discrimination and Harassment

If any member of the Lewis & Clark community believes they are a victim of discrimination and harassment, they should refer to the "Discrimination and Harassment" policy in the *Navigator*.

Academic Grievance

If a student alleges that a final grade in a course is an inaccurate reflection of their performance, the student should first attempt to resolve the matter with the individual faculty member. If unable to reach a satisfactory resolution, the student should consult the grading policy in the Graduate Catalog.

Evaluations

If a student alleges that an evaluation in a course or internship is an inaccurate reflection of their performance, the student should first attempt to resolve the matter with the individual faculty member or site supervisor. If unable to reach a satisfactory resolution, the student and faculty member will request assistance from the department chair. If this attempt at resolution is unsuccessful, either party may submit a formal written appeal to the graduate dean or an appropriate surrogate. The decision of the dean or surrogate in matters of evaluations is final.

Site Supervisors

In the case of a grievance against an internship/practicum site supervisor, a student who is unable to reach a satisfactory resolution with the supervisor will first request assistance from the faculty practicum or internship supervisor. If unable to reach a satisfactory resolution, the faculty supervisor and/or student may seek assistance from the program's internship/practicum coordinator or program director(s). Again, if unable to reach a satisfactory resolution, the student or internship/practicum coordinator may then contact the department chair. If this attempt is unsuccessful, the student or internship/practicum coordinator may submit a formal written appeal to the graduate dean or an appropriate surrogate. The decision of the dean or surrogate in matters of site supervisors is final.

Course Concerns

If a student alleges that a course is not being presented in a professional manner, the student should first attempt to resolve the matter with the individual faculty member. If unable to reach a satisfactory resolution, the student and faculty member will request assistance from the department chair. If this attempt at resolution is unsuccessful, either

party may submit a formal written appeal to the graduate dean or an appropriate surrogate. The decision of the dean or surrogate in matters of problematic classes is final.

Checking Out Test Materials and Instruments

Although the Counseling, Therapy, and School Psychology Department possesses a number of psychological tests for use in classes and for the training of our students, there are very strict ethical guidelines surrounding their use and availability to students. Two of these guidelines impact students directly. First, the public disclosure of specific content of certain tests damages the test's validity. Secondly, the use of test materials should be directly supervised by a professor or supervisor. Thus, as a general rule, students will only be able to check out tests during the semester(s) they are enrolled in an assessment course. If students wish to use a test for a specific project/assignment, they may do so, but first need to obtain authorization from their advisor or the department chair.

The purchase and updating of test materials involves a substantial financial commitment on the part of the department. During recent years, all too many tests have been returned to the office missing components. As a result, the following guidelines have been established:

- All tests must be properly checked out and checked in by a staff member in the Counseling, Therapy, and School Psychology Department.
- Tests may only be checked out by students in assessment classes. If a student needs a test and is not in an assessment class, the student must obtain permission from their advisor or program director.
- All tests must be signed out, and the student is responsible for all contents during the checkout period. If anything is missing or damaged when the test is checked in, the student will need to either find all missing components, or pay for their replacement. **Students will not receive a grade in their assessment class until all materials are either turned in or paid for.**

If a student loses or damages a test, the student may be held responsible for the cost of replacing the test materials. All test materials must be checked out to the person using the test. If a student loans or transfers test materials to another student, without going through proper check-out/check-in procedures, that student is still responsible for the test and all contents.

The usual checkout period for tests is one week. However, in certain instances, this period may vary. Please remember the needs of fellow students when checking out and using tests.

Practicum and Internship Extenders

This policy applies to all students in practicum and internship. Students in practica and internships in schools will follow the regular school year for their districts as indicated by their contracts, however they will still need to follow the policy of being continuously enrolled in a supervision course. Any variation from the process described in the School Psychology handbooks regarding practicum and internship should be worked through with the School Psychology Clinical Coordinator and Practicum or Internship Instructor.

Students who need to extend their final practicum or internship past the end of the semester, have the following options:

For extensions up to four weeks past the end of a final semester (but no more than four weeks), students must request and be granted a grade of "Incomplete." The requirements for completion of the course must include an expected end date within four weeks, a plan for site supervision during this time period, verification that the student's site contract has been extended and paperwork has been submitted to the CTSP Placement Office, and the expectation of weekly attendance in a specific campus-based practicum or internship section until they complete their practicum or internship hours (in up to four weeks).

For extensions of more than four weeks, students must register for, attend, and participate in a full semester of practicum or internship.

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All students must obtain permission from their program's clinical coordinator before any extension is granted. The required paperwork (e.g., extension of site placement contract, completed and approved incomplete grade form) must be completed prior to the end of the semester for which the extension will be required.

The clinical coordinator will assign campus practicum or internship sections to all extending students. Students must not assume that they will continue in the same practicum or internship section.

All students must obtain permission from their program's clinical coordinator before any extension is granted. The required paperwork (e.g., extension of site placement contract, completed and approved incomplete grade form) must be completed prior to the end of the semester for which the extension will be required.

The clinical coordinator will assign campus practicum or internship sections to all extending students. Students must not assume that they will continue in the same practicum or internship section.

Changing Programs

If a student is enrolled in any of the CTSP department's programs and wishes to pursue another program within the department instead, the student must submit a letter, along with the Degree Program Change Request form, to the CTSP office explaining the reason for the program change. This is given to the director of the program the student hopes to enter. Separate meetings between the student and directors of both programs are recommended. The relevant program team will consider the request, gather information about the student's standing in their current program, and inform the student of their decision. No new application fees are required.

Students do not typically have the option of requesting a change in programs (e.g., Marriage, Couple, & Family Therapy to Professional Mental Health Counseling) once they have begun practicum/internship.

Release of Educational Records

Students who request that faculty and/or supervisors act as references for job applications or otherwise request that information about their academic and/or clinical work be shared with others, must sign a release of educational records form for each request. See the Lewis & Clark Graduate School of Education and Counseling Navigator Student Handbook for additional information on student confidentiality (i.e., FERPA).

Diversity, Equity, Inclusion, and Social Justice in the School Psychology Program

The School Psychology program is dedicated to a mission of promoting social justice and equity to prepare practitioners to engage in a culturally responsive school psychological services. Aligned with the NASP (2020) ethical Guiding Principle I.3 Fairness, Equity, and Justice, “In their words and actions, school psychologists promote fairness and social justice. They use their expertise to cultivate school climates that are safe, welcoming, and equitable to all persons regardless of actual or perceived characteristics, including race, ethnicity, color, religion, ancestry, national origin, immigration status, socioeconomic status, primary language, gender, sexual orientation, gender identity, gender expression, disability, or any other distinguishing characteristics.” As such, Candidates will learn and understand the systemic and contextual factors that can impact the learning outcomes for youth, appreciate and recognize many aspects of diversity, and strive to advocate for equitable outcomes for all students. Candidates will learn to use data, both local data and the evidence based, to inform their decision making. Candidates will learn individualized practices related to intervention, assessment, and consultation, as well as self-reflective processes to better understand themselves in the context of the schools and communities they will serve. Graduates from the School Psychology program will be prepared to serve children, families, and school communities in a manner that promotes inclusivity, social justice, and equity. Further, the School Psychology program is situated in a Department, Graduate School, and College that share the program’s objectives to prepare Candidates for embarking on a practice that promotes social justice and equity. As such, the program is supported and encouraged to engage in this important work.

Graduate School Guiding Principles and Proficiencies Related to Diversity

The Lewis & Clark Graduate School of Education and Counseling community identified Guiding Principles in 2003 that have since been revised and remain a living document central to the work that each program does with its candidates. While competencies related to ensuring that candidates demonstrate the ability to work effectively with all candidates are integrated throughout the Guiding Principles, four of these principles include a special emphasis on diversity:

- Guiding principle (1) Learning and Living Environments: We prepare education professionals who seek to develop within their schools a culture of respect and concern for all members of the community and who will both model and help their candidates practice democratic and ethical responsibility in all dimensions of school and classroom life. These dimensions include: instructional activities; curriculum design; classroom environment; school and classroom management practices; conflict resolution; service learning and field projects; school-family community projects; and psychological or counseling services.
- Guiding principle (3) Professional Practice: Teachers, counselors, and school leaders need a deep understanding of developmentally appropriate and culturally relevant practices to be successful. Teaching, learning, and development are inextricably linked. Learners experience not only cognitive or academic changes that impact their learning, but also physical, social-emotional, linguistic, and psychological

changes. These individual differences require educators to have knowledge of a variety of approaches to teaching and assessment.

- Guiding principle (8) Leadership and Collaboration: Our approach to developing leadership skills in our candidates aims at making the kind of connections that will help educational professionals in different areas to adopt an integrated and collaborative approach to helping candidates achieve academic and personal success. At the heart of this work is leading for equity and transformative social action. We recognize and teach our candidates to be cognizant of the risks and challenges associated with being advocates and change agents. At the same time, we are committed to addressing the inequities that continue to pervade our educational system. Whether as teacher-leaders, counselor-leaders, or administrators, candidates prepared in our programs develop the capacity to counter educational barriers and effect positive social change.
- Guiding principle (9) Professional Life: Our mission commits us as a community to addressing the issues and opportunities that grow from a careful examination of diversity in our society and to helping our candidates learn to do the same in their future positions. Pursuing a professional life that fully engages diversity begins with the explicit effort to make a space for *all* voices within a community. Doing so requires careful inquiry into the ways that we construct meaning through our relationships with others, through the operation of institutional norms, and through the often-implicit policies and practices that structure our daily interactions around race, class, gender, sexual orientation, and other elements of social identity. As a community, we recognize the need to interrogate the customary ways we interact and to question the extent to which current practices limit or constrain participation in the dialogue that shapes our educational mission.

These guiding principles articulate a strong foundation for the unit's work on diversity. They emphasize multiple perspectives, take a systemic view of educational practice, and explicitly address strategies for institutional change.

School Psychology Program Coursework, Fieldwork, and Assessment Related to Diversity

Within the School Psychology program, faculty members infuse diversity and multicultural perspectives through readings, films, activities, and other experiences that explicitly engage candidates in self-reflection, critical analysis, and planning for their professional roles. The goal of this work is to prepare candidates to understand and respond effectively to the ways that race, ethnicity, culture, socioeconomic status, sexual orientation, gender expression, exceptionality, dis/ability, nationality, language, and other elements of social identity can play out in educational settings.

The School Psychology program places a high priority on clinical experiences that help candidates gain direct experience working with P-12 candidates from a broad range of backgrounds and to develop the cultural competence necessary for effective instruction. The program's aim toward this goal is to deepen and expand partnerships with a smaller group of diverse schools, especially those serving students from low resourced communities, and racially, culturally, and linguistically diverse populations from historically marginalized communities. The institution is committed to training candidates that will be able to serve traditionally underserved school communities.

The program, for example, has a strong working relationship with the David Douglas School District, in which more than 75% of students receive free or reduced lunch benefits and where over 60 languages are spoken. As part of this effort, the program holds a required class (CTSP 514: *Group Counseling with Children and Adolescents*) at one of the schools in the district. During class time, candidates discuss readings, develop and assess curriculum, and practice group leadership skills with children at the school using an "anti-bullying" curriculum developed in partnership with the district. This course structure increases the authenticity of the experience not only by increasing the opportunity for "hands-on" learning, but also by making a positive contribution to the school community.

The School Psychology program also has a strong commitment to addressing diversity issues in practicum and internship experiences. At both the practicum and internship level, candidates are assessed each term on competency in all NASP domains. For example, the following excerpt from the Supervisor Evaluation Key Assessment that details the items by which candidates are evaluated on diversity issues at their internship site:

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	Domain 8: Equitable Practices for Diverse Student Populations					
33	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
34	The candidate demonstrates an understanding of development and psychopathology and is able to use theory and research in developing interventions for children.	N	0	1	2	3
35	The candidate has the ability to work with all people in public schools with respect, thoughtfulness, and sensitivity.	N	0	1	2	3
36	The candidate demonstrates the ability to respectfully discuss and address individual differences, abilities, disabilities and other diverse characteristics.	N	0	1	2	3
37	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

Section

4

**Lewis & Clark School Psychology
Program Handbook Appendix**

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School Psychology Program New Student Onboarding Checklist

Candidate Name _____

Email @lclark.edu _____ Phone _____

Welcome to the School Psychology Program! As you prepare to begin the program, please address each of the following tasks and check off each of the items listed below. Please note that some of these tasks are time consuming and need to be started well in advance of the school year. Bring this completed form to the New Student Orientation (NSO).

Task 1: Reply via email to Dr. Jen Twyford, Interim Program Director, by June 24th

By Friday, June 24th reply to Dr. Jen Twyford on email confirming your attendance at the required New Student Orientation. Orientation is scheduled to take place at the Graduate School on Tuesday August 30, 2022 from 9:00am-1:00pm. More details will be sent out closer to the event.

In your email, please also state whether you will be attending the program full-time or part-time. If you plan to complete the program part time you will be contacted this summer to complete a Part-Time Program Plan if that is needed. The Program Plan is an agreement between the candidate and the program as to when the candidate will enroll in each of the classes required in the program. There are two options: A Full-time Program Plan means the candidate will take the courses in the order they are listed in the Course Sequence Sheet on Page 6 of the Program Handbook. A Part-Time Program Plan means the student has created a Modified Course Sequence Sheet with their advisor. Program Plans, once agreed upon, can be changed or modified in a meeting between the candidate and the advisor.

- ☐ I have emailed Dr. Twyford (jtwyford@lclark.edu) regarding the New Student Orientation
- ☐ I have confirmed in the above email that I will follow the Full-Time or Part-Time Program Plan

Task 2: Complete Clinical Practice Registration, Background Check, and Fingerprints

Complete the necessary paperwork for clinical practice registration as outlined on the website below. This includes registration with TSPC, a background check, and fingerprinting. Steps will be different for individuals who already hold a valid license through TSPC. Complete instructions can be found at this website

https://graduate.lclark.edu/career_and_licensing/k-12/licenses_endorsements/clinical-practice-registration/

NOTE: **Please do not initiate this process before June 15** in order for the application to remain valid for your full three years in the program. Applications can be submitted following June 15 and must be completed prior to New Student Orientation.

- ☐ I have completed the appropriate Clinical Practice Registration, Background Check, and Fingerprints

Task 3: Complete Civil Rights in the Educational Setting Learning Modules (Alternative to ORELA Exam)

Complete all five Civil Rights in Education Learning Modules and corresponding quizzes, accessible at this link:

<https://docs.google.com/document/d/1b9St2CegHYD5oGRuyCgdv1qGIKADctYGnRTMdAWjm2M/edit?usp=sharing>

- ☐ I have completed all five Modules and corresponding quizzes

Task 4: Purchase Student Educator Professional Liability Insurance

Prior to engaging in field-based practice you must hold active student educator professional liability insurance. The National Association of School Psychologists (NASP) recommends two insurance providers (American Professional Agency and Forrest T. Jones & Company). More information can be found at this website

<https://www.nasponline.org/membership-and-community/professional-liability-insurance>

Once your policy is confirmed, email proof of insurance to the Counseling Therapy and School Psychology (CTSP) Office. NOTE: **Please do not initiate this process before June 15** in order for the insurance policy to cover the duration of the K-12 Academic Year. **Policies should begin on or before September 1, 2022.** Policies will be renewed by the Candidate annually (e.g., renewed for practicum year and renewed for internship year).

- ☐ I have purchased student educator professional liability insurance and have emailed proof of insurance to the CTSP Office (ctsp@lclark.edu)

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Task 5: Review Program Handbooks and Requirements

There are three School Psychology Handbooks posted online:

Lewis & Clark School Psychology Program Handbook
Lewis & Clark School Psychology Practicum Handbook
Lewis & Clark School Psychology Internship Handbook

Familiarize yourself with all three handbooks. You are responsible for being familiar with the content in each of the handbooks. You are also responsible for maintaining up-to-date copies of each handbook as you move through the program. Handbooks can be found at the following link:

http://graduate.lclark.edu/departments/counseling_psychology/school_psychology/educational_specialist_degree/evaluations_forms_handbooks/

☐ I have reviewed Program Handbooks

Task 6: Register for Fall Classes and Convocation.

Beginning on June 17th and using [WebAdvisor](https://webadvisor.lclark.edu) (<https://webadvisor.lclark.edu>) register for the courses listed under *Year 1 Fall Term* on Page 6 of the *First Year Handbook* if you will be a full-time student in the program. (If you plan on attending the program part-time, as mentioned above, please contact your program advisor via email and they will set up a time to complete your Part-Time Program Plan). Note that one of the classes you need to register for is CORE 500: Convocation, which is a required, one-time, non-credit bearing gathering of whole graduate school (more information on this coming soon!). Follow this link for more information on registration, including how to set up the Lewis & Clark email account you will need in order to register: <https://graduate.lclark.edu/welcome/for-deposited-students/>

☐ I have registered for Fall 2022 classes and Convocation online

Task 7: Bring completed form to the New Student Orientation

Please bring this completed form to the NSO where you advisor will sign it.

Candidate's Signature _____ Date _____

Program Advisor's Signature _____ Date _____

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Lewis & Clark School Psychology Program Professional Standards Rubric

This evaluation assesses School Psychology Program Candidates knowledge, skills and dispositions in the areas of *Ethical and Respectful Behavior, Communication and Professionalism, and Openness to Learning and Self Awareness*. Faculty will circle one rating for each item based on candidate performance in program coursework and fieldwork. Faculty will also include comments and goals for the next year where appropriate. Those candidates with a mean score of 2.0 or higher are allowed to move on to Practicum.

Rating Scale:

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

1	The candidate demonstrates ability to understand and apply ethical and legal requirements and professional standards.	N	0	1	2	3
2	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	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
4	The candidate recognizes the boundaries of her/his particular competencies and the limitations of his/her expertise and takes responsibility for compensating for her/his deficiencies.	N	0	1	2	3
5	The candidate is thoughtfully and effectively engaged in courses, and in the overall curriculum and program and contributes positively	N	0	1	2	3
6	The candidate consistently shows strong and effective skills in verbal, nonverbal, and written communication.	N	0	1	2	3
7	The candidate is consistently organized and manages time well.	N	0	1	2	3
8	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
9	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
10	The candidate takes initiative, is dependable and responsible, and is concerned with their own professional growth	N	0	1	2	3
11	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
12	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
13	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
14	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
15	The candidate demonstrates appropriate emotional self-regulation in interpersonal relationships with supervisors, faculty, peers, and others.	N	0	1	2	3
16	The candidate demonstrates an ability to appropriately monitor the use of technology in personal and professional contexts.	N	0	1	2	3

Comments and Goals for Future Development:

- 1)
- 2)
- 3)