

**LEWIS & CLARK COLLEGE  
GRADUATE SCHOOL OF EDUCATION AND COUNSELING  
SCHOOL PSYCHOLOGY PROGRAM**

**PRACTICUM HANDBOOK  
and APPENDIX OF FORMS**

**2011-2012**

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**What is the School Psychology Practicum Experience?**

The School Psychology Practicum (CPSY 585) is a year-long concentrated field experience for School Psychology students. Students generally participate in the Practicum during their second year of the program, 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 the *Introduction to School Psychology* courses (CPSY 507, 508). During your Practicum year, you will have additional practical requirements linked with your *Assessment* (CPSY 541, 542, & 543) and *Consultation* (CPSY 573, 574) courses. Completion of the Practicum and all required coursework is necessary for enrollment in the *Internship* (CPSY 586) that serves as the final requirement of the school psychology program. This Handbook is your guide to the process of securing and completing a successful Practicum experience.

Practicum students are expected to remain at their placement for the academic school year. Practicum students are therefore required to continue attending CPSY 585 Practicum Supervision class through mid-June. Students are required to begin Practicum in the fall term and continue with the same supervision site and class throughout the school year whenever possible. The number of hours spent at your site varies according to the needs of the site and the student. Typically Practicum students can expect to spend between 8-10 hours a week at the school site to fulfill the 340 hour requirement of the Practicum (see syllabus for details). These hours should be spread over two or more days a week in order for you to become a more visible.

**What is the Process of Securing a Practicum Placement?**

During the winter term preceding your Practicum, you will need to investigate site options and secure a placement for your year-long, part-time field experience. Students generally choose a K-12 school setting and work primarily with the site School Psychologist as their primary supervisor. Use the following guidelines in the process of securing a Practicum placement:

- 1) Contact students from prior years about their placements.
- 2) Consult with the site lists provided by the CPSY office.
- 3) Visit schools and meet potential supervisors.
- 4) Make sure potential supervisors can help you fulfill Practicum requirements.
- 5) Use this handbook to clarify your supervisor's role as well as your own.

Consider asking the following questions in the process of choosing a site:

Is your site rich in opportunities for both special and regular education? If you wish to gain experience with a specific population, will this be possible at the site? Would you prefer a site shared with other Practicum students? Can you develop a positive working relationship with your supervisor and receive the type of supervision that you need?

Once you have met with a potential supervisor and have chosen a site, contact the Practicum Coordinator by email ([Gonzalez@lclark.edu](mailto:Gonzalez@lclark.edu)) with the name and phone number of the supervisor and the location of the potential practicum. As soon as the coordinator notifies you that the supervisor is approved, follow the directions and complete the School Psychology Practicum Handbook Form 1, turn in your supervisor's resume to the CPSY office, and document professional liability insurance. These items are also found in the First Year Handbook, Form 6.

Students may have a maximum of two school psychology Practicum sites. Practicum students should plan on working in their primary site during the fall term, with the possibility of adding a second site in the Spring term. You must obtain approval from the Practicum Supervisor *prior* to selecting a second Practicum site.

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**What are the NASP Domains that are covered in this course?**

The following NASP training domains will be addressed in the CPSY 585 weekly seminars via assigned readings, class discussions and other activities. For further information on these domains and on the Practicum in general, consult with the School Psychology Program Handbook. These training domains are operationalized in the following section in which the requirements and goals of each term of the Practicum year are articulated:

**Domain 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: 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 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 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 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 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 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 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 and rose difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

**Domain 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 10: Legal, Ethical, and Professional Practice**

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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

**What experiences are expected?**

During your Practicum year, your Practicum Site Supervisor will help you gain experience in the following specified areas:

Fall Semester

- 1) Observe, assist and lead in counseling situations with individuals and groups within the school setting (Domains 4, 5)
- 2) 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. (Domains 1, 2, 3, 4)
- 3) 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) (Domains 1, 5, 6, 9)
- 4) Observe, assist and lead in teaching and classroom presentation situations within the school setting (e.g. Social Skills or Conflict Resolution lessons) (Domains 2, 5, 6)
- 5) Receive one hour of weekly individual supervision from your site supervisor and two hours of group supervision per week as a part of the CPSY 585 class (Domain 3, 4, 10)
- 6) Demonstrating appropriate professional demeanor (timeliness, emotional regulation, self-care, direct communication, etc.) (Domains 2, 10)

Spring and Summer Semesters

- 1) Continue with activities listed above for Fall Semester.
- 2) Observe, assist and lead in behavioral or instructional consultation with parents, teachers, and other school personnel (Domains 1, 2, 7)
- 3) Observe, assist and lead in assessment activities coordinated by your CPSY supervisor and negotiated with your on-site supervisor (Domains 1, 3, 4, 8)
- 4) Taking up opportunities to do research on student related problems. (Domains 1, 9)

**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:

1. 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.
2. Keeping records: Practicum students are required to use the attached forms to keep track of hours and activities while on site. Ultimately, copies of these records will be turned in to the department and kept on file. You should always keep copies of your own hours and have them readily available.
3. Attending class: Practicum students are required to attend the weekly, two- hour, CPSY 585 class as long as they are working at their Practicum site and fulfill the obligations and requirements of that class (see course syllabus for details)

**What is the role of the Practicum Site Supervisor?**

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

1. Assist the student in understanding the norms and in becoming integrated into the culture of the site.

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2. Provide experiences that are appropriate for the student's skill level and that match the requirements of the Practicum listed above.
3. Observe the student in Practicum activities, provide regular feedback, and help develop learning goals.
4. Review and sign off on the student's record keeping and provide feedback through the end-of-semester evaluations of the student.
5. Communicate with Lewis & Clark faculty as needed, keeping in close contact with the faculty instructor throughout the year.

**How are Site Supervisors Compensated for their work?**

Site supervisors provide an invaluable learning experience as mentors for LC School Psychology Students. For their generous support of our Practicum students, Site Supervisors receive a fee waiver of one semester credit at Lewis and Clark per term that they supervise. Tuition waivers are good for one semester hour of graduate credit or equivalent continuing education experience at Lewis & Clark for each semester of supervision, per student supervised. To apply for your waiver, please let us know in writing, on your organization's letterhead, that you wish to take advantage of this offer by April of the year that you supervise. In the letter please identify which student(s) you supervised, and for which terms, and mail to:

Lewis & Clark College  
Department of Counseling Psychology  
0615 SW Palatine Hill Rd, MSC 86  
Portland, OR 97219

Once we receive this request from you, we will process it through our office and return an authorized waiver form to you. Once you register for a class, you will need to send this waiver to the Lewis & Clark College, Financial Aid office. They will see that the tuition fees are waived for the appropriate number of credit hours. The waiver is good for one year after you supervise.

Some further restrictions may occasionally apply: 1) this waiver will be redeemed on a space-available basis; 2) some courses have prerequisites; 3) meals associated with continuing education offerings are not covered; 4) certain special courses may be excluded; and, 5) the waiver cannot be "partially" redeemed (e.g., you may not use the waiver for a one-half credit experience and retain the "unused" half credit).

Please call our office staff at 503-768-6060 if you have any questions about all of this. We do hope and trust your work as a supervisor is rewarding and as beneficial to you as it certainly is to our practicum students. We welcome your suggestions for ways we can strengthen our program and our students' preparation. Again, thank you for your vital work with our students!

**What are the Needed Qualifications of the Site Supervisor?**

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

1. An EdS or a Masters degree and a TSPC license as a school psychologist, school counselor, or related field with at least 2 years of post-degree practice. If the site supervisor is not a practicing school psychologist, the Practicum student must also be in direct working contact with the school psychologist on-site in order for the site to be acceptable.
2. Adequate training and experience in supervising students. In lieu of previous experience, the supervisor can be receiving supervision concurrently.
3. Familiarity with and implementation of the Code of Ethics published by the National Association of School Psychologists.
4. Familiarity with the Lewis & Clark School Psychology Practicum Manual.
5. A current copy of the supervisor's résumé on file in the CPSY office.

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**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 and Practicum Coordinator.
- 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](http://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, interns 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.

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**PRACTICUM HANDBOOK APPENDIX OF FORMS**

- SP Practicum Form 1: Site Agreement
- SP Practicum Form 2: Summary of Hours Report
- SP Practicum Form 3: Daily Log
- SP Practicum Form 4: Student Evaluation—Practicum Requirements
- SP Practicum Form 5: Student Evaluation—Successes and Challenges
- SP Practicum Form 6: Student Evaluation—NASP Domains
- SP Practicum Form 7: Student Evaluation—Professional Standards
- SP Practicum Form 8: Student Evaluation—Essay
- SP Practicum Form 9: Effects on Student Learning/Environment
- SP Practicum Form 10: Site Evaluation Form
- SP Practicum Form 11: Permission to Record
- SP Practicum Form 12: Fall Semester Completion
- SP Practicum Form 13: End of Year Completion

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**SP Practicum Form 1: Site Agreement**

With this agreement, the practicum student and the site supervisor(s) commit to fulfilling the obligations of the practicum as outlined in the School Psychology Practicum Handbook. The original of this Site Agreement must be returned to the SP Program Admin. Asst. One copy of it should be kept by the Site Supervisor, and one copy should be kept by the Student. Please note that if the primary site supervisor is not a school psychologist that a secondary supervisor who is a school psychologist has consented to help this student fulfill the course requirements and has also signed the form below:

LC Student \_\_\_\_\_

LC Student Phone and Email \_\_\_\_\_

Primary Site Supervisor \_\_\_\_\_

Primary Site Supervisor's phone and email \_\_\_\_\_

Primary Site Supervisor's License and/or Certification(s) \_\_\_\_\_

License # and State: \_\_\_\_\_

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

Secondary Site Supervisor \_\_\_\_\_

Secondary Site Supervisor's phone and email \_\_\_\_\_

Secondary Site Supervisor's License and/or Certification(s) \_\_\_\_\_

License # and State: \_\_\_\_\_

Secondary Site Supervisor's Years of Post-Master School/Clinical Experience \_\_\_\_\_

Practicum Site (School and District) \_\_\_\_\_ Phone \_\_\_\_\_

This agreement is made by and between the above-stated Practicum Site and Practicum Supervisor and Lewis & Clark College. The agreement will be effective from the first week of the Practicum site's school year until the end of the school year in June for 8-10 hours of supervised practicum experience a 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.

Student/date \_\_\_\_\_

Primary Site Supervisor/Date \_\_\_\_\_

Secondary Site Supervisor/Date \_\_\_\_\_

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**SP Practicum Form 2: Summary of Hours Report**

On this sheet, total the number of hours you have recorded on the *School Psychology Practicum Record of Daily/Weekly Activities* during each semester and at the end of your practicum year. Please round to nearest half-hour and keep a copy for your own professional records.

Student Name	
Practicum Site	
Site Supervisor(s)	
LC Supervisor	

	Fall term	Spring and Summer terms	Year total
Counseling (10 hours required per term)			
Classroom (25 hours required per term)			
Consultation & meetings (20 hours required per term)			
Assessment (10 hours required per term)			
Other (e.g. Observation, file reviews, interviews, etc)			
Site Supervision (F=14 hrs, SP/SU=20 hrs)			
LC Supervision Class (F=28 hrs, SP/SU=40 hrs)			
<b>TOTALS</b>			

**Fall:** Student signature \_\_\_\_\_ Date \_\_\_\_\_

Primary Site Supervisor signature \_\_\_\_\_ Date \_\_\_\_\_

LC Supervisor signature \_\_\_\_\_ Date \_\_\_\_\_

**Spring:** Student signature \_\_\_\_\_ Date \_\_\_\_\_

Primary Site Supervisor signature \_\_\_\_\_ Date \_\_\_\_\_

LC Supervisor signature \_\_\_\_\_ Date \_\_\_\_\_



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**SP Practicum Form 4: Student Evaluation—Practicum Requirements**

Practicum Student: \_\_\_\_\_ Term and Date: \_\_\_\_\_

Filled out by: Self/Site Supervisor/LC Supervisor \_\_\_\_\_ Signature: \_\_\_\_\_

**Instructions:** For each item below, please use the five-point scale to rate and add relevant comments to describe practicum student skill development in the area indicated: 1=no skill demonstrated, 2=some skill demonstrated, 3=adequate skills demonstrated, 4=good skills demonstrated, 5=mastery skills demonstrated

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1) Observe, assist, and lead in counseling situations with individuals and groups within the school setting<br>comments:                     | 1 | 2 | 3 | 4 | 5 |
| 2) Observe, assist and consult in a special needs (or other) classroom for a minimum of two hours a week.<br>comments:                       | 1 | 2 | 3 | 4 | 5 |
| 3) Attend, observe and contribute to regularly scheduled school consultation meetings (i.e. BEST, SST, IEP, SET, etc.)<br>comments:          | 1 | 2 | 3 | 4 | 5 |
| 4) Observe, assist and lead in teaching and classroom presentations (e.g. Social Skills or Conflict Resolution lessons)<br>comments:         | 1 | 2 | 3 | 4 | 5 |
| 5) Observe, assist and lead in behavioral or instructional consultation with parents, teachers, and other school personnel.<br>comments:     | 1 | 2 | 3 | 4 | 5 |
| 6) Assist and lead in opportunities to do research on student related problems, sharing information with other school personnel<br>comments: | 1 | 2 | 3 | 4 | 5 |
| 7) Observe, assist and lead in assessment activities in coordination with both your LC faculty and site supervisor.<br>comments:             | 1 | 2 | 3 | 4 | 5 |
| 8) Demonstrate appropriate professional demeanor (timeliness, emotional regulation, self-care, direct communication, etc.)<br>comments:      | 1 | 2 | 3 | 4 | 5 |
| 9) Receive one hour of individual supervision from your site supervisor and applying this to practice<br>comments:                           | 1 | 2 | 3 | 4 | 5 |
| 10) Overall performance and effectiveness of the skills and practices described above<br>comments:   | 1 | 2 | 3 | 4 | 5 |

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**SP Practicum Form 5: Student Evaluation—Successes and Challenges**

Practicum Student: \_\_\_\_\_ Term and Date: \_\_\_\_\_

Filled out by: Self/Site Supervisor/LC Supervisor \_\_\_\_\_ Signature: \_\_\_\_\_

**Instructions:** In this section, please comment on the following features of the practicum student's participation and efforts in the practicum experience.

1) Please describe the most successful features of this student's participation and efforts in the practicum experience, being as specific as possible:

2) Please describe the specific skills you would like to see this student continue developing and why you consider these skills important:

3) Please describe specific feedback you have received from others in the school (e.g. students, parents, teachers, specialists, administrators, staff, etc.) regarding this student's practicum efforts:

4) Please describe the specific ways in which this student has been both helpful to and challenging for you as a supervisor:

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**SP Practicum Form 6: Student Evaluation—NASP Domains**

Practicum Student: \_\_\_\_\_ Date: \_\_\_\_\_

Filled out by: Self/Site Supervisor/LC Supervisor \_\_\_\_\_ Signature: \_\_\_\_\_

**Instructions:** Please place one of the following letters next to each domain as it relates to the practicum student at their present stage of personal/professional development: P=Performing as expected; S=Area of strength; C=Area of challenge

**Please make comments on the back side of this paper.**

**Domain 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: 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 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 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 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 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 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 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 9: Research and Program Evaluation**

School psychologies 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 10: Legal, Ethical, and Professional Practice**

School psychologies 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

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**SP Practicum Form 7:  
Student Evaluation – Professional Standards**

Practicum Student: \_\_\_\_\_ Date: \_\_\_\_\_

Filled out by LC Supervisor/Self: \_\_\_\_\_ Signature \_\_\_\_\_

**Professional Standards Instructions:** Please place one of the following letters next to each Professional Standard as it relates to the first year student at her/his present stage of personal/professional development: P=Performing as expected; S=Area of strength; C=Area of challenge. Please also include comments where appropriate.

	(P) (S) (C)	Comments
1. Respect for and understanding of multicultural and diversity issues		
2. Adherence to and understanding of legalities and ethical standards		
3. Effective communication skills in written, oral, and non-verbal forms		
4. Initiative, follow-through, timeliness and dependability		
5. Receiving and providing appropriate and relevant feedback		
6. Professional demeanor and presentation of self		
7. Willingness to learn		
8. Identification and resolution of issues relevant to professional growth// Other		

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**SP Practicum Form 8: Student Evaluation—Essay**

Practicum Student: \_\_\_\_\_ Term and Date: \_\_\_\_\_

**Instructions:** Please write one paragraph on each of these topics on this page and in your own words.

1) Please describe the roles of the school psychologist.

2) Please describe the core competencies of the school psychologist.

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**SP Practicum Form 9: Effects on Student Learning/Environment**

Student: \_\_\_\_\_

As a NASP approved program, we are asked to have our students document measurable positive results they have seen through integrating their knowledge and skills in serving children and their families. For this assignment, please write a 2-3 page essay on positive results you have been able to document with a child with whom you have worked. Please also be ready to present this toward the end of the year in Practicum/Internship class. The following is a suggested structure for your paper:

1. Leaving out identifying information, describe a child/adolescent with whom you have worked this year.
2. Describe the issues on which you have worked.
3. Describe your interventions (e.g. through IEP implementation and evaluation, counseling, and/or consultation)
4. Describe measurable results (e.g. a review of records such as attendance/discipline referrals/grades/standardized testing; reports and IEP data; and/or interviews with the child, parents, and/or teachers)

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**SP Practicum Form 10: Site Evaluation Form**

Site (School and District): \_\_\_\_\_

Supervisor: \_\_\_\_\_

Reflecting on your experience in Practicum this past year, please comment on the following features of your site and supervisor.

1) Please describe the most helpful features of your practicum site, being as specific as possible:

2) Please describe the least helpful features of your practicum site, being as specific as possible:

3) Please describe the most helpful features of your practicum supervisor, being as specific as possible:

4) Please describe the least helpful features of your practicum supervisor, being as specific as possible:

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**SP Practicum Form 11: Permission to Record**

Date\_\_\_\_\_

Dear Parent or Guardian,

Thank you for the opportunity to work with your child, \_\_\_\_\_.  
During the course of our work together, there may be times when portions of our conversations are recorded. These confidential recordings are used within my practicum class to address my developing skills as a school psychologist. Please sign and return this form with your child if you agree to this arrangement. Feel free to contact me with any concerns through the school site. My supervisor is \_\_\_\_\_ (phone)\_\_\_\_\_.

\_\_\_\_\_  
Practicum Student  
School Psychology Program  
Lewis and Clark College

\_\_\_\_\_  
Signature of Parent/Guardian

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**SP Practicum Form 12: Fall Semester Completion**

LC School Psychology Student \_\_\_\_\_

1) LC Practicum Instructor confirmation that you have completed work for the Fall semester of CPSY 585.

LC SP Practicum Instructor \_\_\_\_\_ Date \_\_\_\_\_

2) The student is to create a packet of the following paperwork and turn this packet in to CPSY Staff. You may make an appointment at 503-768-6063. This packet must be complete and in the following order prior to your appointment:

	Faculty Initial	Admin. Initial	Notes
SP Practicum Form 2: Summary of Hours Report			
SP Practicum Form 3: Daily Log			
SP Practicum Form 4: Student Evaluation Practicum Requirements (student self assessment)			
SP Practicum Form 4: Student Evaluation Practicum Requirements (from site supervisor)			
SP Practicum Form 5: Student Evaluation Successes and Challenges (student self assessment)			
SP Practicum Form 5: Student Evaluation Successes and Challenges (from site supervisor)			
SP Practicum Form 6: Student Evaluation NASP Domains (student self assessment)			
SP Practicum Form 6: Student Evaluation NASP Domains (from site supervisor)			
SP Practicum Form 6: Student Evaluation NASP Domains (from LC supervisor)			
SP Practicum Form 7: Student Evaluation Professional Standards (student self assessment)			
SP Practicum Form 7: Student Evaluation Professional Standards (from site supervisor)			
SP Practicum Form 7: Student Evaluation Professional Standards (from LC supervisor)			
SP Practicum Form 12: Fall Semester Completion			

LC School Psychology Program Administrative Assistant \_\_\_\_\_ Date: \_\_\_\_\_

**LEWIS & CLARK COLLEGE  
GRADUATE SCHOOL OF EDUCATION AND COUNSELING**

**SCHOOL PSYCHOLOGY PROGRAM**

**SP Practicum Form 13: End of Year Completion**  
(2 pages)

Prior to receiving approval to register for *CPSY 586: School Psychology Internship*, each LC School Psychology Program student must complete the following steps:

1) LC Practicum Instructor confirmation that you have completed work for the Spring and Summer semesters of CPSY 585.

LC SP Practicum Instructor \_\_\_\_\_ Date \_\_\_\_\_

2) Verify by your own signature below that all school psychology program coursework listed on your program plan (with the exception of *CPSY 586: School Psychology Internship*) will be successfully completed with a grade of B or better by the end of the summer prior to the fall when your internship begins. It is your responsibility that proper waivers or transfers are in place as well as all incompletes cleared. In signing this document, you are also agreeing to adhere to NASP Ethical Guidelines and if an ethical dilemma arises during internship agree to notify and make plans with both on-site and campus supervisors.

LC SP Student Signature \_\_\_\_\_ Date \_\_\_\_\_

3) In order to receive Internship Site approval, contact the LC School Psychology Internship Coordinator by email with contact information for your prospective site and supervisor. Once the Internship Coordinator has contacted the site and confirmed your supervisor (by signature or email) you will be notified and can then proceed to have the site agreement signed.

LC SP Internship Coordinator \_\_\_\_\_ Date \_\_\_\_\_

4) Create a packet of the following paperwork required to complete practicum and turn this packet in to CPSY staff. You may make an appointment by calling 503-768-6063. This packet must be complete and in the following order prior to making the appointment:

	Student Initial	Admin. Initial	Notes
SP Practicum Form 2: Summary of Hours Report			
SP Practicum Form 3: Daily Log			
SP Practicum Form 4: Student Evaluation Practicum Requirements (student self assessment)			
SP Practicum Form 4: Student Evaluation Practicum Requirements (from site supervisor)			
SP Practicum Form 5: Student Evaluation Successes and Challenges (student self assessment)			
SP Practicum Form 5: Student Evaluation Successes and Challenges (from site supervisor)			
SP Practicum Form 6: Student Evaluation NASP Domains (student self assessment)			
SP Practicum Form 6: Student Evaluation NASP Domains (from site supervisor)			
SP Practicum Form 6: Student Evaluation NASP Domains (from LC supervisor)			
SP Practicum Form 7: Student Evaluation Professional Standards (student self assessment)			

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**SCHOOL PSYCHOLOGY PROGRAM**

SP Practicum Form 7: Student Evaluation Professional Standards (from site supervisor)			
SP Practicum Form 7: Student Evaluation Professional Standards (from LC supervisor)			
SP Practicum Form 8: Student Evaluation—Essay			
SP Practicum Form 9: Effects on Student Learning/Environment			
SP Practicum Form 10: Site Evaluation Form			
SP Practicum Form 13: End of Year Completion			

<b>For Internship Registration</b>			
SP Internship Handbook Form 1: Site Agreement			
Site Supervisor Resume on file at CPSY office			
Documentation of Professional Liability Insurance			

5) You will receive a copy of this form when it has been completed which will verify that you have been approved to register for *CPSY 586 School Psychology Internship* and can begin collecting internship hours.

LC School Psychology Program Administrative Assistant /Date \_\_\_\_\_