

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

SCHOOL PSYCHOLOGY PROGRAM

INTERNSHIP HANDBOOK

and APPENDIX OF FORMS

2011-2012

**Ruth Gonzalez, Ph.D., NCSP
Assistant Professor of School Psychology
Program Co-Director and Internship Coordinator**

**Peter Mortola, Ph.D.
Professor of Counseling and School Psychology
Program Co-Director**

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What is the School Psychology Internship Experience?

The internship year is the final requirement of the school psychology program. It is designed as an opportunity to develop “autonomous skills in direct services such as assessment, psychotherapy, and consultation; learning to translate knowledge into informed, competent practice; learning to apply ... ethical guidelines to professional practice; and receiving opportunities to share personal and professional experiences with others on a regular basis.” (Crespi, T.D., & Lopez, P.G. (1998). Practicum and internship supervision in the schools: Standards and considerations for school psychology supervisors. *Clinical Supervisor*, 17, 113-126.)

What are the basic requirements of the Internship?

- **Hours**
1200 hours of school psychology practice in schools (K-12)
Hours are specified in the course syllabus; for example, 100 of these hours must be in an elementary school, and so forth.
- **Supervision**
Two hours a week of direct, face-to-face supervision with on-site supervisor. The purpose of this supervision is for the intern to have individualized instruction about his/her scope of practice, including a time to review protocols, edit reports, and have questions answered. This supervision requirement is above and beyond time devoted to staffing/eligibility meetings, pre-referral, inservice, and other like activities.
- **Class**
Attendance at all classes for CPSY 586. Completion of course requirements as listed in the course syllabus.
- **Professional Standards**
Students must receive passing scores (“Performing as Expected” or “Strength”) on seven of eight items on self-evaluations, site supervisor evaluations, and on-campus instructor evaluations at the end of each semester.

Note: Specific details for each year are described in the course syllabus for each year.

What is the Process of Securing an Internship Placement?

In January prior to the internship, students should complete a packet of information including a cover letter, two letters of recommendation, and an up-to-date resume.

In late January of the practicum year, students will receive a list of local and regional sites that are interested in interns for the following year. Students generally choose a site that is in-state, although accommodations might be possible for out-of-state placements. All students, including those placed out-of-state, are required to attend the weekly four-hour class time on campus. When selecting sites, students are encouraged to

- Check the site list. All sites listed are approved; the individual supervisor must still be approved by the internship coordinator.
- Check sites through district websites.
- Check with current interns about their sites.
- Check with potential supervisors.
- Please note: Students may choose a site that is not on the pre-approved list. This site and the supervisor must be approved by the internship coordinator.

During the month of February, students mail a letter of interest and copies of referral letters to the contact person for each site with whom they wish to interview. School districts generally hold interviews during the month of March and will contact students directly regarding interviews. Once a student has chosen a site/supervisor, the student must contact the internship coordinator by email (Gonzalez@lclark.edu) with the site name and the supervisor's name and direct phone number. After the site and supervisor are approved, the coordinator will contact the potential intern. Starting in April, paperwork, including the contract (SP Internship Form 1) should be completed. An original should be given to the CPSY Department and copies should be kept by the student. During the month of May prior to the internship, students are encouraged to visit their new on-site supervisor in order to see the schools and meet the special education teams and other educational personnel.

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What are the requirements of the District/Site?

In most cases, students will complete their internships in local school districts or educational service districts. Internship sites and supervisors must be approved by the School Psychology Internship Coordinator.

Minimum qualifications for site approval include:

- The availability of a certified/licensed and highly qualified school psychologist to serve as the intern field supervisor, pending approval by the Internship Coordinator. This individual will assume primary responsibility for supervision. Involvement with other qualified individuals in the supervision process is encouraged to provide a well-rounded internship experience.
- Opportunities for an intern's exposure to the variety of experiences associated with the practice of school psychology. Internships are tailored for each individual but, at a minimum, will include experience with students from 3 to 21 years of age in both general and special education situations, supervised assessment, academic and behavioral intervention, individual and group counseling as well as classroom experience, parent and staff consultation, and the provision of in-service training.
- Assurance by the site that the intern workload will not exceed 75% of what a credentialed school psychologist works. Related assurance that the intern will devote at least 20% but no more than 40% of her or his time to psychoeducational evaluations and directly related services.
- Commitment by the site to the provision of thorough orientation to the intern including complete review of the internship site's policies, standards, and practices. Interns shall be treated as professional staff; provided supportive work environments; given necessary sick leave days; given adequate supplies and materials; encouraged to participate in committees; and released to attend professional development trainings and meetings.
- Officials at an internship site have the right to terminate an internship relationship for reasons of unsatisfactory performance. In the event of such an occurrence, it is the responsibility of the site to document the nature of these problems carefully and, whenever possible, to provide the intern with early feedback and the opportunity to improve her or his practice. If termination should be necessary, it is the responsibility of the school psychology internship coordinator, in consultation with the dean of the Graduate School, to determine if and under what conditions an additional internship would be allowed.
- The internship site will assure that designated primary supervisors are model school psychologists engaged in broad and diverse service delivery.

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What are the needed characteristics/qualifications, roles and responsibilities of site supervisors?

Supervisor Characteristics:

- Must be fully licensed as a school psychologist by the state in which they practice and/or hold the NCSP credential.
- Must have been practicing in the schools as a school psychologist for three years.
- Must have a passion for school psychology and a desire to mentor new colleagues in the field.
- Must have a commitment to have a new intern shadow them all day for the first several weeks, to gradually increase their independent work, and to finally let them have a school of their own by mid-winter.
- Have an idea of how to deal with an intern who is not responding to their leadership and expectations.
- Must have familiarity with and implement the Code of Ethics published by the National Association of School Psychologists.
- Must have a familiarity with the Lewis & Clark School Psychology Internship Manual.
- Must have a current copy of the supervisor's resume on file in the CPSY office.
- It is best practice for each full-time site supervisor to have only one intern, in order to provide time and adequate attention necessary for the intern to develop individual skills.

Required Supervisor Roles and Responsibilities:

- Must ensure that, throughout the internship year, the intern receives two hours each week of direct, individual supervision above and beyond the usual meetings held in common. The purpose will include time to talk about evaluations, counseling, and consultation. Intern supervision will be the responsibility of both the site supervisor and the college supervisor. Day-to-day supervision will be the province of the site supervisor. The site supervisor is expected to observe the intern's clinical activities (e.g., testing, counseling, consultation, casework and staffings) and to review, edit, and sign all written reports. While the minimum requirement for supervision is two hours each week of direct one-on-one supervision, supervisors typically need to spend more time with the students during the first semester, directing day to day activities, allowing observation of the supervisor's work, and answering questions that arise that cannot wait for the scheduled supervision time. In general, supervisors are expected to be in the same building as the intern.
- Assist the intern in understanding the norms and in becoming integrated into the culture of the site.
- Provide experiences that are appropriate for the student's skill level and that match the requirements of the Internship listed above.
- Observe the student's activities, providing regular feedback; help develop learning goals.
- Review and sign off on the student's record; providing feedback through the end-of-semester reviews.
- Communicate with Lewis & Clark supervisor as needed, keeping in close contact with the faculty instructor throughout the year.

Suggested text for supervisors: Harvey, V.S. & Struzziero, J. (2nd ed.) (2008). Professional development and supervision in school psychology. Bethesda, MD: NASP.

Site supervisor graduate class credits:

We are grateful for the invaluable time and effort that supervisors give our interns. Therefore, in return for each semester of their generous service, site supervisors will have the opportunity to enroll in one Lewis & Clark graduate course of one semester hour credit, tuition-free. To apply for your tuition waiver, please let us know in writing, on your school's letterhead, that you wish to take advantage of this offer. In the letter, please identify which student you supervised and for which semesters. Mail the letter to Lewis and Clark College, Dept. of Counseling Psychology, 0615 SW Palatine Hill Road., MSC 86, Portland, OR 97219. Please call our office staff at 503-768-6060 if you have any questions about this. The fee waivers are good for up to five years. We do hope that your work as a supervisor is rewarding for you, as it is certainly beneficial for our students. Thank you for this vital work!

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What is the role of the CPSY College Internship Supervisor?

Internship supervision will be the responsibility of both the on-site supervisor and the college supervisor. Students will participate in a mandatory campus supervision/seminar concurrent with their internship. This campus supervision will provide opportunity for group problem-solving on difficult cases and will also make available information relevant to the roles and functions of school psychologists. Interns will be required to submit samples of their work for review by their college supervisor. In addition, the college supervisor will make site visits as needed to directly observe and consult with interns and their on-site supervisors. The college supervisor will be available to both interns and on-site field supervisors to consult on any difficulties that may arise.

As a representative of Lewis & Clark College, the college internship supervisor provides group supervision for interns. If problems arise on site, the college supervisor serves as a liaison between the on-site supervisor and the student. In rare cases, the college supervisor may ask an intern to leave a site and discontinue their internship until issues have been resolved satisfactorily. In addition to weekly meetings with students, the college internship supervisors also:

- Communicate regularly with the site supervisor and internship 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 credits.

What are the legal/ethical considerations of the Internship?

Interns are expected to practice within the codes of ethics for school psychologists. The following are a few pertinent points regarding ethics:

- The basic assumption underlying all agreements between interns and internship 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 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, as well as interns, are not allowed to disclose a person's HIV status without written permission.
- Internship can be stressful. Sometimes interns 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 internship.
- If you are concerned about the emotional state of another intern: 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 internship 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 an intern and under supervision; all written reports must be signed by both the intern and the on-site supervisor.

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NASP Domains of School Psychology Training and Practice:

School psychology training is delivered within a context of program values and clearly articulated training philosophy/mission, goals, and objectives. Training includes a comprehensive, integrated program of study delivered by qualified faculty, as well as substantial supervised field experiences necessary for the preparation of competent school psychologists whose services positively impact children, youth, families, and other consumers. The following Domains are those NASP has specified to steer the training of school psychology graduate students.

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

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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

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

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INTERNSHIP HANDBOOK APPENDIX OF FORMS

- SP Internship Form 1: Site Agreement
- SP Internship Form 2: Daily Log
- SP Internship Form 3: Summary of Hours
- SP Internship Form 4: Student Evaluation: NASP Domains
- SP Internship Form 5: Student Evaluation: Professional Standards
- SP Internship Form 6: Student Evaluation: Essay
- SP Internship Form 7: Effects on Student Learning and/or Environment
- SP Internship Form 8: Site Evaluation
- SP Internship Form 9: Exit Interview
- SP Internship Form 10: Fall Semester Completion
- SP Internship Form 11: Program Completion

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**SP Internship Form 1:
Site Agreement**

School District _____

Address _____

City/Zip _____

Administrative Contact: _____ Phone _____

We hereby agree to cooperate with the Counseling Psychology Department of Lewis & Clark College in providing a supervised internship within the framework of the *Internship Handbook* and the conditions stated below to the following student:

Student Name _____ LC ID# _____

Phone# _____ E-Mail _____@lclark.edu_____

Intern Start/End Date: Sept. 1, 2011- June 30, 2012 (or other: _____)

Supervision and evaluation: The primary on-site supervisor agrees to assist in the evaluation of the intern's work through observation and review of work samples. Please attach a vita for each on-site supervisor.

Primary On-site Supervisor (School Psychologist): _____

Phone _____ E-Mail _____ License/Credential # _____

Secondary On-site Supervisor (School Psychologist) _____

Phone _____ E-Mail _____ License/Credential # _____

Internship Activities: Internship sites agree to meet the conditions and provide the experiences for minimum requirements in which the intern and on-site supervisor will participate during the internship, as described in the current *Internship Handbook*. Please attach additional pages as needed.

Please sign and return the original agreement to the Counseling Psychology department. Once all signatures are obtained, the school district and the intern will be issued a copy of this agreement.

School District Representative / Date
(Administrative Supervisor)

School Psychology On-Site Supervisor /Date
(Clinical Supervisor)

Student Intern /Date

Lewis and Clark Supervisor/Date

Student has professional liability insurance through _____; policy #, _____ limitations_____

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SP Internship Form 3: Summary of Hours

On this sheet, total the number of hours you have recorded on the *Daily Log (SP Internship Form 3)*. Please keep a copy of both of these forms for your own professional records.

School Year: 2010-2011

Student Name: _____

Internship Site: _____

	Fall	Spring/Summer	Yearly Total
Assessment Activities			
Counseling Activities			
Consultation Activities			
Supervision			
Other			
Preschool			
Elementary			
Secondary			
Regular Education			
Special Education			
Totals:			

Fall Semester:

Student signature and date: _____

On-Site Supervisor signature and date: _____

Lewis and Clark Supervisor signature and date: _____

Spring/Summer Semester:

Student signature and date: _____

On-Site Supervisor signature and date: _____

Lewis and Clark Supervisor signature and date: _____

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**SP Internship Form 4:
Student Evaluation- NASP Domains**

Intern Student: _____ Date: _____

Role: 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 add comments about strengths and areas of concern on the back of this page.

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 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

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

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SP Internship Form 5: Student Evaluation- Professional Standards

Intern: _____ Date: _____

Filled out by: Self/Site Supervisor/LC Supervisor _____ Signature _____

Instructions: Please place one of the following letters next to each Professional Standard as it relate to the intern at their 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) (G)	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 Internship Form 6: Student Evaluation- Essay

Intern: _____ Role: Self Date: _____

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

1) Please describe the roles of the school psychologist.

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

Signature _____ SP

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**School Psychology Internship Form 7:
Effects on Student Learning and/or Environment**

As part of Lewis and Clark's NASP requirements, the department has been asked for documentation on measureable positive results you have seen in integrating your knowledge and skills in your work with children and families. For this assignment, please prepare an in-class oral presentation and 2-3 page essay as follows:

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, such as through IEP implementation and evaluation, counseling or consultation.
4. Describe measureable results. Ways you can measure results include: a review of records (attendance/discipline referrals/grades/standardized testing), reports and IEP data, and/or interviews with child, parent, teacher.
5. Provide a bibliography of your readings/resource materials, including at least one article from NASP's Best Practices in School Psychology V.

Note: Work with your site supervisor to determine whether written parent permission and/or an IEP review are required for this project. This project addresses the NASP training requirement that "candidates are able to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services as evidenced by measureable positive impact on children, youth and families."

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SP Internship Form 8: Site Evaluation Form

Please evaluate your internship on-site supervisor and placement site. This will help future students in making wise selections. Please circle the appropriate response and add relevant written comments for each item below.

Date: _____

On-site Supervisor: _____

Placement Site: _____

School District: _____

1. How would you rate your supervision?

Excellent
Very Good
Adequate
Poor

2. How much time did your supervisor spend with you each week for feedback and instruction?

Over 5 hours
2-5 hours
2 hours
1-1.5 hours
Less than 1 hour

3. How would you rate the support you received from the school district staff?

Excellent
Very Good
Adequate
Poor

4. How would you rate the support and instruction you received from your supervisor?

Excellent
Very Good
Adequate
Poor

Other Comments:

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SP Internship Form 9: Exit Interview Verification

Department of Research and Assessments

Student Name: _____

The signing of this form verifies that I have had my Exit Interview, through the Department of Research and Assessments, upon the completion of my program.

Student Signature

Date: _____

Director of Research and Assessments
Or Internship Instructor

Date: _____

For future communications would you please give us your contact information?

E-Mail: _____

Address: _____

(City)

(St)

(ZIP)

Employment (If known) _____

Plan to obtain NCSP? Yes † No †

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SP Internship Form 10: Fall Semester Completion

School Psychology Student _____

1) School Psychology Fall Internship Class Completion

This student has completed requirements for the first semester of CPSY 586.

LC Internship Supervisor Signature: _____ Date: _____

2) Paperwork Completion

Students must ensure that all paperwork is complete and placed in this order before making an appointment with the CPSY Administrative Assistant at 503-768-6068.

Items	Student Initials	Staff Initials	Date	Notes
SP Internship Form 2: Daily Log (for fall)				(Returned to student)
SP Internship Form 3: Summary of Hours (for fall)				
SP Internship Form 4: Student Evaluation-NASP Domains (self)				
SP Internship Form 4: Student Evaluation-NASP Domains (site)				
SP Internship Form 4: Student Evaluation-NASP Domains (LC)				
SP Internship Form 5: Student Evaluation- Prof. Stds (self)				
SP Internship Form 5: Student Evaluation- Prof. Stds (site)				
SP Internship Form 5: Student Evaluation- Prof. Stds (LC)				
This SP Internship Form 10: Fall Semester Completion (page 1)				

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SP Internship Form 11: Program Completion

School Psychology Student _____

1) School Psychology Spring/Summer Internship Class Completion

This student has completed requirements for the spring/summer semesters of CPSY 586.

LC Internship Supervisor Signature: _____ Date: _____

2) Paperwork Completion

Students must ensure that all paperwork is complete and placed in this order before making an appointment with the CPSY Administrative Assistant.

Items	Faculty	Staff	Notes
SP Intern Form 2: Daily Log (for spring/summer/year)			(Returned to student.)
SP Intern Form 3: Summary of Hours (for spring/summer)			
SP Intern Form 4: Student Evaluation-NASP Domains (self)			
SP Intern Form 4: Student Evaluation-NASP Domains (site)			
SP Intern Form 4: Student Evaluation-NASP Domains (LC)			
SP Intern Form 5: Student Eval.- Prof. Standards (self)			
SP Intern Form 5: Student Eval.- Prof. Standards (site)			
SP Internship Form 5: Student Eval.- Prof. Standards (LC)			
SP Internship Form 6: Student Evaluation- Essay			
SP Internship Form 7: Efficacy Study			
SP Internship Form 8: Site Evaluation			
SP Internship Form 9: Exit Interview			
SP Internship Form 11: Program Completion			
Proof of passing Praxis II			
Copy of Portfolio (Original stays with student)			

After this form has been signed by all parties and **your degree has been officially posted by the Registrar**, the Administrative Coordinator will send a report to the Director of Educational Placement, Sharon Chinn, who will start your application for licensure.

You will receive a letter from Sharon Chinn after she has received the Program Completion report from the CPSY office.

Administrative Asst./CPSY Office _____ Date: _____

Program Co-Director _____ Date: _____

Degree posted with the Registrar's Office	Date	Signature
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