

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

<b>Course Name and Number</b>	<b>School Psychology Internship CPSY 586</b>
<b>Term</b>	<b>Fall, 2008; Spring and Summer, 2009</b>
<b>Department</b>	<b>Counseling Psychology/ School Psychology</b>
<b>Faculty Name</b>	<b>Section 01: Ruth Gonzalez, PhD; NCSP Section 01: Colleen Hanson, EdD, NCSP</b>

**Catalog Description:**

Supervised experience as a school psychologist. Direct weekly supervision is provided by a field-based licensed school psychologist and indirect supervision by the course instructor. Interns provide school psychology services in consultation, counseling, assessment, intervention development, and program evaluation with K-12 students in special and regular education settings. Regular seminar meetings allow for group supervision and the examination of legal, ethical, and professional issues. A comprehensive examination of school psychology is included. 7 semester hours over the course of a year.

**Guiding Principles/Standards Addressed in Course:**

<b>Guiding Principles/Standards</b>	
<b>Learning Environments</b> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.	<b>X</b>
<b>Content Knowledge</b> Integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners' experience and enhance their own and students' capacity to solve problems.	<b>X</b>
<b>Teaching Approaches</b> Engage students and school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	<b>X</b>
<b>Connection to Community</b> Design educational activities that cultivate connections between learners and their communities and region.	<b>X</b>
<b>Educational Resources</b> Incorporate a wide range of teaching and technological resources from the school and community into experiences that support learning.	<b>X</b>
<b>Assessment</b> Assess, document, and advocate for the successful learning of all students and school stakeholders.	<b>X</b>
<b>Research and Reflection</b> Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	<b>X</b>
<b>Leadership and Collaboration</b> Lead and collaborate with others to plan, organize, and implement educational practices and programs that confront the impact of societal and institutional barriers to academic success and personal growth.	<b>X</b>
<b>Professional Life</b> Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures.	<b>X</b>

**Authorization Levels:**

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

<b>Early Childhood:</b> Age 3-4 <sup>th</sup> Grade	<b>P, R</b>
<b>Elementary:</b> 3 <sup>rd</sup> -8 <sup>th</sup> Grades in an Elementary School	P, R
<b>Middle Level:</b> 5 <sup>th</sup> -9 <sup>th</sup> Grades in a Middle or Junior High School	P, R
<b>High School:</b> 7 <sup>th</sup> -12 <sup>th</sup> Grades in a Mid- or Sr.-High School	P, R

## COURSE SYLLABUS

CPSY 586  
2008-09

Lewis & Clark College  
Graduate School of Education and Counseling

Section 01 Instructor: Ruth Gonzalez, PhD, NCSP  
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### Catalog Description:

Supervised experience as a school psychologist. Direct weekly supervision is provided by a field-based licensed school psychologist and indirect supervision by the course instructor. Interns provide school psychology services in consultation, counseling, assessment, intervention development, and program evaluation with K-12 students in special and regular education settings. Regular seminar meetings allow for group supervision and the examination of legal, ethical, and professional issues. A comprehensive examination of school psychology is included. 7 semester hours over the course of a year.

**Textbooks:** Canter, A.S. & Carroll, S.A. (Eds.). (2007). School-based mental health toolkit. Bethesda, Maryland: NASP.

Thomas, A. & Grimes, J. (Eds.) (2002). Best practices in school psychology IV. Bethesda, Maryland: NASP. Available in hard copy text or CD. Alternative: Best practices in school psychology V. Available in hard copy text only.

### Course Description:

The internship experience is designed to provide students with the final year of training to obtain the Ed.S. in School Psychology and/or eligibility for licensure in Oregon and Washington. Interns function as practicing school psychologists in a K-12 school environment, under the close supervision of licensed, experienced school psychologists on-site and the campus supervisor(s) during the internship course. Interns will provide school psychology services in consultation, counseling, assessment, intervention development, and program evaluation. Regular on-campus seminar meetings allow for group supervision and for instruction in a variety of current issues. Cultural diversity issues will be interwoven through professional case presentations. Legal, ethical, and professional standards will be addressed throughout the course. In addition, as the year progresses and students near completion, students will be assisted in preparing for the job search process. Internship sites will make available to each student a range of supervised experiences with cultural diversity. Interns will provide culturally and linguistically appropriate services in all cases and will be fully engaged in site-based efforts toward improving the cross-cultural appropriateness and responsiveness of school practices.

**Course Structure:**

The internship class is a year-long class. The on-campus seminar is offered on Friday mornings. Part I is offered in the fall for four semester hours. Part II is offered in the spring for two semester hours and will continue what was begun in the fall. Part III is one semester hour during the summer. There are two sections of the course with a maximum of 10 students per section. The classes meet together from 9:00-10:00 for special topic presentations. From 10:10-11:00, students will make case presentations in their separate section classes; from 11:00-12:00, group supervision will occur. From 12:00-1:00, there is time for individual consultation with instructors. During course meetings, students will generate a list of special topics they wish to be considered for coverage in the overlap time. If the on-site seminar is not held, students are expected to be on-site in the district for the entire school day.

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

**Professional Standards:** Interns are expected to follow professional standards, including adherence to legalities and ethics. In addition, interns need to show a respectful demeanor towards students, parents, professional peers, and others. Professional dress is expected. Interns need to be timely in completing work; they must honor class attendance and hours. Department policy is that students may miss one class each semester, with appropriate make-up work, but if two classes are missed, the student is in danger of failing the class. If Interns miss a class, they need to discuss required make-up work with the campus supervisor. Interns are expected to use appropriate professional tools, including technological tools, as needed and appropriate. Interns are expected to be aware of and respect diversity and multicultural issues. Please see the attached form for grading standards.

**Assignments:****1. Assessments:**

Interns are expected to gain experience with a wide variety of students, ages 3-21, throughout the year. At a minimum, interns will complete four full assessments and will follow most of these cases from the time of the initial referral through intervention (or IEP) and follow-up stages. At least four reports following from these efforts will be reviewed by the campus supervisor. All reports generated by interns over the course of the internship will be co-signed by their primary on-site supervisors.

Interns are also required to do at least one rewrite/resubmission of each report. Two of these reports will be part of the formal case presentations as described below. You should seek to assess children with a variety of possible disabilities, including Learning Disabilities, Mental Retardation, and Emotional Disabilities. In addition, you should look for opportunities to assess children who may be Gifted, Autistic/PDD, OHI, or TBI. Your campus instructor will return them within two weeks and the rewrite will be due two weeks after that. You must remove identifying information from the final reports. If reports are late, an additional assignment/research paper will be required for each instance.

## 2. Presentations:

During group supervision time at each class meeting, students are expected to bring information on cases to informally present to receive group support and feedback. In addition, four formal case presentations will be required and dates will be assigned for student presentations. These written case presentations will fulfill the requirements of a comprehensive examination.

A formal presentation consists of a written and oral description of a case involving background information and treatment plans for

- Two assessment cases, including an integrated psychological report, a child interview, a parent interview, and goals/objectives/accommodations
- One counseling case (which would include specific goals of treatment, details of the work, and work samples), and
- One consultation case including a teacher interview, on-going treatment plans, and a summary. Please note, although the consultation presentation is not due until February, we would expect that you would start the consultation relationship during the fall semester and start documenting the background and your process. Your paper will include a narrative description of the stages involved in the consultation. In your consultation report, attend to these phases: referral, problem identification, problem analysis, intervention planning, evaluation planning, and application/monitoring. Add any modifications you make on these themes, and include any tools (observation forms, etc) that you used in your consultation. Also included in your report must be a reflection on what you learned from the consultation, including what was successful and what you would change. You are expected to present a coherent, full summary with all the relevant information included. If there are components missing or if the content is unclear, you will be required to rewrite the report. Resources from current, relevant data-based literature is required. Use APA style and cite references to support your work. If the consultation paperwork and presentation is not up to expected professional levels, rewriting will be required.
  - A draft of your consultation paper is due Dec. 12 and must include the referral and background information, problem identification, and initial interventions.

Please note: If any of these is late, an additional assignment / research paper will be required.

- **Topic Presentations:** In addition to these four presentations, each student is expected to choose two topics pertinent to school psychology and present each topic with a two-page summary to members of the class.

## 3. In-service:

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

#### **4. Log of activities and hours:**

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

1200 hours of internship related activities

100 hours in an elementary setting; 100 hours in a secondary setting; 50 hours in a preschool setting, settings are those defined by your school district

100 hours of consultation; 50 hours of counseling

100 hours with "regular" education students

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

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

#### **5. Portfolio:**

At the end of the year, each student will turn in a portfolio which must include an updated resume, two up-to-date letters of reference, all daily logs, hours completed forms, your best report(s) with names removed, both fall and spring supervisor evaluations, both fall and spring professional standards documents, and any other documentation from internship that you might want to include. Items include but are not limited to work samples, presentations/in-services you have given, documentation of professional conferences and in-services attended, behavior plans that you have written, your consultation report, and/or notes of thanks from teachers, parents (without names), or students. You may include a section from practicum.

#### **Typical Friday Seminar Schedule:**

9:00-10:00 Overlap time / both sections meet together

10:10-11:00 Formal presentations / sections meet separately

11:00-12:00 Caseload supervision / sections meet separately

12:00-1:00 Individual Meetings with supervisor