

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

<b>Course</b>	<b>CPSY 586: School Psychology Internship</b>
<b>Term</b>	<b>Fall, 2012; Spring and Summer, 2013</b>
<b>Department</b>	<b>Counseling Psychology</b>
<b>Faculty Name</b>	<b>Section 01: Ruth Gonzalez, PhD; NCSP Section 02: Colleen Hanson, EdD Office: Rogers, #433</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:**

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

**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).

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

## COURSE SYLLABUS

Lewis and Clark College  
Graduate School of Education and Counseling

CPSY 586 Course Syllabus  
School Psychology Internship  
2012-2013

Fridays, 9:00-1:00 pm; Rogers Hall

Instructors:

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### Catalog Description:

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### Textbooks:

- Canter, A.S. & Carroll, S.A. (Eds). (2005). *Helping children at home and at school II or III*. Bethesda, Maryland: NASP. (opt)
- Thomas, A. & Grimes, J. (Eds.) (2008). *Best practices in school psychology V*. Bethesda, Maryland: NASP.

### Expanded Course Description:

The internship experience is designed to provide students with the final year of training to obtain the EdS in School Psychology, eligibility for licensure in Oregon and national certification through the National Association of School Psychologists. Interns function as practicing school psychologists in a K-12 school environment, under the close supervision of licensed, experienced school psychologists on-site and 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 interns near completion of their training, assistance in preparing for the job search process will be provided.

**NASP Domains:** These ten domains of practice will be discussed and intertwined with practical work in schools:

Domain 1: Data-Based Decision Making and Accountability

Domain 2: Consultation and Collaboration

Domain 3: Interventions and Instructional Support to Develop Academic Skills

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills

Domain 5: School-Wide Practices to Promote Learning

Domain 6: Preventive and Responsive Services

Domain 7: Family-School Collaboration Services

Domain 8: Diversity in Development and Learning

Domain 9: Research and Program Evaluation

Domain 10: Legal, Ethical, and Professional Practice

**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 or are tardy for a class, their grade will be impacted and 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.

**Course Structure:** The internship class is a year-long class. The on-campus seminar is offered on Friday mornings from 9-1. Part I is offered in the fall for four semester credit hours. Part II is offered in the spring and summer for three total semester credit hours and will continue what was begun in the fall. There are two sections for the course with a maximum of 10 interns per section. Usually, the sections meet together from 9:00-10:00 for special topic presentations. From 10:00-11:00, interns will make formal case presentations in their separate sections; from 11:00-1:00, group supervision will occur. After class, there will also be time for individual consultation with the college supervisors. If the on-campus seminar is not held, interns are expected to be on-site in their district for the entire school day.

Interns will meet together on-site with their Lewis and Clark campus supervisor and their site supervisor(s) a minimum of one time for individual supervision in the early fall semester and thereafter as needed to meet individual learning goals as determined by either supervisor or by student request.

**Course Calendar:**

Fall	Spring / Summer
Sept. 7 Introduction to Handbook and Syllabus	Jan. 11
Sept. 14 Read Syllabus and Handbook.	Jan. 25
Sept. 21	Feb. 1 Bring cc. logs.
Sept. 28	Feb. 15
Oct. 5 Bring cc. logs and hours.	Mar. 1
Oct. 12	Mar. 8
Oct. 19	Mar. 15
Oct. 26	Mar. 29 -----Spring Break-----
Nov. 2 Bring cc. logs and hours.	April 5 Bring cc. hours.
Nov. 9	April 19
Nov. 16	May 10 End of semester paperwork due.
Nov. 23 -----Thanksgiving-----	May 17
Nov. 30 Bring cc. logs and hours.	May 24 Closure
Dec. 7 End of semester paperwork due.	May 31 Celebration
Dec. 14	June 2 Commencement
	Note: The last two class sessions will be reserved for individual meetings with the instructor. All paperwork, forms, and documentation for completion of practicum will be turned in at this time.

**Non-Discrimination Policy and Special Assistance:** Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws. If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share please make an appointment with the instructor.

#### **Requirements:**

- Students will document their 1200-hour internship in the public schools. These 1200 hours will include at least 50 hours at the preschool level, 100 hours at the elementary level, and 100 hours at the secondary level. Students must work with both Regular Education students as well as those involved with Special Education. Students must complete at least 100 hours of consultation and 50 hours of counseling. Assessment work is to be no less than 20% and no more than 40% of the internship experience.
- Students will weekly complete at least two hours of individual supervision with on-site supervisors throughout the year and complete an average of three hours a week in a seminar for group supervision with the Lewis and Clark supervisors. This will allow ample opportunity to discuss the process of developing independent skills to become a school psychologist. Supervision hours required: 60 hours (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 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. A copy of a summary of your hours to date will be expected at the beginning of October, November, December, February and April. In addition, a final one-page summary of your hours is required at the end of the fall semester (Dec. 9) and at the end of the year (May 10). (See SP Internship Form 4.)
- Students will complete all paperwork to complete the coursework as well as graduation and licensure requirements.
- Students will develop a professional portfolio with a copy for the CPSY office.
- Students will become familiar with school district, state, and national norms for assessment, consultation, and counseling.
- Students will complete reports of the students they assess; these reports must all be co-signed by site supervisors. These reports will include interventions that are guided by assessment results.
- Students will develop a topical presentation for class and an inservice for school staff.
- Students will develop work for a comprehensive consultation. They will present a written paper and present the case in class.
- Students will lead a variety of individual and/or group counseling sessions.
- Students will participate in both formal and informal case presentations during class each week.
- Students will document everything they do on the job and who they are working with including students, teachers, parents, school staff, outside agencies, etc. This would include consultation, counseling, assessments, class work, supervision, emailing, researching topics, review of records, and so forth. Also due at the end of the fall semester is a complete copy of case notes on one student with whom you have worked.
- Regular weekly attendance in class and active participation is required. Self-regulation is expected in terms of appropriately addressing and discussing professional and personal strengths and challenges. More than one absence during the fall semester or during the spring/summer semester may result in not passing the course. Makeup work will be assigned for any missed class time. In-class participation involves raising and discussing issues with peers, engaging in integrative and higher order thinking in relation to the material/readings (eg: integrates two of more pieces of information in the readings, integrates experience with discussion, poses hypotheticals for the group), and paying respectful attention to others' contributions.

#### **Requirements for Grades:**

##### **1. Reports: Assessments/Interventions:**

Interns are expected to gain assessment and intervention experience with a wide variety of students, ages 3-21, throughout the year. Interns should seek to assess children with a variety of possible disabilities, including Specific Learning Disabilities, Intellectual Disabilities, and Emotional Disabilities. In addition, interns should look for opportunities to assess children who may be Gifted, Autistic/PDD, OHI, or TBI. You must remove identifying information from the final reports that go in your portfolio, but identifying information may be included in the reports you give your Lewis and Clark supervisor. All reports generated by interns over the course of the internship will be reviewed,

edited and co-signed by the primary on-site supervisors. Your Assessment/Intervention score will be based on the score on Form 5A in the Handbook and is worth up to 45 points on your final semester grade. (NASP Domains 1, 2, 3, 4, 7, 8)

**2A. Consultation - Topic Presentations:** Each intern is expected to choose a topic pertinent to school psychology and present it to members of their cohort. Copies of a one-page summary, with references in APA style, should be provided to the entire cohort. Topics from Best Practices V are acceptable; other topics must be approved by the LC supervisor.

**2B. Consultation - In-service:** Interns 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 your school. Interns will provide brief summaries to both site and college supervisors 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 and handouts during section meetings. Your Topical and Inservice presentations will be graded on the Forms 5B and 5C found in the Handbook. They will, together, be worth up to 45 points of your total semester grade. (NASP Domains 2, 3, 4, 5, 9)

**3. Consultation – Individual Project:** Students will choose to work in depth with one student throughout the school year, preferably beginning in September. You will keep a separate log of all work you do with this child, including direct and indirect services. You will write an 8-10 page paper showing measurable positive results you have seen which integrates your knowledge and skills in your work with children and families. You also will give an in-depth formal case presentation to the class. Your presentation will include a narrative description of the stages involved in the consultation (eg: referral, problem identification & analysis, and intervention planning & monitoring.) 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. Your Consultation – Individual Project Score will be graded on Form 5D found in the Handbook. It will be worth up to 45 points of your total semester grade. (NASP Domains 1, 2, 6, 7, 9)

1. Leaving out identifying information, describe the child/adolescent with whom you have worked this year. Include a brief history and information from any formal assessments.
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, and teacher.
5. Provide a bibliography, in APA style, of your readings/resource materials, including at least one article from NASP 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.

**4. Counseling:** Students will arrange to lead a variety of counseling activities with individuals and/or groups within the school setting. A minimum of 50 hours per year is required. Students will consider diversity and multi-cultural issues in providing services. Students will complete at least 8 sessions with one individual or group. A formal written report with documentation and an oral report will be expected. The Counseling Experience will be scored on Form 5E, found in the Handbook, and will be worth 45 points of the semester grade. Appropriate data gathering and case notes will be completed. Written parent permission is absolutely necessary. (NASP Domains 1, 4, 5, 6, 8, 10)

**5. Special Project:** Students who are interested in developing an international perspective may complete a special project by developing a relationship with a student at a school psychology program in another country. We expect you to have an on-going email conversation with that partner student. We also expect you to have at least one Skype conversation each semester with your partner student. We expect you to study the country in order to explain it to your class. A brief log is required. A 2-3 page paper reviewing what you have learned and your reaction to it will be due Nov. 30 and April 19 and will be worth up to ten extra credit points each semester. (NASP Domains 2, 4, 6, 7, 8, 9, 10).

**6. Semester completion:** paperwork in portfolio. You will earn up to five points if your paperwork is completed, correct, and turned in at the time of your individual appointment.

Dec. 7:

- Daily log (Form 2 or alternate; will be returned to you)
- Summary of Hours, (Form 3) signed by site supervisor.
- Site Supervisor evaluation (Form 4)
- Extra credit report (opt).
- Documentation of two projects, with identifying information removed.

May 10:

- Daily log (Form 2 or alternate; will be returned to you).
- Summary of Hours, (Form 3) signed by site supervisor. Hours must be totaled accurately.
- Extra credit work (opt)
- Documentation of two projects, with identifying information removed.
- Updated resume
- 2 current letters of reference
- Copies of completed Forms 1-10 from the Handbook.
- Documentation of two projects with identifying information removed.

\*\*For Rubric (Forms 5A, 5B, 5C, 5D, and 5E) scoring, each item will be scored between 1-3. The mean score of the section (eg: Data-Based Decision Making) will be calculated. Then, the mean of the sections will be calculated for each rubric. The overall mean will be multiplied by 15, giving the points for your grade.

Rubric Mean Score	Points	Grade
2.50-3.00	38.5 – 45.0	A
2.00-2.49	30.0-38.49	B
Below 2.0	Below 30.0	No Credit

**Requirements for Graduation:**

**1. Portfolio:**

Prior to program completion, each intern will turn in a copy of their portfolio to the CPSY Administrative Assistant which must include an updated resume, two up-to-date letters of reference, copies of all completed fall and spring forms (#1-10), your best report(s) with names removed, insurance information, your consultation report with names removed, your inservice presentation, your Special Project paper, and any other documentation from internship that you might want to include. Items may include but are not limited to work samples, presentations you have given, documentation of professional conferences and inservices attended, behavior plans that you have written, and/or notes of thanks from teachers, parents, or students.

**2. Praxis II:**

Complete the Praxis II and have the results sent to the Graduate School. This will fulfill the requirements of a comprehensive examination.

Ruth's Section 01	Colleen's Section 02
Cara Heisler	Amanda Benzine
Danielle Henretta	Stephanie DiBrezzo
Summer Holmes	Meredith Johnson
Claire Keogh	Mason Rivers
Jocelyn Kimmel	Sara Waggener
Heather Mathews	Justin Warber
Kim Walsh	Danea Watson
Katie West	