

**Course Syllabus SPSY 582  
School Psychology Internship  
Lewis & Clark College  
Graduate School of Education and Counseling  
Todd Nicholson, MS, NCSP**

Catalogue Description

Learning Environments --Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.	<b>X</b>
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.	<b>X</b>
Teaching Approaches --Engage students and school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	<b>X</b>
Connection to Community --Design educational activities that cultivate connections between learners and their communities and region.	<b>X</b>
Educational Resources --Incorporate a wide range of teaching and technological resources from the school and community into experiences that support learning.	<b>X</b>
Assessment --Assess, document, and advocate for the successful learning of all students and school stakeholders.	<b>X</b>
Research and Reflection Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	<b>X</b>
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.	<b>X</b>
Professional Life --Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures.	<b>X</b>

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. Seven semester hours over the course of a year.

Guiding Principles/Standards in Course

Authorization Levels:

This Course addresses preparation at specific authorization levels through reading 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  
SPSY 582**

**Spring 2018-Summer 2018  
Lewis & Clark College  
Graduate School of Education and Counseling**

Instructor: Todd Nicholson, MS, NSCP  
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**Textbooks:**

Required:

Rhode, Ginger, and William R. Jenson. *The Tough Kid Book*. 2<sup>nd</sup> ed. Eugene, OR: Pacific Northwest Pub., 2010. Print

Sattler, Jerome M., and Robert D. Hoge. *Assessment of Children: Behavioral, Social, and Clinical Foundations*. 6<sup>th</sup> ed. San Diego: J.M. Sattler, 2006. Print.

Sattler, Jerome M. *Assessment of Children: Cognitive Foundations*. 5<sup>th</sup> ed. Sand Diego: J.M. Sattler, 2008. Print.

Sprick, Randall S., and Mickey Garrison. *Interventions: Evidence-based Behavioral Strategies for Individual Students*. 2<sup>nd</sup> ed. Eugene, OR: Pacific Northwest, 2008. Print.

Optional:

Canter, A.S. & Carroll, S.A. (Eds). (2005). *Helping children at home and at school III*. Bethesda, Maryland: NASP.

Thomas, A. & Grimes, J. (Eds.) (2008). *Best practices in school psychology V*. Bethesda, Maryland: NASP.

Jenson, William R, and Ginger Rhode. *The Tough Kid Tool Box* Eugene, OR.: Pacific Northwest, 2009, Print.

### **Course Description:**

The internship experience is designed to provide students with the final year of training to obtain the EdS in School Psychology and/or 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 on campus. 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.

### **Requirements:**

1. Students will complete a 1200-hour internship in the public schools. These 1200 hours will include at least 50 hours of preschool work, 100 hours at the elementary level, and 100 hours at the secondary level. 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.
2. Students will complete at least two hours of supervision with on-site supervisors throughout the year and complete class time 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.
3. Students will complete all documentation as per the Internship Handbook; complete the coursework, complete graduation and licensure requirements as well as other assignments at the direction of the supervisor.
4. Interns will develop a professional portfolio for their own use to preserve work samples.
5. Interns will become familiar with school district, state, and national norms for assessment, consultation, and counseling.
6. Interns will complete reports of the students they assess; these reports must be signed by site supervisors. These reports will include interventions that are guided by assessment results.
7. Interns will perform an formal consultation study, showing the results of their interventions on one individual or specific group.
8. Interns will participate in case presentations weekly, both formally and informally.
9. Interns will develop topical presentations for class and an in-service for school staff.

### **The following NASP training domains will be addressed:**

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

**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.

**Course Structure:** The internship class is a year-long experience. The on-campus seminar is offered on Friday afternoons in whole group and individual sections. Please see semester calendar toward the end of this syllabus.

Class begins at 2:00 pm sharp.

Before and after class, there will be opportunities for individual consultation with the college supervisor. These and other times are by pre-arrangement.

Interns will communicate with their Lewis and Clark campus supervisor and their site supervisor(s) a minimum of one time for individual supervision in the fall semester about the intern's performance. Thereafter communication between intern, campus supervisor and site supervisor will be as needed to meet individual learning goals.

**Grades:** Grades for SPSY 582 are offered in the Pass/No Pass format. Grades for Fall Semester are Deferred (DFD) until all internship requirements in this syllabus are satisfied. Once all requirements are satisfied, grades will be posted -typically grades for Fall and Spring semesters are posted simultaneously.

**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 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.

The intern and campus supervisor will independently complete the Professional Standards Rubric (attached to this syllabus) and discuss the intern's readiness during the individual meetings in December and May.

### **Attendance:**

Interns are expected to meet deadlines; they must honor class attendance and participation expectations. 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 with sites >100 miles from the campus will make individual arrangements with the campus supervisor regarding campus supervision.

### **Coursework and Assignments:**

**1. Reports: Assessments/Interventions:** Interns are expected to gain experience with a wide variety of students, ages 3-21, throughout the year. At a minimum, interns will complete three full assessments (one in the fall, two in the spring) and will follow most of these cases from the time of the initial referral through intervention (or IEP) to progress monitoring. These three assessment/intervention reports and appropriate rewrites will be reviewed and graded by the LC campus supervisor. Please note that ALL reports generated by interns over the course of the internship will be reviewed, edited and co-signed by the primary on-site supervisors.

Interns should seek to assess children with a variety of possible disabilities, including Specific Learning Disabilities, Intellectual Disability and Emotional Disabilities. In addition, interns should look for opportunities to assess children who may be being evaluated as Gifted, having Autism,, Other Health Impaired, or Traumatic Brain Injury. All identifying information must be removed from the final reports that you include in your portfolio, but identifying information may be included in the reports you give your Lewis and Clark supervisor. The final report must be for a student who qualified as a student with a Specific Learning Disability.

***Interns assess their own work by completing the appropriate CCE rubric from the internship handbook and by submitting to the campus supervisor with the written report. The campus supervisor will also use the rubric in the Intern Handbook.***

### **2. Consultation:**

- 1. Academic Efficacy Project & Report on Effects on Student Learning:** A written report consisting of at least 5-8 pages is required. The intern provides consultative services for a selected student. Direct services are generally provided by the intern. The candidate works with the student and related adults through the year and writes results of the project, including a statement of efficacy of the student's learning and/or environmental process. Assignments are scored using the Rubric in the Intern Handbook.
- 2. Behavior Efficacy Project & Report:** A written report consisting of at least 5-8 pages is required. This typically takes the form of a function-based assessment with a Behavior Support Plan, which must include two IEP behavior goals. Assignments are scored using the Rubric in the Intern Handbook.

### 3. Presentations:

**Informal Presentations:** Each week, during group supervision, interns expected to come prepared to informally present information on cases (response to interventions, counseling, assessment, and consultation) on which they are working. The purpose of these informal presentations is to receive feedback and support from the cohort and college supervisor. To obtain the best possible guidance from your supervision group, please bring copies of any tools (observation forms, assessments, etc.) that have been conducted.

**Formal Case Presentations:** In addition to these weekly discussions, one formal case presentation will be required each semester. Specific dates will be assigned for the presentations. These presentations will include:

- One formal presentation of an assessment/Intervention case is required in the fall. It consists pertinent information from the written report.
- Two formal presentations of a consultation/efficacy case is required during the year. Please note that we would expect that you would start the consultation relationship during the fall semester and start documenting the background and your process. Your presentation will include a narrative description of the written report. Also included and accompanying your report must be a reflection on what you learned from the consultation, including what was successful and what you would change. When you present, please bring copies of any tools (observation forms, etc.) that you used in your assessment or consultation.
- One formal presentation is presented in class:
  - Bring one hard copy of your report to turn in to me -print single sided and stapled (you can bring additional copies of your report for your colleagues at your discretion)
  - Please complete a self-assessment using the appropriate rubric
  - Be mindful of good presentation technique (visuals, etc.) It would be inappropriate to read your report word-for-word
  - Please turn in your report and your completed rubric at the time of your presentation
- One formal presentation is presented

### 4. Topic Presentation:

Each intern is expected to choose a topic pertinent to school psychology and present in the Fall Semester. Copies of a one-page summary, with references, will be provided to the entire cohort. Topics from Best Practices V are acceptable. All other topics must be approved by the LC supervisor. Please limit presentations to approximately 15 min. Interns may work together for presentations with prior approval.

### 5. Site Supervision, Log of Activities and Hours:

Interns must document (in hard copy) that they 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. **Ideally, this requirement is not met in informal, brief supervisory communications and is expected to be un-interrupted 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, supervision, emailing, researching topics, review of records, and so forth. In addition, a final one-page summary of your hours is required at the end of the fall semester and at the end of program. (See SP Internship Form 4.) Please note, falsification of any information, data, or citation as part of an academic exercise is a violation of the Lewis & Clark College Academic Integrity Policy. For complete details, please refer to the “Academic Performance and Professional Conduct Policies of the graduate school catalog.

**6. Comprehensive Examination:** Interns must complete the Praxis II. This will fulfill the requirements of the comprehensive examination. The exam must be completed by April 8, 2017. When you take the Praxis II, you must have ETS send results directly to Lewis & Clark, TSPC, and NASP. Failure to have scores submitted directly to Lewis and Clark will result in delayed graduation and licensure. Please submit a copy (or screenshot) of your passing scores to the instructor.

*The rest of this intentionally left blank*

**Fall Calendar \*\* This class is dynamic and there are many changes. Please consult the google doc version of the calendar for the most up-to-date information**

Date	Topic	Notes
September 8	Individual Meetings & Check-In	(Virtual)
September 15	Orientation to Internship, Internship Handbook – Preparing a Case for Consultation	
September 22	Whole Group Supervision: How to prepare for case consultation	Note Location Change
September 29	Consultation Projects -Everything you need to know Kate Jaspers	
October 6	Colloquium	Note: Time Change
October 12-13	OSPA –	OSPA -Portland
October 20	Section One	
October 27	Section Two	Assessment Report #1 Due
November 3	Whole Group Sharon Chinn	
November 10	Colloquium	Note Time Change
**VERY IMPORTANT: You must submit your degree application with registrar by November 20, 2017 to graduate in June**		
November 17	Special Class --More Information to Follow	<a href="#">Sign up for Individual Meetings Here</a>
November 24	No Class –Thanksgiving/Fall Break	Campus closed 11/23-11/27
December 1	Whole Group Supervision	
December 8	Individual Meeting & Special Topics	FORMS DUE!
December 15	Individual Meetings Behavior Consultation Project Due with Self Reflection	End of Semester

**Fall Grading:**

Activity	Satisfactor y Completion	Due
Assessment Report # 1		
Assessment Presentations		Varies –sign up
Topic Presentation		Varies –sign up
Meeting with LC Supervisor See Handbook Form 2, Form 3, Form 4 (x2), Form 5 (x3), Form		By arrangement



**Spring & Summer Calendar** \*\* this calendar is provided as a guideline only. The instructor reserves the right to change the calendar based on the needs of the class.

Date	Topic	Notes
Jan. 12	Section 1	
Jan. 19	Section 2  <b>ASSIGNMENT:</b> Complete Resume, Cover Letter, Personal Commercial Interview Practice	Assignment now due
Jan. 26	Topic: Interview strategies, Early Childhood Transition Assessment	
Feb. 2	Colloquium –Practicum and Internship Placements and Alumni Gathering (Whole Group)	*Note: Time Change 1:00-5:00 pm
Feb. 9	Section 1 Group Supervision	
Feb 16	Section 2 Intern Presentations Group Supervision	
Feb 23	Sections 1 & 2 Whole Group Sharon Chin –Career and Licensing Services Topic: Writing IEP Goals	
March 2	Section 1 Intern Presentations Group Supervision	Assessment Report #2 Due
March 9	Section 2 Class 2-3:13 Topic Presentation Metro Educator Fair	
March 16	Section 1 Intern Presentations Group Supervision	
April 6	Colloquium	Note Time Change – 1:00-4:30
April 13	Section 1 Intern Presentations Group Supervision	
April 20	Section 2 Intern Presentations Group Supervision	
April 27	Section 1 Intern Presentation Group Supervision	
May 4	Section 2 Intern Presentations Group Supervision	<b>-All hours, evaluations, documentation due</b> End of Semester
May 11	Whole Group UNIT-2 Workshop 9:00 am -Noon	<b>Summer Session Begins</b>
May 18	Section 1 & 2 Individual Meetings	(Degree Date)

May 25	Section 1 & 2 TBD	
June 1	Group Supervision –Please do not miss this class	
June 3	Whole Group Activity	
June 8	TBD	
June 15	TBD	

Spring (and Summer) Grading:

Activity	Satisfactor y Completion	Due
Assessment Report # 2		TBD
Consultation Report/Presentation		TBD
Participating/Meeting Timelines		TBD
Meeting with LC Supervisor See Handbook Form 2, Form 3, Form 4 (x2), Form 5 (x3), Form 6, Form 7, Form 8, Form 9, Form 11, Proof of Praxis II, Portfolio Package		TBD

### Professional Standards Rubric

Instructions: This evaluation assesses LC-SPSY Candidates knowledge, skills and dispositions in the areas of *Ethical and Respectful Behavior, Communication and Professionalism, and Openness to Learning and Self Awareness*. LC-SPSY Faculty (in SPSY 502, 503, 580, and 582, 586) will circle one of the following ratings next to each standard based on candidate performance at the end of both the fall and spring terms. Faculty will also include comments and goals for the next term in the program, discussing these with each candidate. This assessment, along with others, will be used to determine candidate readiness to move on to the next level in the program.

Candidate \_\_\_\_\_ Term/Date \_\_\_\_\_ Faculty \_\_\_\_\_

**Rating Scale:**

N—No Opportunity to observe    0—Does not meet criteria    1—Meets criteria minimally/Area for growth  
 2—Meets criteria appropriately for program/practice level    3—Meets criteria exceptionally/Area of strength

1	The candidate demonstrates ability to understand and apply ethical and legal requirements and professional standards.	N	0	1	2	3
2	The candidate respects and values cultural, familial, and individual differences, including those involving age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	N	0	1	2	3
3	The candidate relates to peers, professors, supervisors and others in a respectful, ethical and professional manner that is consistent with program mission and standards.	N	0	1	2	3
4	The candidate recognizes the boundaries of her/his particular competencies and the limitations of his/her expertise and takes responsibility for compensating for her/his deficiencies.	N	0	1	2	3
5	The candidate is thoughtfully and effectively engaged in courses, and in the overall curriculum and program and contributes positively	N	0	1	2	3
6	The candidate consistently shows strong and effective skills in verbal, nonverbal, and written communication.	N	0	1	2	3
7	The candidate is consistently organized and manages time well.	N	0	1	2	3
8	The candidate follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists.	N	0	1	2	3
9	The candidate identifies with the profession of school psychology, conducts oneself in a professional manner (appearance, attitude, communication, etc).	N	0	1	2	3
10	The candidate takes initiative, is dependable and responsible, and is concerned with their own professional growth	N	0	1	2	3
11	The candidate demonstrates the ability to receive, integrate and utilize feedback from peers, teachers, and supervisors and is able to give such feedback respectfully	N	0	1	2	3
12	The candidate exhibits appropriate levels of self-assurance, confidence, and trust in one's own ability and balances this with a healthy sense of humility and openness to learning	N	0	1	2	3
13	The candidate demonstrates a continuing capacity for openness to points of view, theories, experiences and perspectives different than their own in relationship with peers and others in supervisory or instructional positions.	N	0	1	2	3
14	The candidate considers the impact of her/his actions on the well being of others and the group (e.g., cohort, program, agency) as a whole.	N	0	1	2	3
15	The candidate demonstrates appropriate emotional self-regulation in interpersonal relationships with supervisors, faculty, peers, and others.	N	0	1	2	3
16	The candidate demonstrates an ability to appropriately monitor the use of technology in personal and professional contexts.	N	0	1	2	3

**Comments and Goals for Future Development:**

- 1)
  
- 2)

**Addendum**  
**Additional Internship Handouts & Rubrics**  
**Provided in Class**

- Ψ Psychoeducational Assessment Report Scoring Rubric
- Ψ Topical Presentation Rubric
- Ψ Group Consultation Protocol
- Ψ Assessment & Intervention Presentation Rubric
- Ψ Consultation/Efficacy Case Presentation Rubric
- Ψ And, Others