

LEWIS & CLARK COLLEGE  
Graduate School of Education and Counseling



School Psychology Program  
First Year Handbook

2020-2021

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## Section

# 1

## Welcome to the Lewis & Clark School Psychology Program!

Welcome to the nationally approved, Educational Specialist program in School Psychology at the Lewis & Clark Graduate School of Education and Counseling! This First Year Handbook will help you better understand the School Psychology program, as well as your rights and responsibilities as a candidate in our program.

### Overview of the School Psychology Profession

School psychologists are expanding the ways they make a difference in the lives of learners. In the past, some school psychologists concentrated on identifying the special needs of students who were struggling with learning. Now, in addition to that service, they work closely with teachers, parents, administrators, other school specialists, and community professionals to provide support for learners with many needs. School psychologists counsel, tutor, and mentor learners and their families. They also take the lead in providing services to students and families of cultural and linguistic diversity. Working with members of the school and surrounding community to support healthy development and success for all learners is the vision of school psychologists.

### Mission Statement of the LC-SPSY Program

The mission of the Lewis & Clark School Psychology (LC-SPSY) Program in the Graduate School of Education and Counseling is to prepare school psychologists who work in deeply engaged and collaborative ways with teachers, families, administrators, and other professionals to address the behavioral, social, emotional, and learning needs of children in schools. We educate specialist-level school psychologists who have a deep commitment to advocacy and social justice as they assist children and their families to productively engage and thrive in school and community settings. Our graduates are competent in a comprehensive set of skills in assessment, consultation and direct service and are eligible for licensure at the state and credentialing at the national level. We emphasize relational and communication skills in our state-accredited and nationally-approved course of study. Through courses in counseling, consultation, assessment, and intervention our candidates learn to work effectively with individual children, whole families, special education teams, and large school communities to help create learning environments that foster the healthy development of all children.

### Program Goals of the LC-SPSY Program

To support our program mission, we are committed to pursuing and achieving the following program goals:

1. LC-SPSY candidates will develop knowledge, skills and dispositions to advocate for and support the healthy development of all children and families in school and community settings
2. LC-SPSY candidates will gain competency in the domains set forth by NASP
3. LC-SPSY program team will review and improve our program to adapt to changing needs in the field
4. LC-SPSY program team will clearly differentiate as well as integrate our curriculum across the three years of the program

### Overview of the LC-SPSY ED.S. Program

LC-SPSY program training is delivered within a context of program values and clearly articulated training philosophy/mission, goals, and objectives. LC-SPSY program 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

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consumers. Our specialist-level program consists of a minimum of three years of full-time study or the equivalent at the graduate level. Our program includes 64 graduate semester hours, a supervised 450 hour practicum experience, and one academic year of supervised internship experience, consisting of a minimum of 1200 clock hours. Our integrated and sequential program of study and supervised practice outlined in this program handbook is clearly identified with school psychology and consistent with the program's philosophy, mission, goals, and objectives.

The LC-SPSY program is a specialist degree-level program designed for candidates seeking state licensure as school psychologists. The Educational Specialist (Ed.S.) degree demands a level of preparation significantly greater than that called for by a master's degree. The program may be completed in three years of full-time study, with the third year being a full-time internship in a public school district. The program may also be completed on a part-time basis, arranged in consultation with the program director and program advisor. The LC-SPSY program is fully approved by the Oregon Teacher Standards and Practices Commission (TSPC) at the state level and by the National Association of School Psychologists (NASP) at the national level.

The LC-SPSY program prepares school psychologists who can provide visionary leadership and practice. Candidates in this program develop expertise in assessment, with the skills to identify learners' needs, and to identify the personal strengths learners possess that help them succeed. LC-SPSY candidates develop skills for engaging teachers, learners, and families as partners. Intensive preparation in collaboration and consultation strategies, in counseling, in prevention programming, and program evaluation are part of the professional preparation.

### **Overview of the Course Sequence in the LC-SPSY Program**

The course sequence for the 3-year LC-SPSY program is designed to help candidates develop appropriate knowledge, skills and dispositions as they move through the program. Thus, the first year of the program has a smaller field-based requirement while emphasizing more historical, contextual, theoretical, and research-based content for the profession. Successful completion of all aspects of the first year of the LC-SPSY program as outlined in this Program/First Year Handbook is required before candidates can move on to the practicum year.

During the second year of the LC-SPSY program, there is a heavier emphasis on the practicum experience (including a weekly supervision class) and on classes that directly relate to the knowledge, skills and dispositions of developing school psychologists. By the time candidates begin their third year internship experience, they have completed all required content coursework in the program and are able to focus solely on developing competence as soon-to-be licensed school psychologists. This development of professional competence during the internship year is greatly assisted by a year-long internship supervision class in which interns from multiple districts benefit from sharing their learning as well as their challenges as interns. Successful completion of all aspects of program practica and internship are also required for successful completion of the 64 semester hour, Educational Specialist Degree program at Lewis & Clark. This includes successfully completing assignments as detailed in the Program Handbook and the Internship Handbook. A key aspect of success in the practicum and internship is the assessment of the knowledge and capabilities of school psychology candidates and of the positive impact that practicum and internship candidates have on services to children, youth, families, and other consumers.

The courses listed in the table below are required for successful completion of the 64 semester hour, Educational Specialist Degree in School Psychology at Lewis & Clark College. The courses are listed in the order that they are usually taken during the three years of the program, along with information on the amount of semester credit hours each course requires.

**Lewis and Clark School Psychology Program: Ed.S. Degree**  
3-Year Course Sequence Academic Year 2020-2021  
64 semester hours total

SPSY 534 (1)	Suicide Prevention and Intervention—Course can be completed any term prior to internship
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<b>YEAR 1</b>		<b>FALL</b>		<b>SPRING</b>		<b>SUMMER</b>	
SPSY 502 (3)	Introduction to School Psychology	CTSP 514 (3)	Group Counseling w/ Children and Adolescents	SPSY 530 (3)	Behavior Change in Schools		
SPSY 506 (3)	Development and Learning	CTSP 531 (3)	Research Methods & Statistics II	SPSY 517 (2)	The Exceptional Child in Schools		
SPSY 531 (3)	Academic Skill Development and Intervention	SPSY 545 (3)	Assessment I	CTSP 551 (1)	Play Becomes Real		
SPSY 576 (.5)	School Psychology Colloquium	SPSY 544 (1)	Assessment I Lab	SPSY 536 (1)	Working with Culturally and Linguistically Diverse Students		
CORE 500	Convocation	SPSY 546 (3)	Assessment II	SPSY 510 (2)	Ethical & Legal Issues for School Psychology		
		SPSY 576 (.5)	School Psychology Colloquium				
(9.5)		(13.5)		(9)	Year 1 Total Credits = 32		

<b>YEAR 2</b>		<b>FALL</b>		<b>SPRING</b>		<b>SUMMER</b>	
SPSY 580 (3)	Practicum in School Psychology	SPSY 580 (3)	Practicum in School Psychology	SPSY 580 (1)	Practicum in School Psychology		
SPSY 573 (3)	School-Based Consultation	SPSY 574 (3)	Advanced School-Based Consultation	SPSY 571 (3)	Prevention and Program Evaluation		
SPSY 523 (3)	Counseling & Interventions w/ Children & Adolescents	SPSY 547 (3)	Assessment III	SPSY 532 (1)	School Safety and Crisis Preparedness		
SPSY 576 (.5)	School Psychology Colloquium	SPSY 576 (.5)	School Psychology Colloquium				
(9.5)		(9.5)		(5)	Year 2 Total Credits = 24		

<b>YEAR 3</b>		<b>FALL</b>		<b>SPRING</b>		<b>SUMMER</b>	
SPSY 582 (4)	Internship in School Psychology	SPSY 582 (3)	Internship in School Psychology		Internship in School Psychology (Spring continues until graduation)		
(4)		(3)			Year 3 Total Credits = 7		

*For a complete list of individual course prerequisites, please see the Graduate Catalog.  
Please check WebAdvisor for the most current information regarding days and times of courses.*

### **NASP Domains of School Psychology Training and Practice in the LC-SPSY Program**

Successful completion of the curriculum and courses detailed in this handbook are required for successful completion of the 64 semester-hour, Educational Specialist Degree program at Lewis & Clark. This includes successful completion of course assignments and receiving a grade of “B-” or better (or “credit” where applicable) in each course listed in the candidate’s program plan. Each course in the program is designed to help the candidate gain competence in the domains of training and practice detailed by the National Association of School Psychologists (NASP). These domains are addressed in each course syllabus and assessed throughout each course so that clear candidate attainment of these domains can be demonstrated in work and deed throughout practicum and internship. A full description of the NASP domains and links to program curricula is detailed below in this handbook.

The School Psychology program at Lewis & Clark College first received full approval by the National Association of School Psychologists in 2003. The course of study outlined above is directly linked to the ten 2010 NASP Domains of Training and Practice. In this section, we first outline the NASP domains before we show the ways those domains are woven into our Program Evaluation Plan and our program coursework. The LC-SPSY program highlights the importance of the NASP Domains of School Psychology Training and Practice in our program by making them central to our program goals, objectives and, as we demonstrate in the following section, in our Program Evaluation Plan. The 10 NASP domains that we detail below are not mutually exclusive and are instead fully differentiated and integrated into the LC-SPSY graduate level curricula, practicum, internship, and program evaluation plan as will be demonstrated in the following sections.

#### **2.1 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.

#### **2.2 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.

#### **2.3 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.

#### **2.4 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.

#### **2.5 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.

#### **2.6 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 multi-tiered prevention, and evidence-based strategies for effective crisis response.

## **2.7 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.

## **2.8 Diversity in Development and Learning**

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse candidate 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.

## **2.9 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.

## **2.10 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

## **NASP Standards**

The NASP Domains listed above are also housed within NASP Standards as shown below:

Standard I: School Psychology Program Context/Structure

Standard II: Practices that permeate all aspects of service delivery;  
Data based decision making and accountability

Standard III: Practices that permeate all aspects of service delivery; Consultation and Collaboration

Standard IV: Direct and Indirect Services: Student level services  
Element 4.1: Interventions and Instructional Support to Develop Academic Skills  
Element 4.2: Interventions and Mental Health Services to Develop Social and Life Skills

Standard V: Direct and Indirect Services: System level services — Schools  
Element 5.1: School-Wide Practices to Promote Learning  
Element 5.2: Preventive and Responsive Services

Standard VI: Direct and Indirect Services: System level services — Family/School Collaboration

Standard VII: Foundation of school psychologist's service delivery: Diversity

Standard VIII: Foundation of school psychologist's service delivery:  
Research, program evaluation, legal, ethical and professional practice  
Element 8.1: Research and program Evaluation  
Element 8.2: Legal, ethical and professional practice

Standard IX: Practica and internships in school psychology

## **Graduate School and Counseling Therapy and School Psychology Departmental Policy and Procedures**

### **CTSP Department Mission**

The faculty and staff of the Department of Counseling, Therapy, and School Psychology strive to graduate highly competent community and mental health counselors; marriage, couple and family therapists; art therapists; and school psychologists who are dedicated to making a difference in the world. We value practice that is informed by theory and evidence, rigorous scholarship, multiple perspectives, social responsibility, self-awareness, and practical skills.

We believe personal development is closely related to professional effectiveness. Therefore, we expect faculty and students to reflect deeply on our own emotional, psychological, relational, and cultural patterns, assumptions, and biases - continually raising our social awareness.

We believe there are many ways to look at the world, and we value a convergence of theoretical perspectives including systemic, critical, social constructionist, developmental, ecological, and contextual approaches to working with individuals, families, and communities.

We believe it is essential to challenge systems of power and privilege as they relate to the quality of life and the well-being of all persons. This entails confronting systems of oppression that create and maintain emotional, psychological, physical, and relational suffering.

Finally, we are dedicated to supporting social and relational equity, cultural and economic democracy, and good citizenship within our programs, the broader community, and the world.

### **Student Resources at Lewis & Clark College**

In addition to this handbook, there are other resources students will need to consult in order to complete the program. Every student is expected to know and comply with academic rules established in the following publications. A student who is uncertain about the application of the rules to their circumstances has the responsibility to seek clarification from the Dean to ensure proper compliance.

### **Current Students Website**

The graduate school has created a website for all current students that contains links to important resources (like how to order transcripts, find your financial aid award amount, or reset gmail passwords), as well as news and



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announcements (including job postings, updates from campus offices, etc.) and event listings. It's updated weekly. Students may want to even set it as their homepage. It can be found at [graduate.lclark.edu/current\\_students](http://graduate.lclark.edu/current_students).

### **Graduate Catalog**

The Graduate School of Education and Counseling Catalog assists students in understanding program requirements, gives course descriptions, and also contains in-depth information on policies and procedures. It is available online at [docs.lclark.edu/graduate](http://docs.lclark.edu/graduate).

The catalog includes academic policies, such as:

- Academic Performance (including academic standards expectations, grading policy, and policies governing grade appeals)
- Professional Conduct and Academic Review policies (including Academic Review Committees and Conduct Review Committees)

A full list of these policies and procedures can be found at [docs.lclark.edu/graduate/policyprocedures/academic](http://docs.lclark.edu/graduate/policyprocedures/academic).

The catalog also includes registration policies, such as:

- Transfer of Credit
- Waiver of Courses
- Changing or Adding Programs
- Repeated Courses and Grades
- Degree Candidacy

All of these registration policies can be found at [docs.lclark.edu/graduate/policyprocedures/registration](http://docs.lclark.edu/graduate/policyprocedures/registration).

### **Graduate Registrar**

The Graduate Registrar's website, [graduate.lclark.edu/offices/registrar](http://graduate.lclark.edu/offices/registrar), contains vital information regarding course schedules, downloading forms (e.g., leave of absence, transcript request, degree application), and Academic Calendars.

### **Navigator Student Handbook**

The Lewis & Clark Graduate School of Education and Counseling publishes a student handbook, the Navigator ([graduate.lclark.edu/student\\_life/handbook](http://graduate.lclark.edu/student_life/handbook)), on the graduate school website. The handbook contains helpful information and critical policies that all students should be acquainted with.

The Navigator includes College policies, such as:

- Academic Freedom in Courses and Scholarship
- Alcohol and Drug Policy
- Confidentiality of Records
- Disability Policy
- Discrimination and Harassment
- Hate and Bias Motivated Incidents
- Public Laws policy
- Sexual Conduct Policy and Sexual Harassment
- Transportation and Parking Regulations
- Withdrawal of Students

A complete list of these policies can be found at [graduate.lclark.edu/student\\_life/handbook/college\\_policies](http://graduate.lclark.edu/student_life/handbook/college_policies).

### **Getting Help from the CTSP Office**

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The Department of Counseling, Therapy, and School Psychology is located in Rogers Hall on the graduate campus. Office hours are from 8:30 to 5:30 Monday through Friday. However, hours may vary in the summer or around the holidays, so it is generally a good idea to call ahead if access to the office staff is needed.

The office is managed and supported by staff members who are available to answer questions and help students move through the program. Staff can assist students with questions about class schedules and locations, checking out test materials, internships, the degree application process, etc. Students may also make appointments to see professors through staff members.

A variety of resources are available to students in the office. These include information on professional organizations and potential internship sites, forms for changing advisors, and forms for changing tracks. In most cases, forms are also available on the Department website.

Professors frequently leave papers with staff for students to pick up. Please check with staff to see if they have papers from your class. Students may not have access to any papers other than their own.

Professor mailboxes are also located in the department office. If students wish to drop something off for a professor, it is best to leave it with one of the staff members and they will be sure that the professor receives it.

### **Counseling, Therapy, and School Psychology Departmental Policies and Procedures**

In addition to graduate school policies and procedures, there are several policies/practices that have bearing on life as a student in the Department of Counseling, Therapy, and School Psychology. Many policies are in place to deal with exceptional situations and to serve as guidelines for behavior that fits academic and professional life. Please feel free to discuss any of these policies, practices, and suggestions with an advisor or any other faculty member. There are additional graduate school-wide policies and procedures in The Navigator Student Handbook and in the Graduate Catalog. It is your responsibility to be aware of both graduate school and departmental policies and procedures.

### **Program Standards**

Students enrolled in all programs in the Department of Counseling, Therapy, and School Psychology must maintain high scholastic standards and develop skills necessary to work effectively with people with diverse needs. Students are expected to demonstrate emotional and mental fitness in their interactions with others, use skills and approaches that are generally accepted in their professional fields, and comply with the codes of ethics of relevant professional associations and the laws of the state of Oregon. A student's admission to any program does not assure that student's fitness to remain in that program. The faculty is responsible for assuring that only those students who continue to meet program standards are allowed to continue in any program. Please see the Professional Qualities Evaluation form (for PMHC, PMHC-A, Art Therapy, and MCFT programs) or Professional Standards (School Psychology program) form in the Appendix. Students in the Professional Mental Health Counseling program and Professional Mental Health Counseling- Specialization in Addictions programs must adhere to the ethics code of the American Counseling Association. Students in the Marriage, Couple and Family Therapy program must adhere to the American Association of Marriage and Family Therapists' Code of Ethics. Students in the School Psychology program must adhere to the National Association of School Psychologists' Code of Ethics. Students in the Art Therapy program must adhere to the Art Therapy Credential Board and the American Counseling Association's Code of Ethics.

### **Evaluating Student Fitness and Performance**

Members of the faculty, applying professional standards, evaluate student fitness and performance on a continuous basis. Students usually receive information and advising related to their fitness and performance from faculty

members, their advisors, and their supervisors. The criteria used by the faculty to make such judgments, include but are not limited to, instructors' observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances in practice situations, overall professional attitudes, dispositions, and behaviors, and the disciplines' codes of ethics.

In this context the term "unsatisfactory progress in the program" refers to an academic judgment made regarding professional qualities and performance. It is a judgment that the student has failed to meet program standards.

Faculty members meet on a regular basis to review the progress of all students using records review, discussion, and consultation with adjunct faculty, staff and graduate school administrators. If it is determined that the student needs additional support, or is not meeting program standards, an informal or formal plan may be developed, or dismissal from the program may be considered. Informal plans may take the form of an advisor or program director meeting with the student, revising a plan of study, referral for personal counseling, or other needed supports. While we hope to resolve all student difficulties at an informal level, faculty may deem it necessary to initiate a formal process for Conduct or Academic Performance at any time dependent on the issue that needs to be addressed and the student's openness to supervision.

### **Student Review Processes**

If a faculty member's concern regarding the student's conduct, professionalism, academic performance, fit for the profession, or readiness is sufficiently serious to merit more formal review and potential academic or disciplinary action, an Academic and/or Conduct Review process is initiated. Please note that the student will be evaluated based on the academic standards indicated on the Professional Qualities Evaluation / Professional Standards form as well as concern about professional conduct.

All CTSP student review processes are aligned with policies found in the Graduate Catalog. Following is a description of academic performance standards and review processes. Please see the Student Navigator for college and GSEC policies and processes related specifically to conduct.

### **Academic Performance Standards**

Successful completion of coursework in CTSP department programs includes attention to all requirements of course syllabi, compliance with the department attendance policy, and adherence to program Professional Qualities / Standards as indicated by the Professional Qualities Evaluation / Professional Standards form (see Appendix). Evaluation of performance includes assessment measures outlined in syllabi, skills evaluations, performance in field placements, as well as interactions with instructors, supervisors and mentors, other students, and other professionals at the college and in field placements. These standards are used to determine whether a student is permitted to advance to the next stage in the program and may be used to make decisions regarding a student's ability to complete the program. Students should seek out the support of an advisor or other faculty to ensure they understand program Professional Qualities / Standards.

Students who do not meet program standards for academic performance will be notified by their program director that an Academic Review Panel is to be convened. Program directors, in consultation with the student's advisor and any other relevant faculty, will convene an Academic Review Panel to determine an appropriate course of action. Students may be given a written plan for improvement or may be withdrawn from the program, depending on the circumstances. Once withdrawn from a program, a student may not be readmitted to that program, except through timely use of the appeal process described below.

### **Academic Review Panel and Appeal Process**

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Program directors will convene an Academic Review Panel (ARP) in cases where there is a concern that a student is not meeting academic performance standards in the program. Questions about academic performance may include whether a student is ready/able to perform successfully in a practicum, internship, or other field experience; whether a student has met the requirements or prerequisites for moving forward in the program, whether the student has demonstrated the knowledge, skills, and dispositions for success in the profession, and/or concerns about any of the Professional Qualities / Standards indicated on the Professional Qualities Evaluation or Professional Standards form.

When an instructor or faculty member is concerned about a student's performance and an Academic Review Panel (ARP) is formed, the ARP asks that a Professional Qualities Evaluation (PQE) / Professional Standards form be filled out and given to the student's program director if one has not already been completed. Students cannot initiate a PQE / Professional Standards form. The ARP faculty members may also ask other instructors or supervisors who have had contact with the student to complete a PQE / Professional Standards form to gather needed information. Faculty may offer input to the panel at any time, but anyone providing documentation should address their own experiences with the student without making determinations as to the outcome of the ARP. No individual has all the data seen by the panel; for that reason, it is the role of the ARP to determine the information necessary to make academic decisions about the student concerns.

Academic Reviews include the following steps:

1. The faculty member who has identified the concern will request an Academic Review Panel in writing, outlining the nature and significance of the concern. The faculty member will describe prior feedback given to the student, where appropriate, and include any relevant documentation. This request will be submitted to the Program Director, and copies will be sent to the student, the student's advisor, and the department chair. The student will be informed of the policies outlined in the Graduate Catalog and relevant program handbook. Students will be made aware, through these or other materials, of the possible outcomes of the Academic Review Panel.
2. The Program Director will schedule an Academic Review Panel meeting to discuss the concerns raised by the faculty member. Academic Review Panels will include the student and a minimum of three Counseling, Therapy, and School Psychology department faculty members appointed by the department chair in consultation with the student's program director. Faculty panel members must include the student's advisor, the program director, and a faculty member outside the student's program. A faculty member who can present the details of the situation or concern may also be asked to serve on the panel. In some cases, a single faculty member may serve in more than one of these roles (i.e., advisor, program director, faculty presenting concern), however the panel will still include a minimum of three CTSP faculty, one of whom is not faculty in the student's program. The student may elect to bring one other person to support them; this person can be another student, a faculty member, or a professional from the student's field placement. The panel gathers and reviews pertinent information concerning the issue. The panel members meet with the student to apprise them of the concern about conduct or performance. During the meeting, the panel offers the student an opportunity to respond.

More than one meeting may be required to reach a final decision regarding the outcome of the review. This result will be communicated in writing to the student within three weeks of the meeting. If more than one meeting is required, the result will be communicated in writing within three weeks of the final meeting. If a student refuses to attend the Academic Review Panel meetings, the panel will meet in their absence and will retain the authority to make decisions regarding the student's future in the program.

3. The possible outcomes of the Academic Review Panel include: a written response from the student indicating their understanding of the concern and plan for resolving it; a written Plan of Assistance that outlines the actions to be taken by the student and the consequences for being unsuccessful in meeting its terms; approval of a leave from

the program, pending specific actions taken to address the concerns raised in the Academic Review; and dismissal from the program. If the student is allowed to continue in the program the panel members may make other recommendations, such as placing restrictions or conditions on the student's continuing in the program through the development of a plan of remediation to address and resolve the identified problems. All written documentation submitted for the review and concerning its outcome will be retained in the student's file.

4. Students may submit a written appeal of the decision made by the Academic Review Panel to the CTSP department chair within two weeks of the panel's decision. If no appeal is received during the two weeks following the Academic Review meeting, the recommendation of the panel will be considered accepted by the student. If an appeal is submitted, the department chair will provide written notification of a decision within two weeks of receiving it. Students may submit a written appeal of the department chair's decision to the dean of the Graduate School within two weeks of receiving the department chair's notification. The dean of the Graduate School will provide written notification of the decision regarding the appeal within three weeks of receiving it. The dean's decision is final.

#### **Satisfactory Academic Progress (Policy from Graduate Catalog)**

Students enrolled in programs (degree, licensure, endorsement, certificate) must maintain a B average (3.0). Any student receiving a course grade lower than C- , a course grade of NC, or two course grades lower than B- will not be considered to be making satisfactory progress. Students who do not meet the standards for satisfactory academic progress will be immediately withdrawn from their programs and notified of this action.

#### **Minimum Passing Grade (Policy from Graduate Catalog)**

The grade of B- is the lowest grade that carries graduate credit. Courses receiving grades lower than B- will not carry graduate credit, but will be included in the student's cumulative G.P.A. A student receiving a grade below B- in a required course must repeat the course and earn a passing grade. A student receiving a grade below B- in an elective course must repeat that course, or choose another elective, and earn a passing grade. Failing to earn a grade of B- or above in a required or elective course may impede a student's ability to move forward in other courses or experiences required for program completion.

#### **Grades of Credit/No Credit (Policy from Graduate Catalog)**

Grades of credit/no credit (CR/NC) are chiefly awarded in field placements or internship courses. In courses graded on a CR/NC basis, a grade of CR will only be awarded for work that would otherwise receive a B- or better. Grade of CR or NC are not included in the G.P.A.

#### **Class Attendance**

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of Incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the Incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

#### **Grading Policy**

Policies on grading and registration can be found in the Graduate Catalog.

#### **Resolution of Student Grievances**

The faculty believes that each student should be educated in a supportive, congenial, and professional academic

environment. Any student who believes they have been unfairly evaluated or is the victim of harassment has the right to a fair and timely procedure for review and resolution of their grievance(s).

### **Discrimination and Harassment**

If any member of the Lewis & Clark community believes they are a victim of discrimination and harassment, they should refer to the “Discrimination and Harassment” policy in the *Navigator*.

### **Academic Grievance**

If a student alleges that a final grade in a course is an inaccurate reflection of their performance, the student should first attempt to resolve the matter with the individual faculty member. If unable to reach a satisfactory resolution, the student should consult the grading policy in the Graduate Catalog.

### **Evaluations**

If a student alleges that an evaluation in a course or internship is an inaccurate reflection of their performance, the student should first attempt to resolve the matter with the individual faculty member or site supervisor. If unable to reach a satisfactory resolution, the student and faculty member will request assistance from the department chair. If this attempt at resolution is unsuccessful, either party may submit a formal written appeal to the graduate dean or an appropriate surrogate. The decision of the dean or surrogate in matters of evaluations is final.

### **Site Supervisors**

In the case of a grievance against an internship/practicum site supervisor, a student who is unable to reach a satisfactory resolution with the supervisor will first request assistance from the faculty practicum or internship supervisor. If unable to reach a satisfactory resolution, the faculty supervisor and/or student may seek assistance from the program’s internship/practicum coordinator or program director(s). Again, if unable to reach a satisfactory resolution, the student or internship/practicum coordinator may then contact the department chair. If this attempt is unsuccessful, the student or internship/practicum coordinator may submit a formal written appeal to the graduate dean or an appropriate surrogate. The decision of the dean or surrogate in matters of site supervisors is final.

### **Course Concerns**

If a student alleges that a course is not being presented in a professional manner, the student should first attempt to resolve the matter with the individual faculty member. If unable to reach a satisfactory resolution, the student and faculty member will request assistance from the department chair. If this attempt at resolution is unsuccessful, either party may submit a formal written appeal to the graduate dean or an appropriate surrogate. The decision of the dean or surrogate in matters of problematic classes is final.

### **Checking Out Test Materials and Instruments**

Although the Counseling, Therapy, and School Psychology Department possesses a number of psychological tests for use in classes and for the training of our students, there are very strict ethical guidelines surrounding their use and availability to students. Two of these guidelines impact students directly. First, the public disclosure of specific content of certain tests damages the test’s validity. Secondly, the use of test materials should be directly supervised by a professor or supervisor. Thus, as a general rule, students will only be able to check out tests during the semester(s) they are enrolled in an assessment course. If students wish to use a test for a specific project/assignment, they may do so, but first need to obtain authorization from their advisor or the department chair.

The purchase and updating of test materials involves a substantial financial commitment on the part of the department. During recent years, all too many tests have been returned to the office missing components. As a result, the following guidelines have been established:

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- All tests must be properly checked out and checked in by a staff member in the Counseling, Therapy, and School Psychology Department.
- Tests may only be checked out by students in assessment classes. If a student needs a test and is not in an assessment class, the student must obtain permission from their advisor or program director.
- All tests must be signed out, and the student is responsible for all contents during the checkout period. If anything is missing or damaged when the test is checked in, the student will need to either find all missing components, or pay for their replacement. **Students will not receive a grade in their assessment class until all materials are either turned in or paid for.**

If a student loses or damages a test, the student may be held responsible for the cost of replacing the test materials. All test materials must be checked out to the person using the test. If a student loans or transfers test materials to another student, without going through proper check-out/check-in procedures, that student is still responsible for the test and all contents.

The usual checkout period for tests is one week. However, in certain instances, this period may vary. Please remember the needs of fellow students when checking out and using tests.

### **Practicum and Internship Extenders**

This policy applies to all students in practicum and internship. Students in practica and internships in schools will follow the regular school year for their districts as indicated by their contracts, however they will still need to follow the policy of being continuously enrolled in a supervision course. Any variation from the process described in the School Psychology handbooks regarding practicum and internship should be worked through with the School Psychology Clinical Coordinator and Practicum or Internship Instructor.

Students who need to extend their final practicum or internship past the end of the semester, have the following options:

For extensions up to four weeks past the end of a final semester (but no more than four weeks), students must request and be granted a grade of "Incomplete." The requirements for completion of the course must include an expected end date within four weeks, a plan for site supervision during this time period, verification that the student's site contract has been extended and paperwork has been submitted to the CTSP Placement Office, and the expectation of weekly attendance in a specific campus-based practicum or internship section until they complete their practicum or internship hours (in up to four weeks).

For extensions of more than four weeks, students must register for, attend, and participate in a full semester of practicum or internship.

All students must obtain permission from their program's clinical coordinator before any extension is granted. The required paperwork (e.g., extension of site placement contract, completed and approved incomplete grade form) must be completed prior to the end of the semester for which the extension will be required.

The clinical coordinator will assign campus practicum or internship sections to all extending students. Students must not assume that they will continue in the same practicum or internship section.

### **Changing Programs**

If a student is enrolled in any of the CTSP department's programs and wishes to pursue another program within the department instead, the student must submit a letter, along with the Degree Program Change Request form, to the CTSP office explaining the reason for the program change. This is given to the director of the program the student hopes to enter. Separate meetings between the student and directors of both programs are recommended. The

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relevant program team will consider the request, gather information about the student's standing in their current program, and inform the student of their decision. No new application fees are required.

Students do not typically have the option of requesting a change in programs (e.g., Marriage, Couple, & Family Therapy to Professional Mental Health Counseling) once they have begun practicum/internship.

**Release of Educational Records**

Students who request that faculty and/or supervisors act as references for job applications or otherwise request that information about their academic and/or clinical work be shared with others, must sign a release of educational records form for each request. See the Lewis & Clark Graduate School of Education and Counseling Navigator Student Handbook for additional information on student confidentiality (i.e., FERPA).



## Section

# 3

## Diversity in the LC-SPSY Program

NASP Standard 2.1 states that NASP approved programs have a “commitment to human diversity throughout all aspects of the program.” In the LC-SPSY program, we are supported and encouraged by policy directly related to diversity at the Graduate School, Department and Program levels. In the following sections, we highlight these policy statements in the form of Graduate School-wide Guiding Principles, Department mission statement, and Program mission and goal statements. We then describe the ways in which issues of diversity are addressed in the LC-SPSY program, faculty and candidates’ cohorts.

### **The LC Graduate School Guiding Principles and Proficiencies Related to Diversity**

The LC Graduate School’s Guiding Principles, developed and refined by the Graduate School community since 2003, are central to the work that each program does with its candidates. While competencies related to ensuring that candidates demonstrate the ability to work effectively with all candidates are integrated throughout the Guiding Principles, four of these principles include a special emphasis on diversity:

- Guiding principle (1) Learning and Living Environments: We prepare education professionals who seek to develop within their schools a culture of respect and concern for all members of the community and who will both model and help their candidates practice democratic and ethical responsibility in all dimensions of school and classroom life. These dimensions include: instructional activities; curriculum design; classroom environment; school and classroom management practices; conflict resolution; service learning and field projects; school-family community projects; and psychological or counseling services.
- Guiding principle (3) Professional Practice: Teachers, counselors, and school leaders need a deep understanding of developmentally appropriate and culturally relevant practices to be successful. Teaching, learning, and development are inextricably linked. Learners experience not only cognitive or academic changes that impact their learning, but also physical, social-emotional, linguistic, and psychological changes. These individual differences require educators to have knowledge of a variety of approaches to teaching and assessment.
- Guiding principle (8) Leadership and Collaboration: Our approach to developing leadership skills in our candidates aims at making the kind of connections that will help educational professionals in different areas to adopt an integrated and collaborative approach to helping candidates achieve academic and personal success. At the heart of this work is leading for equity and transformative social action. We recognize and teach our candidates to be cognizant of the risks and challenges associated with being advocates and change agents. At the same time, we are committed to addressing the inequities that continue to pervade our educational system. Whether as teacher-leaders, counselor-leaders, or administrators, candidates prepared in our programs develop the capacity to counter educational barriers and effect positive social change.
- Guiding principle (9) Professional Life: Our mission commits us as a community to addressing the issues and opportunities that grow from a careful examination of diversity in our society and to helping our candidates learn to do the same in their future positions. Pursuing a professional life that fully engages diversity begins with the explicit effort to make a space for *all* voices within a community. Doing so requires careful inquiry into the ways that we construct meaning through our relationships with others, through the operation of institutional norms, and through the often-implicit policies and practices that

structure our daily interactions around race, class, gender, sexual orientation, and other elements of social identity. As a community, we recognize the need to interrogate the customary ways we interact and to question the extent to which current practices limit or constrain participation in the dialogue that shapes our educational mission.

These guiding principles articulate a strong foundation for the unit's work on diversity. They emphasize multiple perspectives, take a systemic view of educational practice, and explicitly address strategies for institutional change.

### **The LC Counseling Therapy and School Psychology Department's Mission Statement Related to Diversity**

The LC Counseling Therapy and School Psychology Department's Mission Statement is directly supportive of values regarding diversity. The CTSP Department developed and refined this document in 2007:

*The faculty and staff of the Department of Counseling Therapy and School Psychology strive to graduate highly competent community and mental health counselors; marriage, couple and family therapists; and school psychologists who are dedicated to making a difference in the world. We value practice that is informed by theory and evidence, rigorous scholarship, multiple perspectives, social responsibility, self-awareness, and practical skills.*

*We believe personal development is closely related to professional effectiveness. Therefore, we expect faculty and candidates to reflect deeply on our own emotional, psychological, relational, and cultural patterns, assumptions, and biases - continually raising our social awareness.*

*We believe there are many ways to look at the world, and we value a convergence of theoretical perspectives including systemic, critical, social constructionist, developmental, ecological, and contextual approaches to working with individuals, families, and communities.*

*We believe it is essential to challenge systems of power and privilege as they relate to the quality of life and the well-being of all persons. This entails confronting systems of oppression that create and maintain emotional, psychological, physical, and relational suffering.*

*Finally, we are dedicated to supporting social and relational equity, cultural and economic democracy, and good citizenship within our programs, the broader community, and the world.*

### **The LC-SPSY Program's Mission and Goal Statement Related to Diversity**

*The mission of the Lewis and Clark School Psychology (LC-SPSY) Program in the Graduate School of Education and Counseling is to prepare school psychologists who work in deeply engaged and collaborative ways with candidates, teachers, families, administrators, and other professionals to address the behavioral, social, emotional, and learning needs of children in schools. We educate specialist-level school psychologists who have a deep commitment to advocacy and social justice as they assist children and their families to productively engage and thrive in school and community settings. Our graduates are competent in a comprehensive set of skills in assessment, consultation and direct service and are eligible for licensure at the state and national level. We emphasize relational and communication skills in our state-accredited and nationally-approved course of study. Through courses in counseling, consultation, assessment, and intervention our candidates learn to work effectively with individual children, whole families, special education teams, and large school communities to help create learning environments that foster the healthy development of all children.*

### **The LC-SPSY Program Coursework, Practica and Assessment Related to Diversity**

Within the LC-SPSY program, faculty members infuse diversity and multicultural perspectives through readings, films, activities, and other experiences that explicitly engage candidates in self-reflection, critical analysis, and planning for their professional roles. The goal of this work is to prepare candidates to understand and respond effectively to the ways that race, ethnicity, culture, socioeconomic status, sexual orientation, gender expression, exceptionality, and other elements of social identity can play out in educational settings.

The LC-SPSY program places a high priority on clinical experiences that help candidates gain direct experience working with P-12 candidates from a broad range of backgrounds and to develop the cultural competence necessary for effective instruction. The LSCP program's aim toward this goal is to deepen and expand our work with a smaller group of diverse schools, especially those serving low income and racially, culturally, and linguistically diverse populations. In these cases, we commit institutional resources to building and sustaining a mutually beneficial relationship that has the power to last over time. The LC-SPSY program, for example, has a strong working relationship with the David Douglas School District, in which more than 75% of candidates receive free or reduced lunch benefits and where over 60 languages are spoken. As part of this effort, the program holds a required class (CTSP 514: Group Counseling with Children and Adolescents) at one of the schools in the district. During class time, candidates discuss readings, develop and assess curriculum, and practice group leadership skills with children at the school using an "anti-bullying" curriculum developed in partnership with the district. This course structure increases the authenticity of the experience not only by increasing the opportunity for "hands-on" learning, but also by making a clear and positive contribution to the children in this high-needs school community.

The LC-SPSY program also has a strong commitment to addressing diversity issues in practicum and internship experiences. At both the practicum and internship level, candidates are assessed each term on competency of all NASP domains. For example, the following excerpt from LC-SPSY Key Assessment 4 details the items by which candidates are evaluated on diversity issues at their internship site:

	<b>Domain 2.8 Diversity in Development and Learning</b>					
4.33	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.	<b>N</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
4.34	The candidate demonstrates an understanding of development and psychopathology and is able to use theory and research in developing interventions for children.	<b>N</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
4.35	The candidate has the ability to work with all people in public schools with respect, thoughtfulness, and sensitivity.	<b>N</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
4.36	The candidate demonstrates the ability to respectfully discuss and address individual differences, abilities, disabilities and other diverse characteristics.	<b>N</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
4.37	The candidate demonstrates skills in identifying and eliminating biological, social, cultural, ethnic, experiential, socio-economic, gender-related, and linguistic biases to ensure positive outcomes for all.	<b>N</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>

## Section

# 4

## Candidate, Program, and Faculty Evaluation in the LC-SPSY Program

The LC-SPSY Program Team has created an overall Candidate, Program, and Faculty Evaluation Plan to provide data to our program team, our faculty, and our candidates regarding how well our candidates, faculty, and program achieve our program goals. The data provided by our Candidate, Program, and Faculty Evaluation Plan allows the LC-SPSY Program Team to engage in continual development and improvement of our candidates, faculty, and our program as a whole. The overall LC-SPSY Candidate, Program, Faculty Evaluation Plan is composed of two major parts: (1) The LC-SPSY Candidate Evaluation Plan, and (2) The LC-SPSY Program and Faculty Evaluation Plan. These are detailed in the sections below.

### LC-SPSY Candidate Evaluation Plan

Our Candidate Evaluation Plan begins at admissions and continues beyond graduation from the program. We collect data on our candidates at five significant evaluation/transition points: (1) upon admission, (2) as they complete their first year in the program, (3) as they complete their practicum year in the program, (4) as they complete their internship year in the program, and (5) as they reflect back on their learning in the program as working professionals in the field. We collect data at these five evaluation/transition points using five distinct yet related Comprehensive Candidate Evaluations (CCE). The LC-SPSY program defines a CCE as an assessment performed by program faculty of individual candidate data collected from multiple sources to determine:

- 1) if a candidate is making adequate progress toward meeting program goals
- 2) what knowledge, skills and dispositions have been adequately mastered and which remain to be learned
- 3) if a candidate is ready to move to the stage in the program (e.g. from practicum year into internship year).

A CCE includes documentation that candidates have successfully completed important program tasks and requirements as well as candidate scores on important key assessments throughout the program. CCE data, when aggregated by cohort, is also used to help our program and faculty engage in continuous improvement by reflecting on our success and challenges in achieving the goals we have defined for our program. In the table below, we show the five evaluation/transition points at which time we implement the five CCEs as parts of our Candidate Evaluation Plan.

**LC-SPSY Candidate Evaluation Plan: Evaluation/Transition Points and CCEs**

	<b>At Admissions</b>	<b>Completing First Year</b>	<b>Completing Practicum Year</b>	<b>Completing Internship Year</b>	<b>Completing Third Year in Practice</b>
<b>Candidate</b>	LC-SPSY	LC-SPSY First Year	LC-SPSY Practicum	LC-SPSY Internship	LC-SPSY Alumni

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<b>Evaluation Plan</b>	Admissions CCE	CCE	CCE	CCE	CCE
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### LC-SPSY Comprehensive Candidate Evaluation and Transition Points: Process and Components

In the following table, we individually describe the five Comprehensive Candidate Evaluations (CCE) that we use in our overall LC-SPSY Candidate Evaluation Plan. Each CCE is designed to help us assess candidate and program performance at five important points in the development of our candidates. We also use the structure of the CCE to contain the 8 NASP Key Assessments (KA) that we use in our LC-SPSY Candidate, Program, and Faculty Evaluation Plan as required by the National Association of School Psychologists (NASP). These 8 Key Assessments provide the LC-SPSY program with data to assess how closely our candidates and program are meeting not only NASP domains of training and practice, but also our more broadly stated objectives of the program. In the next sections, we more specifically describe each CCE and the program documents and Key Assessments they contain.

CCE & Transition Point	Description and Items
<b>LC-SPSY Admissions CCE</b>  Transition Point 1: Admission  Spring/Fall	<p>At admission, we use the Admissions CCE to determine whether a candidate is eligible and ready for admission to the LC-SPSY program. In the Admissions CCE, multiple sources of data are reviewed to assess if our applicants have the sufficient educational and experiential knowledge, skills and dispositions to engage in our rigorous curriculum and eventually graduate as licensed school psychologists. We perform this first CCE through data collected and analyzed on our <i>LC-SPSY Applicant Evaluation</i>. On this form, at least two different faculty separately rate potential candidates on their professional, academic, and social justice readiness as evidenced in their application file and in interviews. The LC-SPSY program is assisted by the LC Graduate School Research and Assessment Office in aggregating all applicant data into the <i>LC-SPSY Annual Applicant Summary</i> on an annual basis. The data on the <i>LC-SPSY Annual Applicant Summary</i> allows us to collect information regarding our applicants, our percentage of acceptances into the program, and the yield of those accepted who end up attending the program. This summary then becomes part of our program evaluation, as described in the section on Program Evaluation later in this document.</p> <p>Successful submission of application materials</p> <ul style="list-style-type: none"> <li>• Complete Application</li> <li>• Official Transcripts, Including Undergraduate Degree-posted</li> <li>• Essays</li> <li>• Resume</li> <li>• Three letters of recommendation</li> </ul> <p>Application review 1 &amp; 2 Interview Program/Department Recommendation Graduate admissions committee approval (LC-SPSY Faculty &amp; Admissions Office complete, Feb-Apr, R&amp;A office: produces report for PD in June)</p> <p>LC-SPSY Transition Form 1: Program Registration Approval Checklist (Students to PD at orientation, to CTSP for file, Sept.)</p> <p>TSPC Fingerprint Packets and TSPC PA-1 Form</p>

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	District specific security clearance (as applicable) (PD informs in June, students bring to 502, to CTSP for file, Sept)
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Transition Point	Description and Items
<p><b>LC-SPSY First Year CCE</b></p> <p>Transition Point 2: Entry to field experience</p> <p>Spring/Summer</p>	<p>During a candidate's first year in the LC-SPSY program, we use the <i>LC-SPSY First Year CCE</i> to determine if each candidate is ready to move into the second year of the program and begin practicum. In this evaluation, program faculty review the candidate's performance in (1) coursework and assignments throughout their first year in the program and (2) their performance on the Professional Standards Evaluations from both fall and spring terms. This individual candidate data is collected and provides the LC-SPSY program team with information about how each first year candidate in the program is faring in relation to the program objectives, and specifically how well each candidate is able to demonstrate appropriate development of knowledge, skills and dispositions related to the NASP domains.</p> <p>The <i>LC-SPSY First Year CCE</i> candidate data is collected by the Research and Assessment office staff who then present it back to the program team in aggregate form. This data provides the program with information for continual improvement in regard to how well candidates are meeting the objectives set for them. This aggregated data also informs our decisions as to what we need to change in the program to help candidates achieve these objectives. Rubrics, instructions, and details regarding the <i>LC-SPSY First Year CCE</i> are found in the <i>LC-SPSY First Year Handbook</i> later in this document.</p> <p>LC-SPSY KA 7: Professional Standards Rubric LC-SPSY Transition Form 2: First Year Completion &amp; Pract. Approval (Turns into PD/Clin. Coord. in June, CTSP Office: inputs data over summer)</p> <p>LC-SPSY Documentation of Academic Success (PD requests program report from Registrar, August)</p> <p>LC-SPSY Practicum Site Agreement LC-SPSY Practicum Proof of Professional Liability Insurance (CTSP office collects prior to September and inputs data)</p> <p>LC-SPSY Practicum Supervisor Resume Information LC-SPSY Practicum Supervisor License (Placement Office: collect and input, as supervisors are identified)</p>

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Transition Point	Description and Items
<p><b>LC-SPSY Practicum CCE</b></p> <p>Transition Point 3: Entry into Internship</p> <p>Spring/Summer</p>	<p>During a candidate's practicum year, we use the <i>LC-SPSY Practicum CCE</i> to view individual and collective progress toward meeting program goals and to determine if candidates are ready to begin internship. In this evaluation, program faculty review the candidate's performance from a number of different perspectives: (1) The candidate's practicum year performance at their public school-based practicum site is reviewed by program faculty through data collected on the <i>LC-SPSY Practicum Site Supervisor Evaluation of Candidate Rubric</i>. This rubric is important for both candidate evaluation as well as program evaluation. It allows program faculty to see both the candidate's progress toward competency in NASP domains as well as the effectiveness of instruction regarding these NASP domains in the program through the eyes of a non-program related supervisor who is a practitioner in the field; (2) The candidate's performance during practicum in coursework is reviewed by program faculty through data collected from a set of comprehensive assignments in the areas of assessment, consultation, and direct service/counseling, as well as data from the <i>LC-SPSY Practicum Site Supervisor Evaluation of Candidate rubric</i>. The three comprehensive assignments just described are used as the culminating projects in three important strands of coursework in the practicum year of the LC-SPSY program: the consultation sequence, the assessment/intervention sequence, and the practicum class sequence. The LC-SPSY Practicum CCE serves as evidence for NASP Key Assessment #3.</p> <p>The <i>LC-SPSY Practicum Year CCE</i> candidate data are collected by the Research and Assessment office staff who then present it back to the program team in aggregate form. The aggregated data provides the program with information for continual improvement regarding how well our candidates are meeting the goals we set for them. The aggregated data also informs our decisions as to what we need to change in the program to help them achieve these goals. Rubrics, instructions, and details regarding the Practicum Year CCE are found in the <i>LC-SPSY Practicum Handbook</i>.</p> <p>LC-SPSY KA3.1 Assessment/Intervention LC-SPSY KA3.2 Consultation LC-SPSY KA3.3 and 3.4 Counseling LC-SPSY KA3.5 Prac. Site Supervisor Evaluation of Candidate (Practicum Instructor: collects in June, CTSP Office inputs summer)</p> <p>LC-SPSY Transition Form 3: Practicum Completion &amp; Internship Approval LC-SPSY Practicum Summary of Hours Report LC-SPSY Practicum Evaluation of Site/Supervisor by Candidate (Practicum Instructor: collects in June, CTSP Office inputs summer)</p> <p>LC-SPSY Documentation of Academic Success (PD requests program report from Registrar, August)</p> <p>LC-SPSY Internship Supervisor Resume LC-SPSY Internship Supervisor License (Placement Office: collected, input, Feb-May)</p>

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Transition Point	Description and Items
<p><b>LC-SPSY Internship CCE</b></p> <p>Transition Point 4: Exit from Internship</p> <p>Spring/Summer</p>	<p>During a candidate's internship year, we use the <i>LC-SPSY Internship CCE</i> to determine if candidates are ready to graduate from our program and be recommended for licensure at the state and national level. The <i>LC-SPSY Internship CCE</i> consists of a review of three NASP Key Assessments: NASP Key Assessment 1 (Praxis II scores), NASP Key Assessment #4 (Site Supervisor Evaluation of the Intern), and NASP Key Assessment #5 &amp; #6 (A comprehensive evaluation of the intern's ability to assess and develop interventions, consult, provide counseling services, and demonstrate efficacy in their work). These linkages between the LC-SPSY Internship CCE and the NASP Key Assessments are detailed below in this document.</p> <p>The <i>LC-SPSY Internship CCE</i> also includes documentation of supervision and of additional tasks required for graduation and licensure. The <i>LC-SPSY Internship Year CCE</i> candidate data is collected by the Research and Assessment office staff who then present it back to the program team in aggregate form. These data provide the program with information for continual improvement regarding how well our candidates are meeting the goals we set for them. The aggregated data also informs our decisions as to what we need to change in the program to help them achieve these objectives. Rubrics, instructions, and details regarding the <i>LC-SPSY Internship CCE</i> are found in the <i>LC-SPSY Internship Handbook</i>.</p> <p>LC-SPSY KA1: Praxis Score (586 instructor informs students, Sept., R&amp;A Office: report in June)</p> <p>LC-SPSY KA4: Internship Site Supervisor Eval of Candidate LC-SPSY KA5.1: Assessment and Intervention Report LC-SPSY KA5.2: Consultation - Academic LC-SPSY KA5.3: Consultation - Behavior (Internship Instructor: collects, turns into PD, June CTSP Office: inputs data over summer)</p> <p>LC-SPSY Transition Form 4: Internship/Program Completion LC-SPSY Internship Summary of Hours Report LC-SPSY Internship Evaluation of Site/Supervisor by Candidate (Internship Instructor: collects, turns into PD, June, CTSP Office: inputs data over summer)</p> <p>LC-SPSY Exit Survey (Internship Instructor: schedules lab for students, June, R&amp;A Office: produces report, June)</p> <p>NCSP Form (Internship Instructor and PD: Sign and return, June)</p> <p>Degree Posting and Licensing (PD confirms program completion with CTSP Office, CTSP office sends list to Licensing Office, Licensing office informs students, June)</p>



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Transition Point	Description and Items
<b>LC-SPSY Alumni CCE</b>  Transition Point 5: Program Completion  Spring/Summer	<p>Once our candidates have graduated from the program, have been in employment in a school district as professional school psychologists, and are in their first or third year out of the program, they are asked to complete an online survey in which their perception of the quality of their education in Lewis &amp; Clark's School Psychology Program is assessed. Specifically, the alumni survey is designed to help us see the degree to which our program objectives are met from the graduates' point of view. We are also interested in our alumni's perspectives on the "fit" between what they have learned in our program and the demands of their jobs as they have experienced them. Such data helps us to better adapt our program to the changing needs of the field. Our program team reviews the aggregated data from these surveys presented to us from the Research and Assessment Office and the team includes this data in our annual Program/Faculty review described in the section below.</p> <p>LC-SPSY Alumni Survey (R&amp;A Office sends to Alumni in May, creates report for PD in June)</p>

**LC-SPSY Candidate Evaluation Plan Summary**

In the table below, we outline the five Comprehensive Candidate Evaluations of the LC-SPSY Candidate Evaluation Plan. This table includes when each CCE is administered, what it includes, and where documents for the CCE are housed. The table also shows which CCE houses which Key Assessments. In the following section, we describe in more detail linkages between the LC-SPSY Candidate Evaluation Plan and the NASP Key Assessments.

	At Admissions	End of First Year	End of Second Year	End of Third Year	After Graduation
<b>LC-SPSY Candidate Evaluation Plan Components</b>	<b>LC-SPSY Admissions CCE</b>  Includes: LC-SPSY Applicant Rubric Summary	<b>LC-SPSY First Year CCE:</b>  Includes: LC-SPSY KA2: 2.1 Course Grades	<b>LC-SPSY Practicum Year CCE:</b>  Includes: LC-SPSY KA3 Practicum Eval. 3.1 Assessment 3.2 Consultation 3.3 Counseling presentation 3.4 Counseling report 3.5 Site Super Eval	<b>LC-SPSY Internship Year CCE:</b>  Includes: LC-SPSY KA1: Praxis II  LC-SPSY KA4: Site Super Eval  LC-SPSY KA5/6: Internship Eval 5.1 Assessment 5.2 Consult. Aca. 5.3 Consult. Beh.  LC-SPSY Exit Survey	<b>LC-SPSY Alumni CCE:</b>  Includes: Alumni Survey Data
<b>Documents Housed within</b>	Research and Assessment Office	First Year Handbook	Practicum Handbook	Internship Handbook	Research and Assessment Office

### NASP Key Assessments in the LC-SPSY Program

The LC-SPSY program sees the NASP Key Assessments as substantive elements of our overall program evaluation plan. As we described above, we have integrated these Key Assessments into a broader set of Comprehensive Candidate Evaluations. We use the 10 NASP domains detailed above as orienting principles in our teaching and learning in the program. As stated, gaining competency in the teaching of and learning of the 10 NASP domains is program goal #2 for faculty and candidates. In order to assess our progress in gaining competency of these 10 domains, we embed 8 Key Assessments required by NASP in our Program Evaluation Plan. These key assessments allow us to collect data on our candidates, our faculty and our program for continuous program assessment and improvement. The table below names and describes the requirements of each NASP Key Assessment as well as the form in which it is implemented in the LC-SPSY program and when the assessments are administered.

NASP Key Assessments and Descriptors	LC-SPSY Program Evaluation Plan Assessments and When Administered
<b>KA1 Licensure assessment/content-based assessment</b> State or national school psychology credentialing exam.	<b>LC-SPSY KA1: Praxis II National Examination in School Psychology</b> Administered: As part of the <i>LC-SPSY Internship CCE</i>
<b>KA2 Assessment of content</b> Program or course-imbedded assessment of candidate knowledge. Programs are required to use grades for assessment 2 and must assess all NASP standards II-VIII. Programs may also submit other tools such as a comp. exam, an oral or Qualifying exam, an exam embedded in a course that all candidates complete.	<b>LC-SPSY KA2: Cohort Grades Report</b> Report produced: Annually  <b>LC-SPSY KA7: Professional Standards Evaluation (see #7 below)</b> Administered: As part of the <i>LC-SPSY First Year CCE</i>
<b>KA3 Assessment of candidate ability to plan</b> Assessment in practica that demonstrates candidates can effectively plan the professional responsibilities required of a school psychologist.	<b>LC-SPSY KA3: Practicum Comprehensive Candidate Evaluation (Practicum CCE)</b> Administered: As part of the <i>LC-SPSY Practicum CCE</i>
<b>KA4 Assessment of clinical practice</b> Intern evaluations by field supervisors. Assessment that demonstrates candidates' knowledge, skills, and professional work characteristics/dispositions are applied effectively in practice during internship. Required for all NASP standards II-VIII.	<b>LC-SPSY KA4: Internship Site Supervisor Evaluation of Candidate Rubric</b> Administered: As part of the <i>LC-SPSY Internship CCE</i>
<b>KA5 Assessment of candidate effect on student learning</b> Comprehensive, Performance-Based Assessment Of Candidate Abilities Evaluated By Faculty During Internship.	<b>LC-SPSY KA5: Internship Comprehensive Candidate Evaluation (Internship CCE)</b> Administered: As part of the <i>LC-SPSY Internship CCE</i>
<b>KA6 Additional assessment</b> Assessment that demonstrates that candidates are able to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services evidenced by measurable positive impact on children, youth, families, and other consumers...can be addressed by assessment 5.	Fulfilled as part of the  <b>LC-SPSY KA5: Internship Comprehensive Candidate Evaluation (CCE)</b> Administered: As part of the <i>LC-SPSY Internship CCE</i>
<b>KA7 Additional assessment that addresses NASP standards (optional)</b>	<b>LC-SPSY KA7: NASP in Practice Exam</b> Administered: End of Candidate's first year
<b>KA8 Additional assessment that addresses NASP standards (optional)</b>	<b>LC-SPSY KA8: Program Evaluation Reports</b> LC-SPSY Program Annual Reports LC-SPSY Program Strategic Plan Produced: Annually

### **Alignment with Elements of NCATE Unit Standard I in the LC-SPSY Program**

In the table above, we have detailed the required NASP Key Assessments and the form those assessments take in the LC-SPSY program. It is important to note that the NASP Key Assessments also align with the elements of the National Council for Accreditation of Teacher Education's (NCATE) Unit Standard I. In this way, the LC-SPSY program's alignment with both NASP and NCATE is reflected in our documentation of our Program Evaluation Plan and the way in which NASP Key Assessments are integrated into that plan. The alignment between NASP Key assessments and NCATE's Unit Standard I is outlined in the following table:

**Alignment between NCATE Unit Standard I and NASP Key assessments**

<b>NCATE Unit Standard I</b>	<b>Aligning NASP Key Assessments</b>
Content Knowledge	Key Assessment 1: Licensure Assessment Key Assessment 2: Content Knowledge
Pedagogical and Professional Knowledge, Skills and Dispositions	Key Assessment 3: Practicum Ability to Plan Key Assessment 4: Clinical Practice
Focus on Candidate Learning	Key Assessment 5: Effect on Candidate Learning Key Assessment 6: Internship Assessment

### **LC-SPSY Faculty and Program Evaluation Plan**

In this section, we describe the ways in which the LC-SPSY program faculty as well as the program as a whole are evaluated and reviewed. We begin with the processes for faculty review and then move on to describe program review as a whole.

#### **LC-SPSY Faculty Evaluation**

Each year, LC-SPSY program faculty are reviewed through the following three processes to ensure quality instruction in LC-SPSY program coursework and advising:

##### **1) Annual Self Evaluation-Dean**

LC-SPSY full-time program faculty are required to complete an annual self-evaluation review and work plan for the next year which is reviewed by the dean. In this review, faculty are asked to review their performance in the past year regarding scholarship, teaching, and service and to plan their teaching and administrative loads for the following year.

##### **2) Work Plan Review-Chair**

LC-SPSY Program Directors meet with the Department Chair each year to review their work plan for the next year as well as their teaching evaluations from the past year.

##### **3) Course Evaluations-Chair and Program Director**

LC-SPSY teaching faculty are reviewed and mentored each year by the Department Chair and Program Director who review course evaluations which include candidate perceptions of teaching and course quality as well as success in achieving the NASP domains aligned with each course.

#### **LC-SPSY Program Evaluation**

Each year, the LC-SPSY program as a whole is reviewed to ensure the program is achieving our goals as well as to have data upon which to base decisions for continual program improvement. LC-SPSY Program Evaluation is a process that involves two key steps for the LC-SPSY Program Team: 1) Collecting and analyzing program data, and, 2) Modifying the LC-SPSY program based on this data, and reporting data and program changes to stakeholders in program reports. In the sections below, we describe in more detail each of these two key steps in LC-SPSY Program Review.

### Collecting and Analyzing LC-SPSY Program Data

As described above in the section on the LC-SPSY Candidate Evaluation Plan, there are multiple points of data that we collect throughout the year at the individual candidate level as well as at the cohort level. This data not only allow the LC-SPSY Program Team to evaluate individual candidates as they progress through the program, but it also allows us to evaluate the program as a whole when the data is aggregated by cohort. In the table below, we outline the data that is collected from the LC-SPSY Candidate Evaluation Plan that is used as part of the LC-SPSY Program Evaluation Plan and where those documents are housed.

**LC-SPSY Candidate Data Used in Program Review**

<b>Faculty and Program Evaluation Plan Data</b>	<b>Admissions Review</b>	<b>First Year Review</b>	<b>Practicum Year Review</b>	<b>Internship Year Review</b>	<b>Alumni Review</b>
	Includes: Admissions Data per year on candidates, acceptance rates, and yield	Includes: First Year CCE Cohort Data  Program Course Evaluations	Includes: Practicum Year CCE Cohort Data  Program Course Evaluations	Includes: Internship Year CCE Cohort Data  Program Course Evaluations  Exit Survey	Includes: Alumni Cohort Data
<b>Documents Housed within:</b>	Research and Assessment Office	First Year Handbook	Practicum Handbook	Internship Handbook	Research and Assessment Office

### Modifying the LC-SPSY Program and Reporting to Stakeholders

At the end of each academic school year, the LC-SPSY team collects the relevant CCE data outlined above, meets to analyze this data, makes relevant changes to the program, and then writes reports in which the data is summarized and evaluated to assess the efficacy of the program as a whole in reaching program goals and to suggest changes to program content or structure.

The LC-SPSY Program Team produces three program evaluation reports at the end of each academic school year. The first of these reports, The GSEC Annual Program Report, is submitted to the CTSP Department Chair and the Dean of the Graduate School of Education and Counseling who perform yearly evaluations of programs. The second of these reports is submitted to the Oregon state licensing body — Teachers Standards and Practices Commission (TSPC). The third of these reports, the LC-SPSY Program Strategic Plan was originally created in 2010 and is updated annually based on annual program evaluation.

In each of these reports, the LC-SPSY Program Team uses a narrative framework to describe what has been accomplished in relation to our goals from the past year, what we have discovered in our program evaluation in the present year, and what goals we have set or modified for the next year as a consequence of the findings from our analysis of program data. In addition to writing these three annual reports, program data and changes are also reported at the yearly GSEC Educational Consortium Meeting in which stakeholders from the community provide us with additional feedback relevant to our program development.

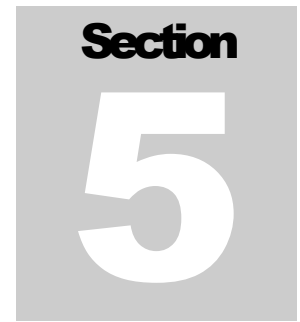
These processes of program data collection, data analysis, and data reporting allow the LC-SPSY Program Team to engage in the kind of necessary scrutiny, continuous improvement, and reflection of our program. Through this process, we are able to determine how well we are meeting the program mission and program goals that we have

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outlined at the outset of this handbook. This rigorous look at our candidates, faculty and program as a whole helps us make clear to ourselves, our candidates and our accrediting bodies what we are working to achieve in our program and why. In the table below, we list the documents that the LC-SPSY Program Team uses in our annual process of Program Evaluation as well as the reports that we produce that document this process and changes we have made to improve our program.

<b>LC-SPSY Program Evaluation Documents</b>	<b>Reviewed Annually By</b>
Faculty Annual Self Evaluation	GSEC Dean Office
CTSP Course Evaluations	CTSP Chair's Office
LC-SPSY Annual Applicant Summary	LC-SPSY Program Team
First Year CCE Cohort Summary	LC-SPSY Program Team
Practicum Year CCE Cohort Summary	LC-SPSY Program Team
Internship Year CCE Cohort Summary	LC-SPSY Program Team
Alumni Cohort Summary	LC-SPSY Program Team

<b>LC-SPSY Program Evaluation Reports</b>	<b>Produced Annually By</b>
GSEC Annual Program Report	LC-SPSY Program Team
TSPC Annual Program Report	LC-SPSY Program Team
LC-SPSY Program Strategic Plan	LC-SPSY Program Team



**LC-SPSY First Year Handbook Appendix**

**LC-SPSY Transition Form 1: Program Registration Approval Checklist**

LC-SPSY Candidate Name \_\_\_\_\_

Email @lclark.edu \_\_\_\_\_ Phone \_\_\_\_\_

Welcome to the School Psychology Program! As you prepare to begin the program, please address each of the five tasks and check off each of the items listed below. Bring this completed form to the *New Student Orientation* (NSO).

**Task 1: Reply via email to Elena Diamond by July 10<sup>th</sup>**

By Friday, July 10<sup>th</sup> reply to Elena Diamond on email confirming your attendance at the required *New Student Orientation* (the CTSP office will send more details soon)

- ☐ I have emailed Elena Diamond (ediamond@lclark.edu) regarding the New Student Orientation

In your email, please also state whether you will be attending the program full-time or part-time. If you plan to complete the program part time you will be contacted this summer to complete a Part-Time Program Plan if that is needed. The Program Plan is an agreement between the candidate and the program as to when the candidate will enroll in each of the classes required in the program. There are two options: A Full-time Program Plan means the candidate will take the courses in the order they are listed in the Course Sequence Sheet on Page 5 of the First Year Handbook. A Part-Time Program Plan means the student has created a Modified Course Sequence Sheet with their advisor. Program Plans, once agreed upon, can be changed or modified in a meeting between the candidate and the advisor.

- ☐ I have confirmed in the above email that I will follow the Full-Time Program Plan  
☐ I have confirmed in the above email that I will follow the Part-Time Program Plan

**Task 2: Complete Clinical Practice Registration, Background Check, and Fingerprints**

Complete the necessary paperwork for clinical practice registration. Steps will be different for individuals who already hold a valid license through TSPC. Complete instructions can be found at this website

[https://graduate.lclark.edu/career\\_and\\_licensing/k-12/licenses\\_endorsements/clinical-practice-registration/](https://graduate.lclark.edu/career_and_licensing/k-12/licenses_endorsements/clinical-practice-registration/)

- ☐ I have completed the appropriate Clinical Practice Registration, Background Check, and Fingerprints

**Task 3: Review Program Handbooks and Requirements**

There are three School Psychology Program Handbooks posted online:

LC-SPSY First Year Handbook  
LC-SPSY Practicum Handbook  
LC-SPSY Internship Handbook

Please familiarize yourself with the required courses and Key Assessments described in the Handbooks. The LC-SPSY First Year Handbook details the experiences, evaluations, and coursework that each candidate must complete before Lewis & Clark College is able to grant a degree and recommend a candidate to the state for licensure and to the National Association of School Psychologists for NCSP certification. You are responsible for being prepared to discuss the Program Handbooks and Requirements at the New Student Orientation and in program courses. You are also responsible for maintaining up-to-date copies of each handbook as they move through the program. Handbooks can be found at the following link:

[http://graduate.lclark.edu/departments/counseling\\_psychology/school\\_psychology/educational\\_specialist\\_degree/evaluations\\_forms\\_handbooks/](http://graduate.lclark.edu/departments/counseling_psychology/school_psychology/educational_specialist_degree/evaluations_forms_handbooks/)

- ☐ I have reviewed Program Handbooks and Requirements online and made copies for reference

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**Task 4: Register for Fall Classes and Convocation.**

Beginning on July 13th and using [WebAdvisor](https://webadvisor.lclark.edu) (<https://webadvisor.lclark.edu>) register for the courses listed under *Year 1 Fall Term* on Page 5 of the *First Year Handbook* if you will be a full-time student in the program. (If you plan on attending the program part-time, as mentioned above, please contact Elena Diamond via email and she will set up a time to complete your Part-Time Program Plan.) Please also note that one of the classes you need to register for is CORE 500: Convocation, which is a required, one time, non-credit bearing gathering of whole graduate school (more information on this coming soon!). Follow this link for more information on registration, including how to set up the Lewis & Clark email account you will need in order to register: <https://graduate.lclark.edu/welcome/for-deposited-students/>

☐ I have registered for Fall 2020 classes and Convocation online

**Task 5: Bring completed form to the NSO**

Please bring this completed form to the NSO where you advisor will sign it.

Candidate's Signature \_\_\_\_\_ Date \_\_\_\_\_

Program Advisor's Signature \_\_\_\_\_ Date \_\_\_\_\_



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**LC-SPSY First Year CCE: KA 7.1 Professional Standards Rubric**

This evaluation assesses LC-SPSY First Year 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 will circle one rating for each NASP/LC-SPSY Program Professional Standard based on candidate performance in SPSY 502 and 503. Faculty will also include comments and goals for the next year where appropriate. Those candidates with a mean score of 2.0 or higher are allowed to move on to Practicum.

**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), and is concerned with their own professional growth	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)

3)

**LC-SPSY Transition Form 2: First Year Completion and Practicum Approval**

**LC-SPSY Candidate Name and Date** \_\_\_\_\_

In order to successfully complete the first year of the LC-SPSY program and receive approval to register for *CTSP 580: School Psychology Practicum*, each LC-SPSY program candidate must complete the following verifications:

**1) First Year Completion**

Candidate has met with SPSY 503 instructor to document and discuss successful completion of the following:

LC-SPSY First Year CCE Part 1: Professional Standards Rubric  
LC-SPSY First Year CCE Part 2: *NASP in Practice* Examination Rubric  
SPSY 502 assignments and fieldwork experiences

LC-SPSY 502 Instructor signature and date \_\_\_\_\_

**2) Program Evaluation and Ethical Guidelines**

Candidate confirms that all required LC-SPSY program coursework listed on the Candidate's Program Plan has been successfully completed with a grade of B or better by attaching a Program Evaluation from WebAdvisor (under Academic Profile) to confirm that no grade lower than a B- has been received. Candidate also confirms that the NASP Ethical Guidelines have been read, that they will be adhered to in practicum, and that if an ethical dilemma arises during practicum the Candidate will immediately notify and make plans to address it with both site and campus supervisors.

LC-SPSY Candidate signature and date \_\_\_\_\_

**3) Documentation and Approval for Practicum**

Candidate has created a packet of the following required paperwork and turned this packet in to LC-SPSY Clinical Coordinator Elena Diamond. This packet must be complete prior to making the appointment.

<b>Documentation For Practicum</b>	<b>Coord. Initial</b>
LC-SPSY Practicum Site Agreement	
Documentation of Professional Liability Insurance	

Candidate has been in contact with the LC-SPSY Clinical Coordinator and has received approval for a Practicum site and supervisor.

LC-SPSY Clinical Coordinator signature/date \_\_\_\_\_