

LEWIS & CLARK COLLEGE
Graduate School of Education and Counseling



School Psychology Program
Practicum Handbook

2020-2021

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LEWIS & CLARK SCHOOL PSYCHOLOGY (LC-SPSY)
PRACTICUM HANDBOOK 2020-2021

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Section

1

LC-SPSY Practicum Experience

Welcome to your LC-SPSY Practicum Year! Practicum is an important year-long experience in which you will gain knowledge, skills and dispositions important to the profession through observing, assisting, and leading activities in the school setting. The LC-SPSY Practicum (SPSY 580) is a year-long concentrated field experience for candidates. Candidates generally participate in the practicum during their second year of the program and complete practicum before their internship year. The practicum experience is designed as an opportunity for candidates to develop and practice counseling, consultation, and assessment skills in a supervised field placement.

By the time you reach practicum, you will have participated in course-based fieldwork in previous courses (e.g., SPSY 502 and CPSY 514). There are also a number of other courses that will be completed during the practicum year, including a series on consultation and prevention and the completion of a series on assessment. Completion of practicum and all required coursework is necessary for enrollment in the Internship course (SPSY 582). This Handbook is your guide to the process of securing and completing a successful Practicum experience.

Candidates are expected to remain at their placement for the academic school year, generally between the first week of September through mid-June. Candidates may also be required to attend trainings or meetings at their practicum site prior to the start of the school year, per district protocols. Candidates are therefore required to attend SPSY 580 Practicum in School Psychology class from the first week in September through mid-June. Candidates are required to begin practicum in the fall term and continue with the same supervision site and class throughout the school year whenever possible. Candidates are required to complete 450 hours of work at the site and in practicum class. Typically candidates can expect to spend about 10 hours a week at their school site(s).

What is the Process of Securing a Practicum Placement?

The School Psychology Program at Lewis & Clark strongly encourages placement of candidates into schools and districts whose students represent multiple aspects of diversity based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. The Program Clinical Coordinator will facilitate such placements with the Lewis & Clark Office of Strategic Partnerships and Clinical Placements. Beginning the spring term preceding practicum, the Clinical Coordinator and the Office of Strategic Partnerships and Clinical Placements will investigate site options and work to secure placements for the year-long, part-time practicum field experience. A K-12 school setting is chosen with a primary supervisor who is a licensed school psychologist according to the following steps:

- 1) Candidates will be asked to rank order preferences for districts in which they would like to be placed.
- 2) From the list of these preferences, the Placement Office and Clinical Coordinator draft a list of potential sites and supervisors they believe will likely be the most effective and supportive for the practicum experience.
- 3) The Placement Office will submit a request to the appropriate school district on the candidate's behalf.
- 4) Once a supervisor has been identified and the Clinical Coordinator verifies that the supervisor meets LC and NASP requirements, the Placement Office will contact the candidate via their lclark.edu email address to notify of a pending placement. Once the candidate receives this notification, they will need to:
 - Within 24 hours of receiving the notification of a pending placement contact the potential supervisor and schedule a meeting as soon as possible.
 - Notify the Placement Office (lcplacements@lclark.edu) and Clinical Coordinator (Dr. Elena Diamond at ediamond@lclark.edu) of the scheduled date of that meeting.
 - Within 24 hours of the meeting email the Placement Office with a brief summary of the meeting.
- 5) The Placement Office will follow up with the potential supervisor to determine whether the supervisor would like to commit to the placement.
- 6) The Placement Office will notify the candidate and the School Psychology faculty when the placement is confirmed. The candidate will follow up with the supervisor within 24 hours of this notification to thank them and discuss next steps.

What Activities are Required During Practicum?

You will be under the supervision and direction of your site supervisor during these experiences.

Fall Semester

- Observe, assist, and lead in counseling sessions with individuals and groups within the school setting
- Observe, assist, and consult in a special needs classroom (or other classroom chosen by your site supervisor)
- Attend, observe, and contribute to school-based behavioral or instructional consultation meetings (e.g., Student Study Team, Individual Education Program, Special Education Team, District-wide training opportunities)
- Observe, assist and lead in teaching and/or classroom presentations within the school setting (e.g., Social Skills or Conflict Resolution lessons)
- Observe your supervisor in assessment and consultation tasks as available
- Keep an hourly log of all activities
- Receive one hour of weekly individual supervision from your site supervisor and attend the SPSY 580 class for additional supervision
- Demonstrate appropriate ethical and professional behaviors.

Spring and Summer Semesters

- Continue with activities listed above for spring and summer semesters
- Observe, assist and lead in behavioral or instructional consultation with parents, teachers, and other school personnel
- Observe, assist and lead in assessment activities coordinated by your campus and site supervisors
- Take opportunities to research student problems and the efficacy of your work with them

What are the Candidate's Responsibilities?

In addition to successfully completing all the requirements of the practicum listed above, the following responsibilities are required of Lewis & Clark candidates:

- Participating at the site: candidates are to provide regularly scheduled hours to the site and keep in regular contact with the site supervisor. They are to work in close and supervised contact with both the site supervisor and the LC practicum supervisor.
- Keeping records: candidates are required to use the forms in the appendix to keep track of hours and activities while on site. These forms should be available to supervisors and should be saved as part of your professional portfolio.
- Attending class: candidates are required to attend the weekly, three hour, SPSY 580 class as long as they are working at their practicum site and fulfill the obligations and requirements of that class as described in the syllabus.

What is the Role of the Practicum Site Supervisor?

Site supervisors provide an immense service in supervising candidates from Lewis & Clark. Site supervisors must be willing and able to provide the following:

- Assist the candidate in understanding norms and becoming integrated into the school culture.
- Provide experiences that are appropriate for the candidate's skill level and that match the requirements of the practicum listed above.
- Observe the candidate in practicum activities, provide regular feedback, evaluate the candidate using the practicum CCE and help develop learning goals.
- Review and sign off on the candidate's record keeping and provide feedback through the end-of-semester evaluations of the candidate.
- Provide ongoing supervision including the one hour of individual supervision that is required weekly.
- Communicate with Lewis & Clark faculty as needed, keeping in close contact with the faculty instructor throughout the year.

What are the Needed Qualifications of the Site Supervisor?

The following qualifications are required of site supervisors of candidates in practicum:

- An Ed.S., Masters or doctoral degree, state licensure/certification as a school psychologist, and at least 3 years of post-degree practice. If the primary supervisor agrees, additional time may be spent with other professionals within the school system. We require verification of the primary supervisor's license/certification and resume for our files. This information will be collected by the Lewis & Clark Placement Office.

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- Adequate training and experience in supervising students. In lieu of previous experience, supervisors are asked to stay in close communication with the Lewis & Clark practicum instructor and/or Lewis & Clark Clinical Coordinator.
- Familiarity with and implementation of the Code of Ethics published by the National Association of School Psychologists.
- Familiarity with the Lewis & Clark School Psychology Practicum Handbook.

What is the Role of the LC Practicum Instructor?

As a representative of Lewis & Clark College, the faculty instructor provides group supervision for candidate. The practicum instructor is an additional source of support for the candidate. If problems arise on site, the instructor serves as a liaison between the site supervisor and the candidate. In rare cases, a faculty instructor may ask a candidate to leave a site and discontinue their practicum until issues have been resolved satisfactorily. In addition to weekly meetings with candidate, faculty instructors also:

- Communicate regularly with the site supervisor.
- Maintain brief supervision notes regarding attendance, discussion topics, and concerns.
- Visit candidate sites twice a year or as needed.
- Review candidate evaluations and assign course credit.

What are the Legal and Ethical Considerations of Practicum?

Candidates are expected to be familiar with and to practice within the codes of ethics for school psychologists as outlined by NASP (see nasponline.com). The following are a few pertinent points regarding ethics:

- The basic assumption underlying all agreements between candidates and sites is to ensure the welfare of students. School psychology ethical principles mandate that we “do no harm.”
- Dual role relationships are to be avoided. Therefore, it is inappropriate to engage in relationships other than therapeutic ones with your students. As such, candidates are not permitted to use their personal vehicles to transport students.
- It is vital that you keep your on-site supervisor aware of any high-risk situations, such as students who may be experiencing abuse or severe mental health issues.
- In Oregon, school psychologists are not allowed to disclose a person's HIV status without written permission.
- Practicum can be stressful. Sometimes candidates find themselves in emotional turmoil resulting from listening to the concerns of so many people. If this should happen, address it with your on-site supervisor and/or your college supervisor. Next, seek out your own therapy to resolve your issues. Finally, if you continue to find yourself distressed, it may be appropriate to limit or suspend your practicum.
- If you are concerned about the emotional state of another candidate: first, approach them directly and express your concern. If you continue to be concerned about their welfare and believe their campus supervisor is unaware of the problem, discuss it with their campus supervisor.
- Once you become aware of an ethical concern, discuss it with your supervisor or bring up the issue in your practicum class. Making ethical decisions involves consultation and using advice pooled from numerous sources.
- Be aware of the laws affecting your practice of school psychology.
- Discuss the limits of confidentiality with students during your first meeting. These limits include:
 - a. You are mandated to report child abuse or neglect.
 - b. You will need to break confidentiality if you believe that the student will be harmful to themselves or others.
 - c. The courts may mandate you to report to them.
 - d. Parents have the right to view all educational records.
 - e. In Oregon, children over 14 years of age have the right to be treated without parental consent, providing the parents are notified as soon as it is therapeutically feasible. You must also follow school district guidelines, which may include gaining parental permission to speak with any student, regardless of age.
 - f. notify all students that you are a practicum student and receiving supervision.

LC-SPSY Program Evaluation Plan: Practicum CCE

During a candidate's practicum year, we use the *LC-SPSY Practicum Comprehensive Candidate Evaluation (CCE)* to view individual and collective progress toward meeting program goals. We also use it to determine if candidates are making adequate progress toward meeting program goals; what knowledge, skills and dispositions have been adequately mastered and which remain to be learned; and if a candidate is ready to move to the next stage in the program (e.g. from practicum year into internship year). 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 *LC-SPSY Practicum Site Supervisor Evaluation of Candidate Rubric*. 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 practicum coursework is reviewed by program faculty through data collected in the *LC-SPSY Practicum Year CCE rubrics*. These rubrics are used to collect candidate performance data from a set of portfolio materials and comprehensive assignments in the areas of assessment, consultation, and direct service/counseling, as well as data from the *LC-SPSY Practicum Site Supervisor Evaluation of Candidate Rubric*. The three comprehensive assignments represented in these rubrics are used as the culminating projects in three important strands of coursework in the practicum year of the LC-SPSY program: the assessment/intervention sequence, the consultation sequence, and the practicum class sequence in which counseling is addressed. The LC-SPSY Practicum CCE serves as evidence for NASP Key Assessment #3, detailed in the School Psychology Program Handbook.

The aggregated information from all candidates' *LC-SPSY Practicum Year CCE* provides the program with information for continual improvement in regards to how well our candidates are meeting the goals we set for them. This 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 *LC-SPSY Practicum Year CCE* are found in the appendix.

Section

3

LC-SPSY and the NASP Domains

The following NASP training domains will be addressed in the SPSY 580 weekly seminars via assigned readings, class discussions and other activities. In addition, site supervisors will use these domains to evaluate candidate work during practicum.

10 NASP Domains of Practice

Domain 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.

Domain 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.

Domain 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.

Domain 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.

Domain 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.

Domain 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 multitiered prevention, and evidence-based strategies for effective crisis response.

Domain 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.

Domain 2.8: Diversity in Development and Learning

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual differences; and evidence-based strategies to enhance services and address potential influences related to diversity.

Domain 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.

Domain 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

Section

4

Counseling, Therapy, and School Psychology Department Content

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 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.

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.

The catalog includes academic policies, such as:

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

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- 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.

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.

Graduate Registrar

The Graduate Registrar's website, 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), 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.

Getting Help from the CTSP Office

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

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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

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.

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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:

- 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

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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.

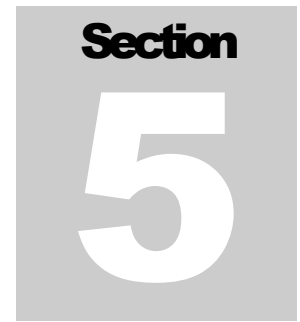
Changing Programs

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 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).



LC-SPSY Practicum Handbook Appendix

LC-SPSY Practicum Site Agreement

With this agreement, the Practicum Candidate and the Site Supervisor(s) commit to fulfilling the obligations of the School Psychology Practicum as outlined in the School Psychology Practicum Handbook. The agreement will be effective from the first week of the school year at the Practicum Site until the end of the school year in June for approximately 8-10 hours of supervised practicum experience each week. Your signature on this form indicates that you have read, understand, and agree to the responsibilities of both parties as outlined in the School Psychology Practicum Handbook.

Section One (to be filled out by Candidate)

LC-SPSY Practicum Candidate (please print) _____

Name of Practicum Site _____

Name of Primary Site Supervisor _____

Primary Site Supervisor's phone _____

Primary Site Supervisor's email _____

☐ I have attached a copy of my Professional Liability Insurance documentation.

Signature of Practicum Candidate/Date_____

Section Two (to be filled out by Site Supervisor)

Primary Site Supervisor's Years of Post-Master School/Clinical Experience_____

☐ I have responded to the Lewis and Clark Placement Office (lcplacements@lclark.edu) with my license and employment information.

Signature of Primary Site Supervisor/Date_____

Section Three (to be filled out by LC-SPSY Clinical Coordinator)

The original of this Practicum Site Agreement must be returned to the LC-SPSY Clinical Coordinator who will place it in the Candidate's file (A copy should be kept by the Site Supervisor and another copy should be kept by the Candidate).

LC-SPSY Clinical Coordinator/Date_____

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LC-SPSY Practicum Summary of Hours Report

Practicum Candidate's Name _____

Site and Supervisor _____

On this sheet, total the number of hours you have recorded on the LC-SPSY Practicum Daily Log. Please round to nearest half-hour and keep a copy for your own professional records.

	Fall	Spring/ Summer	Year total
Counseling (10 hours required per term, includes observing and participating in ongoing and drop-in individual and group sessions)			
Classroom (25 hours required per term, includes observing or participating in classroom activities or student assistance individually or in small groups)			
Consultation & meetings (20 hours required per term, includes observing or participating in meetings with teachers, parents and/or other team members to problem solve academic or behavioral issues; collecting and presenting data; implementing interventions)			
Assessment (10 hours required per term, includes observing or administering, scoring, interpreting, writing up elements of psycho-educational evaluation)			
Other (research, design, preparation, case notes, misc. meetings, observations, file reviews, interviews, etc.)			
Site Supervision (minimum of 30 hours)			
LC Supervision Class (minimum of 80 hours)			
TOTALS			(450 minimum)

Fall: Practicum Candidate's signature _____ Date _____

Primary Site Supervisor signature _____ Date _____

LC Supervisor signature _____ Date _____

Spring/Summer: Practicum Candidate's signature _____ Date _____

Primary Site Supervisor signature _____ Date _____

LC Supervisor signature _____ Date _____

LC-SPSY Practicum CCE Rubric: KA3.1 Assessment and Intervention

The SPSY 547 instructor will evaluate the practicum student's assessment of a child that will include information on background information, cognitive, educational, social, emotional, and adaptive data. Course descriptions show that practicum students will learn all parts of working through a full psycho-educational assessment, including a written report that includes background information, interviews and observations, formal assessments and interpretations of data, interventions, and efficacy of data. The practicum student will find a volunteer child or adolescent to assess; these results will not be distributed to parents or the child's school, but rather used only for learning purposes. Those candidates with a mean score of 2.0 or higher are allowed to move on to Internship.

Rubric: Assessment/Intervention Report

	Needs Improvement = 1	Sufficient = 2	Exemplary = 3	Score
3.1.1	Background information (School, family, health) and reason for referral are not sufficiently included.	Background information (school, family, health) and reason for referral are included and provide a sufficient overview of the child's background as well as the reason for referral.	Background information (school, family, health) and reason for referral are included. School history includes a history of educational placements; specific responses to interventions; attendance and disciplinary history; and results of previous testing, including accountability tests. Family history includes a description of with whom a child lives, the support for education at home, and other information pertinent to the child's functioning at school. A health history included visual/auditory acuity, any health issues which impact learning, any current medications, and any diagnoses which impact learning.	
3.1.2	Interviews are not sufficiently included.	Information from interview with either the teacher or the parent is included.	Interviews with parent(s), teacher(s) and child are included and provide a description of how each view of how the child is doing.	
3.1.3	Observations are not sufficiently included.	Observations performed during assessment process are included.	Observations performed during assessment process are included and are used to inform next steps of the assessment process.	
3.1.4	The candidate is unable to choose appropriate formal assessment tools to use for all areas.	The candidate chooses appropriate assessment tools based on individual child characteristics.	The candidate chooses appropriate assessment tools for both the child's individual characteristics and the environment in which the child learns.	
3.1.5	The candidate scores the instruments incorrectly.	The candidate scores the instruments accurately and scores are included in the report.	The candidate scores the instruments accurately and appropriate scores are included in the report, appropriately interpreted and explained.	
3.1.6	The candidate only reports scores without correct interpretation.	The candidate reports results with adequate interpretation to show strengths and weaknesses.	The candidate is able to integrate all data in the report into a single picture of the whole child.	
3.1.7	The candidate develops interventions that are not specifically intended for the child.	The candidate develops some interventions for the specific child.	The candidate develops a comprehensive set of interventions for home and school which will address the needs of the child as well as the reason for referral.	

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3.1.8	Technical qualities are insufficiently addressed.	The candidate writes a report that is clear, concise, and yet thorough. Good writing skills are used.	The candidate writes a report that is well-organized, technically correct, addresses the referral question, addresses all aspects of the evaluation process, and addresses the efficacy of the assessment/intervention process.	
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Three goals from KA3.1 regarding assessment and intervention for internship year created by faculty/candidate together:

1)

2)

3)

Student Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

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LC-SPSY Practicum CCE Rubric: KA3.2 Consultation

Instructors from SPSY 574 will use the following rubric to determine and review skill development of candidates in the area of consultation, specifically addressing the following: background information, stages of the problem-solving process, specific interventions and efficacy, and assessment data as needed. Also included will be reflections on the working relationships developed, the communication processes, and feedback from the site supervisor. Those candidates with a mean score of 2.0 or higher are allowed to move on to Internship.

	Does Not Meet = 0	Developing = 1	Meets = 2	Exceeds = 3
3.2.1 Structure/ Organization 3-ring binder, sections labeled, includes cover page, 2nd page, and title page; Project is fully redacted.	Not Included Information not redacted	Partially Complete Information not fully redacted	Complete & Correct; fully redacted, and report indicates that name/information has been changed	
3.2.2 Preface/ Abstract (approx. ½ page)	Abstract not included	Abstract is present but is vague or incomplete; may leave out key information	Includes a 1-paragraph summary of entire project, including 1-2 sentences about each section	Complete and extremely well written; similar in quality to that found in a peer-reviewed journal
3.2.3 Introduction/ Background Introduction describing general problem, list of procedures, description of the client/subject, setting, etc. (incl. consideration of culture, lang., other individual or systemic factors).	Introduction/ background is not included	Provides vague or incomplete description of problem, procedures, background, subject/setting, context, what issue will be addressed, and why it is important	Provides an adequate description of problem, procedures, background, subject/setting, context, what issue will be addressed, and why it is important	Is exceptionally well-written; includes 3+ peer-reviewed references of others who have targeted a similar behavior; includes in-depth consideration of client and contextual factors
3.2.4 Problem Identification Description of PII; also includes establishing objectives/goals, problem definition/specification, and data collection procedures	Project does not include a description of participant/ setting, behavior, measurement procedure, and method of interobserver agreement	Descriptions of participant/setting, behavior, measurement procedure, and method of interobserver agreement are vague or incomplete; operational definition is present but incomplete or not observable	Descriptions of interview, participant/setting, behavior, and measurement procedure, are complete, including a thorough operational definition Measurement technique is linked to target behavior	Descriptions of participant (incl. assets/strengths), setting, beh., measurement procedure are exceptional; Measurement technique is reliable, valid, and ideal for target behavior; Also includes consideration of interobserver agreement or reliability of assessment/ measurement technique

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3.2.5 Problem Analysis Description of PAI; <i>Analysis phase:</i> summary of data collected, hypothesized function, objectives/goals clarified. <i>Plan Design phase:</i> summary of intervention (including ABCs, hypothesized function/s, who will administer, integrity, complete description of intervention, any changes made) Experimental Design	Description of Problem Analysis and Design not included	Analysis and Plan are included but incomplete; Does not fully explore antecedent/consequent conditions or function that tie to intervention; Plan design is disconnected from research or from data on target behavior and/or analysis.	Descriptions of phases are complete, accurate, thorough; integrity data discussed; multiple ant.& consequence incl; design justified/ explained; Intervention clearly linked to research & hypothesized function; hyp. function(s) clearly stated; Intervention is natural match to target beh. and analysis, feasible	Is also exceptionally well-written and includes a design that is more advanced than AB design (e.g., multiple baseline; ABAB) Includes input from parent and student, as appropriate
3.2.6 Plan Implementation	Not included	Vague, incomplete, or partially correct	Describes logistics and act of plan implementation, including data collected; teacher check-in; any changes made to plan	Thorough and extremely well written
3.2.7 Results Graph	Graph is inaccurate or not included	Accurate but does not meet formatting typically found in single-subject research	Accurate, includes dates on x-axis, and matches formatting of single-case design research	
3.2.8 Use of visual analysis Quantitative description of results; Goal attainment and effectiveness discussed	Visual analysis missing or shows fundamental misconception of data interpretation	Visual analysis is vague, incomplete or partially correct; goal attainment/effectiveness not clearly stated	Visual analysis includes thorough and accurate description of level, trend, variability, immediacy of change, and overlap, including quantitative results when appropriate; includes effectiveness and goal attainment	Also includes comparison of similar phases; narrative is of similar quality to that found in peer-reviewed journal; Outlying data are discussed
3.2.9 Plan Evaluation/Discussion Summary of Plan Evaluation interview; discussion of outcomes; discussion of process	Not included	Vague or incomplete or does not clearly answer each question	Thoroughly analyzes both the <i>process</i> of consultation and outcomes specific to this case; includes intervention's strengths/weaknesses, other procedures that might have been effective, tie to research	Thorough and extremely well written Thoroughly addresses generalization/ transfer/ maintenance/ fading as appropriate
3.2.10 References	Not included	Included but incomplete (<3 articles), not in APA style, or not peer-reviewed	Complete with at least 3 peer-reviewed articles, accurate, in APA style	Complete, accurate, thorough, in APA style, and exceeding required number of citations
3.2.11 Appendices/ Support Documents Graphs (if not included prev), Sample Data	Not included	Partially complete	Complete	Complete and also includes integrity data collection sheets

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Coll.Sheet(s), Copies of ≥ 3 peer-reviewed research articles, Treat Accept. Form, Form. Assemnt Form, Copy of each Interview, Consent, Log Sheets, Behavior Pathway (optional)				Includes consent in blue/black pen Includes completed Behavior Pathways
3.2.12 Writing/ Logistics Quality of Writing; Grammar, Usage, and Mechanics; APA style	Quality of writing, spelling, punctuation, and grammatical errors significantly interfere with meaning and readability	A number of grammar, usage, and mechanical errors, and/or errors with APA style; inconsistent or minimal organization	Project was well-written, organized (with headings), includes few errors; and is written in APA style	Project was extraordinarily written, with clear voice and style. Very well organized, with virtually no error, in APA style

Three goals from KA3.2 regarding consultation for internship year created by faculty/candidate together:

- 1)
- 2)
- 3)

Student Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

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LC-SPSY Practicum CCE Rubric: KA3.3 Counseling Case Class Presentation

Candidates will complete a counseling project over the course of their practicum experience. The counseling project requirements could be fulfilled by conducting group or individual counseling. The project can be time-specific (e.g., an 8-week social skills group) or ongoing (e.g., meet weekly with a student who has psychological services listed on their IEP over the course of the year). The candidate can run the sessions solo, or co-lead the sessions (e.g., with a supervisor, school counselor, another practicum student). The project should be with the same student(s) over the course of several weeks (as opposed to drop in counseling with rotating students). The candidate will talk with their site supervisor to identify a counseling project that meets the needs of the school/students and aligns with the candidate's interests and skill development. Following the completion of the counseling project, candidates will present their counseling case to the class. The presentation will include an overview of the case including the items detailed in the rubric below. The Practicum instructor will complete this rubric and go over the results with each candidate, particularly noting candidate strengths and areas for further development. The candidate's areas of strength and of needed improvement will also be highlighted. Those candidates with a mean score of 2.0 or higher are allowed to move on to Internship.

Domain	Needs Improvement = 1	Sufficient = 2	Exemplary = 3	Score
Consent/ Assent	Parent consent is not documented	Parent consent is documented	Parent consent and student assent (or at minimum informing student) are both documented	
Reason for Referral	No documented reason for referral	Reason for referral is identified but unrelated to counseling goals	The reason for referral is outlined, is congruent with counseling goals, and the referral source is stated, consent and assent are documented	
Relevant Background Information	Background information is disorganized, unrelated to referral and services, and/or relevant information is missing	Background information of the student related to the presenting concern is adequate	Background information is thorough and relevant, aligns with goals, identifies student strengths and challenges	
Counseling Goals	Initial goals are vague, unrelated to services, and/or not measurable	Initial goals are specific and measurable	Initial goals are "SMART" and related to the student(s) needs and services	
Theoretical Orientation	No theoretical orientation identified	Theoretical orientation identified	Theoretical orientation identified and related to counseling services and goals	
Curriculum and Session Structure	Planned curriculum and/or counseling techniques are vague and/or not related to referral and goals	Planned curriculum and/or counseling techniques are detailed	Planned curriculum and/or counseling techniques are evidence-based and detailed with examples of activities included	
Documentation of Sessions	Counseling sessions are poorly documented	Documentation includes an overview of curriculum, topics, and/or activities for each session	Documentation includes an overview of curriculum, topics, and/or activities for each session and reflects on how sessions varied from the pre-planned session outline and structure	
Audio Recording or Transcript	No audio recording or sample transcript	Audio of session is shared or in the case of no consent for audio,	Audio of session is shared or in the case of no consent for audio, specific themes and content areas	

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	for content is available	specific themes and content areas are shared	are shared, with a description of the session and specific content to listen for (e.g., challenges in the session, breakthrough moment, tone, etc.)	
Data Collection Methods	No data collection plan presented	Data collection methods are shared	Data collection methods align with the reason for referral and counseling goals	
Data Reporting	No pre-test or post-test data	Pre-test, post-test, and progress monitoring data are presented	Pre-test, post-test, and progress monitoring data are presented and interpreted	
Personal and Professional Boundaries	Candidate does not consistently show appropriate personal and/or professional boundaries	Candidate demonstrates appropriate personal and professional boundaries	Candidate demonstrates appropriate personal and professional boundaries and role-models appropriate boundaries for the child	
Use of Supervision	Candidate does not seek supervision in counseling case and rarely incorporates feedback	Candidate seeks supervision and incorporates some feedback	Candidate regularly seeks supervision, responds well to feedback and incorporates it, demonstrates self-awareness of personal strengths and weaknesses in providing counseling services	
Recommendations	No recommendations are included or recommendations are vague and/or inappropriate	Recommendations for next steps are included and are linked to the reason for referral and goals	Recommendations for next steps are comprehensive, relevant to the counseling goals, and build upon student growth and needs	

Three goals from KA3.3 regarding counseling for internship year created by faculty/candidate together:

- 1)
- 2)
- 3)

Student Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

LC-SPSY Practicum CCE Rubric: KA3.4 Counseling Case Summary Report

Candidates will complete a counseling project over the course of their practicum experience. The counseling project requirements could be fulfilled by conducting group or individual counseling. The project can be time-specific (e.g., an 8-week social skills group) or ongoing (e.g., meet weekly with a student who has psychological services listed on their IEP over the course of the year). The candidate can run the sessions solo, or co-lead the sessions (e.g., with a supervisor, school counselor, another practicum student). The project should be with the same student(s) over the course of several weeks (as opposed to drop in counseling with rotating students). The candidate will talk with their site supervisor to identify a counseling project that meets the needs of the school/students and aligns with the candidate's interests and skill development. Following the completion of the counseling project, candidates will write a summary report with the following headings detailed in the rubric below. The report should be approximately 3-5 pages single spaced and could be a useful tool for a future counselor to understand the work that the student has already completed in counseling. The Practicum instructor will complete this rubric and go over the results with each candidate, particularly noting candidate strengths and areas for further development. The candidate's areas of strength and of needed improvement will also be highlighted. Those candidates with a mean score of 2.0 or higher are allowed to move on to Internship.

Domain	Needs Improvement = 1	Sufficient = 2	Exemplary = 3	Score
Reason for Referral	No documented reason for referral	Reason for referral is identified but unrelated to counseling goals	The reason for referral is outlined, is congruent with counseling goals, and the referral source is stated, consent and assent are documented	
Relevant Background Information	Background information is disorganized, unrelated to referral, and/or missing relevant information	Background information is related to the presenting concern and is adequate	Background information is thorough and relevant, aligns with goals, identifies student strengths and challenges	
Counseling Goals	Initial goals are vague, unrelated to services, and/or not measurable	Initial goals are specific and measurable	Initial goals are "SMART" and related to the student(s) needs and services	
Summary of Sessions	Sessions are poorly documented and summarized	Sessions are summarized and include an overview of curriculum, topics, and/or activities covered	Sessions are summarized in a comprehensive manner that includes an overview of curriculum, topics, and/or activities covered and would be helpful for a future practitioner or team member	
Summary of Data	No data are included	Pre-test, post-test, and progress monitoring data are presented	Pre-test, post-test, and progress monitoring data are presented and interpreted	
Recommendations	No or vague and/or inappropriate recommendations	Recommendations for next steps are included and are linked to goals	Recommendations for next steps are comprehensive, relevant to the goals, and build upon student growth and needs	

Three goals from KA3.3 regarding counseling for internship year created by faculty/candidate together:

- 1)
- 2)
- 3)

Student Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

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LC-SPSY Practicum CCE Rubric: KA3.5 Practicum Site Supervisor Evaluation of Candidate

Instructions for Site Supervisor: Please use the scale detailed below to rate the practicum candidate's knowledge, skills, and dispositions in the ten NASP training domains listed. Please add any relevant comments and/or goals in each section and meet with the practicum candidate to discuss your responses. During campus supervision meetings with faculty, these results will also be discussed. At the end of Practicum, candidates are expected to attain an average of 2.0 in each domain listed. Thank you for support, mentorship, and supervision!

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

Name of Practicum Candidate (please print): _____

Practicum Candidate Signature and Date: _____

Practicum Site Supervisor (please print): _____

Practicum Site Supervisor Signature and Date: _____

	Domain 2.1 Data-Based Decision Making					
3.4.1	The candidate is aware of a variety of models and methods to gather information about the whole child regarding behavioral, academic, social and emotional concerns.	N	0	1	2	3
3.4.2	The candidate recognizes the need for team problem-solving and integrating assessment information from multiple sources.	N	0	1	2	3
3.4.3	Under supervision, the candidate can administer academic assessment tools and interpret results per standardized protocol.	N	0	1	2	3
3.4.4	Under supervision, the candidate can administer cognitive assessment tools and interpret results per standardized protocol.	N	0	1	2	3
3.4.5	Under supervision, the candidate can use assessment and observation data to identify student strengths and weaknesses.	N	0	1	2	3
3.4.6	Under supervision, the candidate can use evaluation data to develop a list of interventions appropriate for implementation.	N	0	1	2	3
3.4.7	Under supervision, the candidate can utilize data to evaluate the efficacy of an intervention.	N	0	1	2	3
	Domain 2.2 Consultation and Collaboration					
3.4.8	The candidate demonstrates appropriate communication skills necessary to effectively consult with team members.	N	0	1	2	3
3.4.9	The candidate consults and coordinates with team members when determining an intervention plan or recommendations for a particular student.	N	0	1	2	3
3.4.10	Under supervision, the candidate has participated in several sessions of academic consultation and/or collaboration.	N	0	1	2	3
3.4.11	Under supervision, the candidate has participated in several sessions of behavioral consultation and/or collaboration.	N	0	1	2	3
3.4.12	The candidate uses principles of social justice when developing plans for assessment, collaboration with families, and interventions.	N	0	1	2	3
	Domain 2.3 Intervention and Instructional Support to Develop Academic Skills					
3.4.13	The candidate demonstrates an understanding of biological, cultural and social influences on academic skill development.	N	0	1	2	3
3.4.14	The candidate can apply learning principles to understand academic assessment and interventions.	N	0	1	2	3
3.4.15	Under supervision, the candidate can review cognitive and academic assessment results and determine a course of interventions.	N	0	1	2	3
3.4.16	The candidate demonstrates an ability to identify evidence-based instructional strategies/interventions to promote cognitive and academic skills.	N	0	1	2	3

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	Domain 2.4 Interventions and Mental Health Services to Develop Social/Life Skills					
3.4.17	The candidate demonstrates an understanding of biological, cultural and social influences on behavior and mental health.	N	0	1	2	3
3.4.18	Under supervision, the candidate can use behavioral and mental health assessments to identify appropriate goals and interventions for the development of affective, adaptive, and social skills.	N	0	1	2	3
3.4.19	Under supervision, the candidate has applied skills in providing direct and indirect services utilizing evidence-based strategies to promote student mental health and develop social and life skills.	N	0	1	2	3
3.4.20	Under supervision, the candidate demonstrates skills in individual counseling, group counseling, and social/life skills interventions.	N	0	1	2	3
	Domain 2.5: School-Wide Practices to Promote Learning					
3.4.21	The candidate is aware of, and engages in, school-wide interventions and practices that promote positive learning environments.	N	0	1	2	3
3.4.22	The candidate demonstrates an understanding of systems theory as it relates to schools and other systems in the community.	N	0	1	2	3
3.4.23	The candidate demonstrates an understanding of school settings as a system and works with others to maintain safe, supportive and effective learning environments for children.	N	0	1	2	3
3.4.24	Under supervision, the candidate is able to work with both the special education and the general education systems to ensure that children's needs are appropriately met.	N	0	1	2	3
	Domain 2.6 Preventative and Responsive Services					
3.4.25	The candidate demonstrated an understanding of and participation in multi-tier intervention and prevention at the school and community levels.	N	0	1	2	3
3.4.26	The candidate is aware of principles and research related to resilience and risk factors in learning and mental health and has demonstrated these skills in practice.	N	0	1	2	3
3.4.27	The candidate has the ability to provide or contribute to prevention and intervention programs such as individual counseling, group counseling, or problem-solving groups.	N	0	1	2	3
3.4.28	The candidate is effective in dealing with crisis situations, showing a strong perception of others' views, and is able to collaborate with a crisis team.	N	0	1	2	3
	Domain 2.7 Family-School Collaboration Services					
3.4.29	The candidate demonstrates an understanding of family systems, including the influences of family on development, learning, and behavior.	N	0	1	2	3
3.4.30	The candidate demonstrates an understanding of methods to engage and involve families in education and service delivery.	N	0	1	2	3
3.4.31	Under supervision, the candidate works effectively with home, school and community members to provide comprehensive services to children.	N	0	1	2	3
3.4.32	Under supervision, the candidate works effectively to gather information about the context and lives of school families and apply this information to their work in schools.	N	0	1	2	3
	Domain 2.8 Diversity in Development and Learning					
3.4.33	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.	N	0	1	2	3
3.4.34	Under supervision, the candidate demonstrates an understanding of development and psychopathology, and is able to use theory and research when developing interventions for children.	N	0	1	2	3
3.4.35	The candidate has the ability to work with all people in public schools with respect, thoughtfulness, and sensitivity.	N	0	1	2	3
3.4.36	The candidate demonstrates the ability to respectfully discuss and address individual differences, abilities, disabilities and other diverse characteristics.	N	0	1	2	3
3.4.37	Under supervision, 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.	N	0	1	2	3
	Domain 2.9 Research and Program Evaluation					
3.4.38	The candidate has a working knowledge of statistical methods of analysis and how they apply to research in schools.	N	0	1	2	3

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3.4.39	The candidate has knowledge of various service models and methods for evaluating research designs for use in schools.	N	0	1	2	3
3.4.40	The candidate is able to utilize intervention data to evaluate program effectiveness and make recommendations for improvement.	N	0	1	2	3
3.4.41	The candidate demonstrates an ability to plan and use research to improve services for groups of children in schools.	N	0	1	2	3
3.4.42	The candidate is able to examine and utilize available research to better understand and address issues children may face in schools and learning.	N	0	1	2	3
Domain 2.10 Legal, Ethical, and Professional Practice						
3.4.43	The candidate demonstrates ability to understand and apply ethical and legal requirements and professional standards.	N	0	1	2	3
3.4.44	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
3.4.45	The candidate recognizes the boundaries of their particular competencies and the limitations of their expertise and takes responsibility for compensating for deficiencies.	N	0	1	2	3
3.4.46	The candidate is thoughtfully and effectively engaged in courses, and in the overall curriculum and program and contributes positively	N	0	1	2	3
3.4.47	The candidate consistently shows strong and effective skills in verbal, nonverbal, and written communication.	N	0	1	2	3
3.4.48	The candidate is consistently organized and manages time well.	N	0	1	2	3
3.4.49	The candidate follows professionally recognized conflict resolution processes, seeking to informally address the issue first with individual(s) with whom the conflict exists.	N	0	1	2	3
3.4.50	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
3.4.51	The candidate takes initiative, is dependable and responsible, and is concerned with their own professional growth	N	0	1	2	3
3.4.52	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
3.4.53	The candidate exhibits appropriate levels of self-assurance and confidence in one's own ability and balances this with a healthy sense of humility and openness to learning	N	0	1	2	3
3.4.54	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
3.4.55	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
3.4.56	The candidate demonstrates appropriate emotional self-regulation in interpersonal relationships with supervisors, faculty, peers, and others.	N	0	1	2	3

Three goals/comments from KA3.4 for internship year created by Site Supervisor and Candidate together:

- 1)
- 2)
- 3)

Candidate Signature: _____ Date: _____

Site Supervisor Signature: _____ Date: _____

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LC-SPSY Practicum Evaluation of Site and Supervisor by Candidate

We value your opinions of the effectiveness of your practicum site and site supervisor. At the end of your practicum, please answer the following questions anonymously. These results will help our program and future students in making wise selections of sites and supervisor. Please check the appropriate responses and add relevant written comments for each item below.

Date: _____

On-site Supervisor(s): _____

Placement Site/ District: _____

1. How would you rate your supervision overall? Please consider the support and instruction that you were given throughout the year.

Excellent	Very Good	Adequate	Poor
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Please describe some of the most helpful aspects of the supervision you received.

Please describe some of the least helpful aspects of the supervision you received.

2. How much time did your supervisor spend with you each week for feedback and instruction? Please note that supervision is to take place every week of the fieldwork.

More than adequate (more than one hour every week)	Adequate (one hour, each week)	Less than adequate (less than 1 hour weekly)
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3. How would you rate the support you received from school site/district staff?

Excellent	Very Good	Adequate	Less than adequate
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Please describe some of the most helpful aspects of the site(s).

Please describe some of the least helpful aspects of the site(s).

Other comments:

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LC-SPSY Practicum Permission to Record (Sample)

Date _____

Dear Parent or Guardian,

My name is _____ and I am a School Psychology Practicum Student at Lewis & Clark College, working under the supervision of _____, School Psychologist. This year I will be providing counseling services to your child _____. ***[add a brief description about counseling services you will be providing as necessary, e.g., per IEP, individual or group, specific goals or topics to address]***

To add to my learning experience as a graduate student, there may be times when I plan to record portions of our conversation during the course of our counseling sessions. These confidential recordings would be used within my practicum class to address my developing skills as a school psychologist. I will destroy the recordings by the end of the school year.

May I please have your permission to record our counseling sessions? Please sign and return this form with your child if you agree to this arrangement. I would be happy to speak with you about this now or throughout the school year.

My supervisor and I can be reached at _____.

Thank you for the opportunity to work with your child, _____.

Practicum Candidate
School Psychology Program
Lewis and Clark College

I give permission for my child's counseling sessions to be recorded and used as described.

Signature of Parent/Guardian _____

Phone _____

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LC-SPSY Transition Form 3: Practicum Completion and Internship Approval

LC-SPSY Candidate Name and Date _____

In order to successfully complete the Practicum Year of the LC-SPSY program and receive approval to register for *SPSY 582: School Psychology Internship*, each LC-SPSY program candidate must complete the following verifications:

1) Practicum Year Completion

Candidate has met with SPSY 580 instructor to document and discuss successful completion of the following:

SPSY 580 assignments and fieldwork experiences	
LC-SPSY Practicum CCE Rubric: KA3.1 Assessment/Intervention	
LC-SPSY Practicum CCE Rubric: KA3.2 Consultation	
LC-SPSY Practicum CCE Rubric: KA3.3 and KA3.4 Counseling	
LC-SPSY Practicum CCE Rubric: KA3.5 Prac. Site Supervisor Evaluation of Candidate	
LC-SPSY Practicum Evaluation of Site/Supervisor by Candidate	
LC-SPSY Practicum Summary of Hours Report	

LC-SPSY SPSY 580 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 were adhered to in practicum and will continue to be adhered to in internship, and that if an ethical dilemma arises during internship 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 Internship

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.

Documentation For Practicum	Admin Initial	Notes
LC-SPSY Internship Site Agreement		
Documentation of Professional Liability Insurance		

Candidate has been in contact with the LC-SPSY Clinical Coordinator and has received approval for an Internship site and supervisor as well as permission to get the Internship Site Agreement signed.

LC-SPSY Clinical Coordinator signature/email and date _____