

LEWIS & CLARK COLLEGE
Graduate School of Education and Counseling



School Psychology Program
Internship Handbook

2020-2021

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Section

1

LC-SPSY Internship Experience

“The internship experience is often regarded as the pinnacle of graduate training in school psychology. Indeed, it represents the culmination of years of coursework, practicum experience, and research and offers interns the opportunity to integrate all they have learned with the ultimate purpose of refining clinical skills and promoting ethical practice.”

Sullivan, J.R. & Conoley, J.C. (2008). Best practices in the supervision of interns. In A. Thomas and J. Grimes (Eds.), *Best Practices in School Psychology V* (pp.1957-1974). Bethesda, MD: National Association of School Psychologists.

What are the Basic Requirements of the Internship?

- **Calendar and Hours**
Internship is composed of a complete K-12 academic school year (i.e., a specified date in August through a specified date in June) and the accumulation of 1200 hours of school psychology practice in K-12 schools.
- These 1200 hours must consist of a minimum of 50 hours with preschool/kindergarten students, 100 hours at an elementary level (K-6) and 100 hours at a secondary (grades 6-12) level. In addition, 100 hours must be spent in consultation activities and 50 in counseling. Assessment is to be at least 20% of the intern's work but not more than 40%. Interns are expected to work with students in both general and special education populations.
- **Supervision**
Two hours a week of direct, face-to-face supervision with on-site supervisor. The purpose of this supervision is for the intern to have individualized instruction about their scope of practice, including a time to review protocols, edit reports, and have questions answered. This supervision requirement is above and beyond time devoted to staffing/eligibility meetings, pre-referral, in-service, and other like activities.

In addition, candidates will receive supervision in the internship seminar (SPSY 582) with Lewis & Clark instructors, who also are licensed school psychologists with extensive school experience.
- **Class**
Attendance at all classes for SPSY 582. Completion of course requirements as listed in the course syllabus. The course is graded Pass/No Pass at the completion of the internship in June.
- **Professional Standards and Ethics**
Adherence to all NASP ethical principles and professional standards are a vital part of internship.

Note: Other specific details for each year are described in the course syllabus for each year.

What is the Process of Securing an Internship Placement?

The School Psychology Program at Lewis & Clark strongly encourages placement of interns 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 Clinical Coordinator and

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Lewis & Clark Placement Office will help facilitate such placements. The Internship course supervisor will provide supervision regarding diversity and multicultural considerations throughout the year.

What are the Requirements of the District/Site?

In most cases, interns will complete their internships in local school districts or educational service districts. The district will agree to provide appropriate support for the internship experience, including: (a) a written agreement specifying the period of appointment and any terms of compensation; (b) a schedule of appointments, expense reimbursement, a safe and secure work environment, adequate office space, and support services consistent with that afforded agency school psychologists; (c) provision for participation in continuing professional development activities; (d) release time for internship supervision; and (e) a commitment to the internship as a diversified training experience.

Minimum qualifications for site approval include:

- The availability of a certified/licensed and highly qualified school psychologist to serve as the intern field supervisor, pending approval by the Clinical Coordinator. This individual will assume primary responsibility for supervision. Involvement with other qualified individuals in the supervision process is encouraged to provide a well-rounded internship experience.
- Opportunities for an intern's exposure to the variety of experiences associated with the practice of school psychology. Internships are tailored for each individual but, at a minimum, will include experience with students from 3 to 21 years of age in both general and special education situations, supervised assessment, academic and behavioral intervention, individual and group counseling as well as classroom experience, parent and staff consultation, and the provision of in-service training.
- Assurance by the site that the intern workload will not exceed 75% of what a credentialed school psychologist works. Related assurance that the intern will devote at least 20% but no more than 40% of their time to psycho-educational evaluations and directly related services.
- Commitment by the site to the provision of thorough orientation to the intern including complete review of the internship site's policies, standards, and practices. Interns shall be treated as professional staff; provided supportive work environments; given necessary sick leave days; given adequate supplies and materials; encouraged to participate on committees; and released to attend professional development trainings and meetings.
- Officials at an internship site have the right to terminate an internship relationship for reasons of unsatisfactory performance. In the event of such an occurrence, it is the responsibility of the site to document the nature of these problems carefully and, whenever possible, to provide the intern with early feedback and the opportunity to improve their practice. If termination should be necessary, it is the responsibility of the school psychology Clinical Coordinator and Program Director, in consultation with the Department Chair and/or Dean of the Graduate School, to determine if and under what conditions an additional internship would be allowed.
- The internship site will assure that designated primary supervisors are model school psychologists engaged in broad and diverse service delivery.

What are the Required Characteristics, Qualifications, and Responsibilities of Site Supervisors?

Required Supervisor Characteristics:

- is a fully licensed/credentialed as a school psychologist by the state in which they practice.
- has been practicing in the schools as a school psychologist for at least three years.
- has a passion for school psychology and a desire to mentor new colleagues in the field.
- has a commitment to have a new intern shadow them all day for the first several weeks, to gradually increase their independent work, and to finally let them have a school of their own by mid-winter.
- has strategies for how to deal with an intern who is not responding to their leadership and expectations.
- has knowledge and ability to implement the Principles of Professional Ethics published by NASP (2010).
- has a familiarity with this Lewis & Clark School Psychology Internship Handbook.
- has current employment and licensure/certification information on file in the LC Placement Office.

Required Supervisor Roles and Responsibilities:

- Provides throughout the internship year two hours each week of direct, individual supervision above and beyond the usual meetings held in common. The purpose will include time to talk about evaluations, counseling, and consultation. Intern supervision will be the responsibility of both the site supervisor and the college supervisor (see below for more on expectations of the college supervisor). Day-to-day supervision will be the responsibility of the site supervisor. The site supervisor is expected to observe the intern's clinical activities (e.g., testing, counseling, consultation, casework, and staffing) and to review, edit, and sign all written reports. While the minimum requirement for supervision is two hours each week of direct one-on-one supervision, supervisors typically need to spend more time with the interns during the first semester, directing day to day activities, allowing observation of the supervisor's work, and answering questions that arise that cannot wait for the scheduled supervision time. In general, supervisors are expected to be in the same building as the intern.
- Assists the intern in understanding the norms of, and becoming integrated into the culture of the site.
- Provides experiences that are appropriate for the student's skill level and that match the requirements of the Internship listed above.
- Observes the student's activities, providing regular feedback; help develop learning goals.
- Reviews and signs off on the intern's paperwork and provides feedback through the end-of-semester reviews.
- Communicates with Lewis & Clark supervisor as needed, keeping in close contact with the faculty instructor throughout the year.

Suggested text for supervisors:

Harvey, V.S. & Struzziero, J.A. (2nd ed.) (2008). Professional development and supervision of school psychologist: From Internship to Expert. Bethesda, MD: NASP.

Newman, Daniel S. (2013). Demystifying the school psychology internship: A dynamic guide for interns and supervisors. New York, NY: Routledge.

What is the Role of the LCSP College Internship Supervisor?

Internship supervision will be the responsibility of both the on-site supervisor and the college supervisor. Interns will participate in a mandatory campus supervision/seminar concurrent with their internship. This campus supervision will provide opportunity for group problem-solving on difficult cases and will also make available information relevant to the roles and functions of school psychologists. Interns will be required to submit samples of their work for review by their college supervisor. In addition, the college supervisor will make site visits as needed to directly observe and consult with interns and their on-site supervisors. The college supervisor will be available to both interns and on-site field supervisors to consult on any difficulties that may arise. The college supervisor, in coordination with the Program Director, may also terminate an internship placement when either the intern or the site is not able to fulfill the requirements stated above.

As a representative of Lewis & Clark College, the college internship supervisor provides group supervision for interns. Individual supervision is provided as needed. If problems arise on site, the college supervisor serves as a liaison between the on-site supervisor and the student. In rare cases, the college supervisor may ask an intern to leave a site and discontinue their internship until issues have been resolved satisfactorily. In addition to weekly meetings with interns, the college internship supervisors also:

- Communicate regularly with the site supervisor and internship coordinator
- Maintain brief supervision notes regarding attendance, discussion and concerns
- Visit student sites twice a year for formal observations or as needed
- Review student evaluations and assign course credits.

What Are the Legal/Ethical Considerations of the Internship?

Interns are expected to practice within the codes of ethics for school psychologists. The following are a few pertinent points regarding ethics:

- The basic assumption underlying all agreements between interns and internship sites is to ensure the welfare of students. School Psychology ethical principles mandate that we "do no harm."

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- Dual role relationships are to be avoided. Therefore, it is inappropriate to engage in relationships other than therapeutic ones with your students. As such, interns are not permitted 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, as well as interns, are not allowed to disclose a person's HIV status without written permission.
- Internship can be stressful. Sometimes interns 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 internship.
- If you are concerned about the emotional state of another intern: 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 internship 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. You notify all clients that you are an intern and under supervision. All written reports must be signed by both the intern and the on-site supervisor.

Section 2

LC-SPSY and the NASP Domains

School psychology training is delivered within a context of program values and clearly articulated training philosophy/mission, goals, and objectives. 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 consumers. The following Domains are those NASP has specified to steer the training of school psychology graduate interns.

Domain 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: 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 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 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 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 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.

Domain 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 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 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 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

3

Counseling, Therapy, and School Psychology Department Policies 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 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.

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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.

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

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.

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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

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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

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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 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

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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

4

LC-SPSY Program Evaluation Plan: Internship CCE

Our Candidate Evaluation Plan begins at admissions and continues beyond graduation from the program. A Comprehensive Candidate Evaluation (CCE) is 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 internship year into the first year of independent practice)

During a candidate's internship year, we use the *LC-SPSY Internship Comprehensive Candidate Evaluation* to determine if candidates are ready to graduate from our program and be recommended for licensure at the state and national level. The *LC-SPSY Internship CCE* 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 & #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 in the School Psychology Program Handbook. In addition to the rubric used for *KA4: Internship Site Supervisor Evaluation of Candidate* the LC-SPSY Internship CCE is composed of three sections/rubrics:

KA 5.1. Assessment and Intervention Report

Involves a full psycho-educational evaluation of an individual child leading to evidence-based interventions and follow up work.

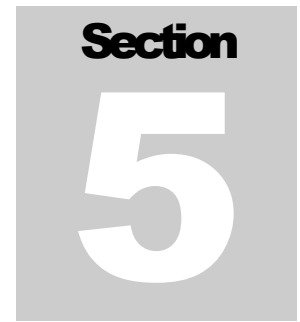
KA 5.2. Consultation: Academic

The candidate provides consultative services for a selected child. Direct services are generally provided by the intern. The candidate works with the child and related adults throughout the year and writes results of the project, including a statement of efficacy of the child's learning and/or environmental processes.

KA 5.3. Consultation: Behavior

The candidate provides consultative services for a selected child. Direct services are generally provided by the intern. The candidate works with the child and related adults throughout the year and writes results of the project, including a statement of efficacy of the child's learning and/or environmental processes.

The *LC-SPSY Internship CCE* also includes documentation of supervision and of additional tasks required for graduation and licensure. The data from all these sources for each candidate is compiled and analyzed to provide the program with information for continual improvement in regards to how well our candidates are meeting the goals we set for them. Rubrics, instructions, and details regarding the *LC-SPSY Internship CCE* are found in the appendix of this document.



LC-SPSY Internship Handbook Appendix

LC-SPSY Internship Site Agreement (Page One)

With this agreement, the LC Internship Candidate and the Internship Site Supervisor(s) commit to fulfilling the obligations of the School Psychology Internship as outlined in the School Psychology Internship Handbook and summarized below. The agreement will be effective from the first week of the school year at the Internship Site until the end of the school year in June totaling a minimum of 1200 hours of supervised Internship experience overall. 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 Internship Handbook.

Internship Activities:

Over the course of a complete K-12 academic school year, interns are expected to accumulate at least 1200 hours in school psychology practice. These 1200 hours must consist of a minimum of 50 hours with preschool/kindergarten students, 100 hours at an elementary level (K-6) and 100 hours at a secondary (6-12 grades) level. In addition, 100 hours must be spent in consultation activities and 50 in counseling. Assessment is to be at least 20% of the intern's work but not more than 40%. Interns are expected to work with students both in the general population as well as those identified as having special needs. Interns will attend their site Monday through Friday with a flexible schedule on the day that they have their internship course so that they can attend a supervision class and complete coursework.

Supervision

Two hours a week of direct, face-to-face supervision with on-site supervisor. The purpose of this supervision is for the intern to have individualized instruction about their scope of practice, including a time to review protocols, edit reports, and have questions answered. This supervision requirement is above and beyond time devoted to staffing/eligibility meetings, pre-referral, in-service, and other like activities. In addition, students receive supervision in internship seminar (SPSY 582) with Lewis & Clark instructors, who also are licensed school psychologists with extensive school experience.

Site Commitment

Commitment by the site to the provision of thorough orientation to the intern including complete review of the internship site's policies, standards, and practices. Interns shall be treated as professional staff; provided supportive work environments; given necessary sick leave days; given adequate supplies and materials; encouraged to participate in committees; and released to attend professional development trainings and meetings. In addition, the district will agree to provide appropriate support for the internship experience, including: (a) a written agreement specifying the period of appointment and any terms of compensation; (b) a schedule of appointments, expense reimbursement, a safe and secure work environment, adequate office space, and support services consistent with that afforded agency school psychologists, (c) release time for internship seminar class. Assurance by the site that the intern workload will not exceed 75% of what a credentialed school psychologist works. Related assurance that the intern will devote at least 20% but no more than 40% of their time to psycho-educational evaluations and directly related services.

NASP Domains

The following NASP Domains provide the framework for the training LC-SPSY Internship candidates.

- Data-Based Decision Making and Accountability
- Consultation and Collaboration
- Interventions and Instructional Support to Develop Academic Skills
- Interventions and Mental Health Services to Develop Social and Life Skills
- School-Wide Practices to Promote Learning
- Preventive and Responsive Services
- Family-School Collaboration Services
- Diversity in Development and Learning
- Research and Program Evaluation
- Legal, Ethical, and Professional Practice

Each of these items above is addressed in more detail in the LC-SPSY Internship Handbook.

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LC-SPSY Internship Site Agreement (Page Two)

Section One (to be filled out by Candidate)

LC-SPSY Internship Candidate (please print) _____

Name of Internship Site _____

Name of Primary Site Supervisor _____

Primary Site Supervisor's phone _____

Primary Site Supervisor's email _____

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

Signature of Internship 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 & 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 Internship 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 Internship Daily Log

Intern _____ School District _____

Date	Site & Level	Reg or Spec Ed	A = Assessment Csl = Counseling Clt = Consulting O = Other S = Supervision	Notes

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LC-SPSY Internship Summary of Hours

On this sheet, total the number of hours you have recorded on the *Daily Log*. Please keep a copy of both of these forms for your own professional records.

School Year: _____

Intern Candidate Name: _____

Internship Site: _____

	Fall	Spring/Summer	Yearly Total
Assessment Activities (between 240-500 hrs. for year, includes administering, scoring, interpreting, writing up elements of psycho-educational evaluation)			
Counseling Activities (min: 50 hours for year, includes ongoing and drop-in individual and group, sessions)			
Consultation Activities (min: 100 hours for year, includes meeting with teachers, parents and/or other team members to problem solve academic or behavioral issues; collecting and presenting data; implementing interventions)			
Site Supervision (min: 70 hours for year)			
Class Supervision			
Other (research, design, preparation, case notes, misc. meetings, etc.)			
Totals:			(1200 minimum)
Preschool (min: 50 hours for year)			
Elementary (min: 100 hours for year)			
Secondary (min: 100 hours for year)			

Fall Semester:

Intern Candidate signature and date: _____

On-Site Supervisor signature and date: _____

Lewis & Clark Supervisor signature and date: _____

Spring/Summer Semester:

Intern Candidate signature and date: _____

On-Site Supervisor signature and date: _____

Lewis & Clark Supervisor signature and date: _____

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LC-SPSY Internship CCE Rubric: KA4 Internship Site Supervisor Evaluation of Candidate

Instructions for Site Supervisor: Twice during the year (at the end of the fall term, and at the end of the school year), please use the scale detailed below to rate the intern'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 intern to discuss your responses. During campus supervision meetings with faculty, these results will also be discussed. At the end of internship, 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 practice level 3—Meets criteria exceptionally/Area of strength

Name of Internship Candidate (please print): _____

Internship Candidate Signature and Date: _____

Internship Site Supervisor (please print): _____

Internship Site Supervisor Signature and Date: _____

	Domain 2.1 Data-Based Decision Making					
4.1	The candidate is able to utilize 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
4.2	The candidate is able to administer behavioral, academic, social/emotional assessments and use results to address referral questions and to determine a child's strengths and weaknesses.	N	0	1	2	3
4.3	The candidate is able to administer behavioral, academic, and social/emotional assessments to determine a child's strengths and weaknesses.	N	0	1	2	3
4.4	The candidate recognizes the need for team problem-solving and integrating assessment information from multiple sources.	N	0	1	2	3
4.5	The candidate integrates empirical data from all assessment areas (both formal and informal) when recommending interventions for children.	N	0	1	2	3
4.6	The candidate recognizes the importance of evaluating outcomes and demonstrates the ability to gather outcome data and uses such data when making decisions regarding services.	N	0	1	2	3
4.7	The candidate recognizes that data-based decision-making and accountability are vital to all aspects of the work as a school psychologist.	N	0	1	2	3
4.8	The candidate uses principles of social justice when developing and implementing plans for assessment and intervention.	N	0	1	2	3
	Domain 2.2 Consultation and Collaboration					
4.9	The candidate demonstrates appropriate communication skills necessary to effectively consult with team members.	N	0	1	2	3
4.10	The candidate has successfully consulted and/or collaborated with teachers, parents, school staff to address referral questions related to behavior.	N	0	1	2	3
4.11	The candidate has successfully consulted and/or collaborated with teachers, parents, school staff to address referral questions related to academics.	N	0	1	2	3
4.12	The candidate consults and coordinates with team members when determining an intervention plan or recommendations for a particular student.	N	0	1	2	3
4.13	The candidate is effective in working with a wide variety of people, using a variety of consultation and collaboration skills.	N	0	1	2	3
4.14	The candidate uses principles of social justice when developing and implementing plans for consultation.	N	0	1	2	3
	Domain 2.3 Intervention and Instructional Support to Develop Academic Skills					
4.15	The candidate demonstrates an understanding of human learning processes as well as techniques to assess those processes.	N	0	1	2	3

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4.16	The candidate demonstrates an understanding of biological, cultural and social influences on academic skill development.	N	0	1	2	3
4.17	The candidate clearly links assessment data from the whole team when recommending evidence-based interventions and strategies for children that are evidence based.	N	0	1	2	3
4.18	The candidate demonstrates an understanding of how to develop instructional strategies/interventions to promote cognitive and academic skills and learning in schools.	N	0	1	2	3
4.19	The candidate has an ability to implement interventions with both direct and indirect service delivery.	N	0	1	2	3
4.20	The candidate uses principles of social justice when developing and implementing plans for intervention and instructional support to develop academic skills.	N	0	1	2	3
Domain 2.4 Interventions and Mental Health Services to Develop Social and Life Skills						
4.21	The candidate demonstrates a comprehensive understanding of the biological, cultural and social influences on behavior and mental health in children.	N	0	1	2	3
4.22	The candidate demonstrates skills in behavioral and mental health assessment and can identify appropriate goals and interventions for the development of affective, adaptive, and social skills.	N	0	1	2	3
4.23	The candidate demonstrates the ability to evaluate the effectiveness of interventions that promote the development of affective, adaptive, and social skills.	N	0	1	2	3
4.24	The candidate demonstrates skills in providing direct interventions (individual counseling, group counseling, applied behavior analysis, and social skills) as well as indirect services for the development of affective, adaptive, and social skills.	N	0	1	2	3
4.25	The candidate is able to connect families and children with community and school resources that are matched to the child's needs.	N	0	1	2	3
4.26	The candidate uses principles of social justice when developing and implementing plans for intervention and mental health services to develop social and life skills.	N	0	1	2	3
Domain 2.5 School-Wide Practices to Promote Learning						
4.27	The candidate is aware of, and engages in, school-wide interventions and practices that promote positive learning environments.	N	0	1	2	3
4.28	The candidate demonstrates an understanding of systems theory as it relates to schools and other systems in the community.	N	0	1	2	3
4.29	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
4.30	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						
4.31	The candidate demonstrates an understanding of and participation in multi-tier intervention and prevention at the school and community levels.	N	0	1	2	3
4.32	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
4.33	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
4.34	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						
4.35	The candidate demonstrates an understanding of family systems, including the influences of family on development, learning, and behavior.	N	0	1	2	3
4.36	The candidate demonstrates an understanding and implementation of methods to engage and involve families in education and service delivery.	N	0	1	2	3
4.37	The candidate works effectively with home, school and community members to provide comprehensive services to children.	N	0	1	2	3
4.38	The candidate uses principles of social justice when developing and implementing plans for family-school collaboration services.	N	0	1	2	3
Domain 2.8 Diversity in Development and Learning						

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4.39	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
4.40	The candidate demonstrates an understanding of development and psychopathology and is able to use theory and research in developing interventions for children.	N	0	1	2	3
4.41	The candidate has the ability to work with all people in public schools with respect, thoughtfulness, and sensitivity.	N	0	1	2	3
4.42	The candidate demonstrates the ability to respectfully discuss and address individual differences, abilities, disabilities and other diverse characteristics.	N	0	1	2	3
4.43	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						
4.44	The candidate understands how to utilize intervention data to evaluate program effectiveness and make recommendations for improvement.	N	0	1	2	3
4.45	The candidate has knowledge of various service models and methods for evaluating research design and statistics for use in schools.	N	0	1	2	3
4.46	The candidates knowledge of and ability to plan and use research to improve services for groups of children in schools.	N	0	1	2	3
4.47	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						
4.48	The candidate demonstrates ability to understand and apply ethical and legal requirements and professional standards.	N	0	1	2	3
4.49	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
4.50	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
4.51	The candidate is thoughtfully and effectively engaged in courses, and in the overall curriculum and program and contributes positively	N	0	1	2	3
4.52	The candidate consistently shows strong and effective skills in verbal, nonverbal, and written communication.	N	0	1	2	3
4.53	The candidate is consistently organized and manages time well.	N	0	1	2	3
4.54	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
4.55	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
4.56	The candidate takes initiative, is dependable and responsible, and is concerned with their own professional growth	N	0	1	2	3
4.57	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
4.58	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
4.59	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
4.60	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
4.61	The candidate demonstrates appropriate emotional self-regulation in interpersonal relationships with supervisors, faculty, peers, and others.	N	0	1	2	3

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LC-SPSY Internship CCE Rubric: KA4 Internship Site Supervisor Evaluation of Candidate

Goals for Professional Development created by the Site Supervisor and Candidate together at mid-term:

1)

2)

3)

Internship Candidate Signature and Date: _____

Internship Site Supervisor Signature and Date: _____

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LC-SPSY Internship CCE Rubric: KA5.1 Assessment and Intervention Report

Intern Name/Date: _____

Each intern is expected to complete a final psycho-educational evaluation report with evidence-based interventions. The report is to include items listed in the rubric below. For each report, the campus supervisor scores the items. To pass the course, interns must have a mean score of at least 2.0 in each of the area. If satisfactory to the campus supervisor, interns are allowed to use their school district IEP form or a self-organized report, whichever includes all elements as shown in the following rubric.

Background Information

	Needs Improvement = 1	Sufficient = 2	Exemplary = 3	Score
5.1.1	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 and provide a well integrated, succinct and yet thorough overview of the child's background. 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.	

Interviews and Observations

5.1.2	Child Observations (during structured class time, unstructured time, and assessment process) are not sufficiently included.	Child Observations (during structured class time, unstructured time, and assessment process) are included and provide a sufficient overview of the child's learning styles, behaviors, and other learning information.	Child Observations (during structured class time, unstructured time, and assessment process) are included and provide a well integrated, succinct and yet thorough picture of the child's behaviors in the areas of behavior, social interaction, attention, efficacy of efforts, and so forth.	
5.1.3	Parent, teacher, and child interview information are not sufficiently included.	Parent, teacher, and child interview information are included and provide a sufficient overview of the child's individual characteristics including behavior and social skills.	Parent, teacher, and child interview information is included and provides a well integrated, succinct and yet thorough overview of the child's characteristics and environmental characteristics.	

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Assessment Tools

5.1.4	No evidence of using information on student to choose appropriate tools.	Used information about student's characteristics, especially including linguistic and cultural diversity, to choose appropriate tools.	Used clear reasoning in explaining why tools were chosen for that particular student.	
5.1.5	Assessment tool information is not sufficiently included.	Assessment tool information is included, is accurate, and has been interpreted well enough to provide a sufficient overview of results of cognitive processes, academic achievement, adaptive living skills, social and emotional skills, and behavior. Both narrative and statistical information are provided with explanations of the statistical terms used.	Assessment tools are described accurately. Results are accurate, described and interpreted accurately. The results are a well integrated, succinct and yet thorough overview of assessment results, including cognitive processes, adaptive skills, academic achievement, social and emotional skills, and behavior. Both peer comparisons and ipsative comparisons are made.	
5.1.6	There is insufficient evidence of the validity of the test or the validity of the results in the report.	There is sufficient information on the validity of the testing instruments and of the results.	Validity of the results and of the instruments are clearly and concisely written.	

Interventions

5.1.7	Interventions suggested are not individualized for the child or for the environment. Goals and objectives are not well-described.	Interventions, accommodations, and goals are included and provide a sufficient plan of service delivery.	Data-based interventions, accommodations, and goals are included and provide a well integrated, succinct and yet thorough plan for service delivery and for evaluation of the child's progress. Suggestions for both home and school are included.	
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Technical Qualities

5.1.8	Technical qualities in the written report (effective language, organization, writing skills, signatures, and grammar/spelling) are	Technical qualities are all sufficiently addressed. The written report is well-organized, clear, and concise. Signature lines are accurate.	Technical qualities are at a level expected of a professional practicing independently. Jargon is kept to a minimum.	
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	insufficiently addressed.			
5.1.9	Report is inaccurate, poorly interpreted, and/or poorly organized.	Report is accurate; information is interpreted accurately. However, it is not clear, complete, and/or organized well.	Report has accurate, well-interpreted, and well-integrated information, which is presented with accuracy, clarity, and brevity. The description of the child's learning characteristics is presented in an integrated fashion rather than as a subtest-by-subtest fashion.	
5.1.10	Oral report is not complete or clear.	Oral report is well-organized and complete.	Oral report is clear, concise, in language available to the parent(s) and is presented in a collegial manner with opportunities for questions.	
5.1.11	Student does not report efficacy data.	The student includes a summary of efficacy of the assessment and intervention suggestions.	The student writes about the efficacy of the assessment and interventions after at least a month of use. The efficacy data directly speaks to the referral question(s).	

Goals/comments for professional development created by Campus Supervisor and Candidate together:

- 1)
- 2)
- 3)

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LC-SPSY Internship CCE Rubric: KA5.2
Consultation Report: Academic

Intern Name/Date: _____

Each intern is to select a child who needs extra services. The intern provides consultation services with the teachers, staff, and parent(s) of the child and uses that information to determine a plan of action. The intern determines a baseline for the issues being addressed then provides both direct and indirect services to help the child learn better and/or to improve the environment in which the child works. The intern documents every step of the process, including a description of the child, problem identification, plan development, on-going monitoring of efficacy, formal and informal assessments used, measurable results, and a personal reflection from the intern about what was learned from the process of consultation. Interns must provide a written and an oral report of the consultation project. Each item on the following rubric must be addressed. To pass the course, Interns must have a mean score of at least 2.0 in each of the area.

	Needs Improvement = 1	Sufficient = 2	Exemplary = 3	Score
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Problem Identification

5.2.1	There is minimal evidence of information-gathering prior to initiating services.	There is documentation of adequate information (file) review and interviews with parents, staff, and the student regarding the history of the student with a problem. The referral is documented in narrative and statistical form. If needed, parent permission is obtained.	There is evidence of exemplary data-gathering and the documentation is clear, concise, and comprehensive. The learning environment is described.	
5.2.2	The problem is unclear or poorly defined.	The problem is defined and stated clearly from a range of perspectives.	The initial problem is defined, stated clearly, and offers possible alternative problems that may need to be addressed in the future.	

Problem Analysis and Intervention

5.2.3	A tentative plan is formed but without approval from all parties, including the parents, the teacher, the site supervisor, and the child)	An initial plan is developed with approval from all parties concerned.	An initial plan is designed, approved by parties, and is stated in behavioral terms (clear and measurable). Research on the identified issue is included in the report with APA-style citation(s).	
5.2.4	Meetings are infrequent and/ or do not include all parties.	An on-going series of meetings and process assessment takes place and is documented.	The meetings are consistent and documented thoroughly. Case notes are complete and comprehensive.	
5.2.5	Interventions are attempted without a well-formulated plan.	A series of well-formulated interventions takes place.	The interventions take place, are well-documented, and changes are noted as the plan evolves.	

Evaluation and Synthesis

5.2.6	Findings are unclear and/or unwritten.	Findings are observed and documented.	There is a clear statement of each of the goals, the progress, and comparison to classroom learning.	
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5.2.7	Inadequate plans are not made for the future.	Plans for future services for the child are developed.	Future plans are developed, check-up meeting scheduled	
5.2.8	The oral report is not comprehensive.	The oral report is comprehensive.	The oral report is comprehensive and includes the intern's personal reflections.	
5.2.9	The written report is not complete and/or is disorganized.	The written report includes all facets of the consultation process in a well-organized document.	The written report shows an excellent review of the process and is written at a professional level.	

Efficacy Summary				
5.2.10	The intern does not describe the problem and/or the child and/or the environment.	The intern documents the background information on the child, including baseline information on behavior/skills that are targeted. The environment is described.	The intern documents the necessary information on the child, the environment, and the behavior/skills that are targeted in a concise, well-organized, thorough document.	
5.2.11	The means of documenting growth are not documented well.	The means of documenting growth are documented adequately.	The means of determining growth are well-documented both prior to the intervention and after the intervention.	
5.2.12	The growth is not measured clearly.	The growth, as measured with the same techniques as the baseline data, is measured.	The growth from baseline to current skills of the child and/or improvement in the environment is documented by statistical and narrative formats.	
5.2.13	There is an inadequate summary and/or documentation of services.	A summary of the process is included with an overview of the problem, descriptions of general consultation services, and results.	A summary of the process showing the efficacy of the intern's ability to impact learning and/or the environment is included with future suggestions.	

Three goals/comments for professional development created by Campus Supervisor and Candidate together:

- 1)
- 2)
- 3)

LC-SPSY Internship CCE Rubric: KA5.3
Consultation Report: Behavior

Intern Name/Date: _____

Each intern is to select a child who needs extra services. The intern provides consultation services with the teachers, staff, and parent(s) of the child and uses that information to determine a plan of action. The intern determines a baseline for the issues being addressed then provides both direct and indirect services to help the child learn better and/or to improve the environment in which the child works. The intern documents every step of the process, including a description of the child, problem identification, plan development, on-going monitoring of efficacy, formal and informal assessments used, measurable results, and a personal reflection from the intern about what was learned from the process of consultation. Interns must provide a written and an oral report of the consultation project. Each item on the following rubric must be addressed. To pass the course, Interns must have a mean score of at least 2.0 in each of the area.

	Needs Improvement = 1	Sufficient = 2	Exemplary = 3	Score
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Problem Identification

5.2.1	There is minimal evidence of information-gathering prior to initiating services.	There is documentation of adequate information (file) review and interviews with parents, staff, and the student regarding the history of the student with a problem. The referral is documented in narrative and statistical form. If needed, parent permission is obtained.	There is evidence of exemplary data-gathering and the documentation is clear, concise, and comprehensive. The learning environment is described.	
5.2.2	The problem is unclear or poorly defined.	The problem is defined and stated clearly from a range of perspectives.	The initial problem is defined, stated clearly, and offers possible alternative problems that may need to be addressed in the future.	

Problem Analysis and Intervention

5.2.3	A tentative plan is formed but without approval from all parties, including the parents, the teacher, the site supervisor, and the child)	An initial plan is developed with approval from all parties concerned.	An initial plan is designed, approved by parties, and is stated in behavioral terms (clear and measurable). Research on the identified issue is included in the report with APA-style citation(s).	
5.2.4	Meetings are infrequent and/ or do not include all parties.	An on-going series of meetings and process assessment takes place and is documented.	The meetings are consistent and documented thoroughly. Case notes are complete and comprehensive.	
5.2.5	Interventions are attempted without a well-formulated plan.	A series of well-formulated interventions takes place.	The interventions take place, are well-documented, and changes are noted as the plan evolves.	

Evaluation and Synthesis

5.2.6	Findings are unclear and/or unwritten.	Findings are observed and documented.	There is a clear statement of each of the goals, the progress, and comparison to classroom learning.	
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5.2.7	Inadequate plans are not made for the future.	Plans for future services for the child are developed.	Future plans are developed, check-up meeting scheduled	
5.2.8	The oral report is not comprehensive.	The oral report is comprehensive.	The oral report is comprehensive and includes the intern's personal reflections.	
5.2.9	The written report is not complete and/or is disorganized.	The written report includes all facets of the consultation process in a well-organized document.	The written report shows an excellent review of the process and is written at a professional level.	

Efficacy Summary				
5.2.10	The intern does not describe the problem and/or the child and/or the environment.	The intern documents the background information on the child, including baseline information on behavior/skills that are targeted. The environment is described.	The intern documents the necessary information on the child, the environment, and the behavior/skills that are targeted in a concise, well-organized, thorough document.	
5.2.11	The means of documenting growth are not documented well.	The means of documenting growth are documented adequately.	The means of determining growth are well-documented both prior to the intervention and after the intervention.	
5.2.12	The growth is not measured clearly.	The growth, as measured with the same techniques as the baseline data, is measured.	The growth from baseline to current skills of the child and/or improvement in the environment is documented by statistical and narrative formats.	
5.2.13	There is an inadequate summary and/or documentation of services.	A summary of the process is included with an overview of the problem, descriptions of general consultation services, and results.	A summary of the process showing the efficacy of the intern's ability to impact learning and/or the environment is included with future suggestions.	

Three goals/comments for professional development created by Campus Supervisor and Candidate together:

- 1)
- 2)
- 3)

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LC-SPSY Internship Evaluation of Site and Supervisor by Candidate

We value your opinions of the effectiveness of your internship site and site supervisor. Please answer the following questions anonymously. These results will help our program and future interns in making wise selections of sites and supervisor. Please check the appropriate response in the matrices 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 site supervision is to take place each and every week of the fieldwork.

More than adequate (more than two hours each week.)	Adequate (two hours every week)	Less than adequate (less than two hours 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 your site(s).

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

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LC-SPSY Transition Form 4: Internship/Program Completion and Degree Posting

LC-SPSY Candidate Name _____

In order to successfully complete the LC-SPSY Program and have a degree posted, each LC-SPSY program candidate must complete the following verifications:

1) Internship/Program Completion

Candidate has met with SPSY 582 instructor to document and discuss successful completion of the following:

SPSY 582 Assignments and fieldwork experiences	
LC-SPSY Internship Summary of Hours Report	
LC-SPSY KA4: Internship Site Supervisor Evaluation of Candidate	
LC-SPSY KA5.1: Assessment and Intervention Report	
LC-SPSY KA5.2: Consultation - Behavioral	
LC-SPSY KA5.3: Consultation - Academic	
Documentation of passing Praxis II/Sent to LC and NASP	
LC-SPSY Internship Evaluation of Site/Supervisor by Candidate	
LC-SPSY Exit Survey	

LC-SPSY Candidate signature and date _____

SPSY 582 Instructor signature and date _____

2) Degree Posting

After this form has been signed by all parties and your degree has officially been posted to the registrar, the Administrative Coordinator will send a report to the Director of Educational Placement, Sharon Chinn, who will send you a letter which will allow you to initiate licensure application(s).

Date of degree posting _____

LC-SPSY Administrative Coordinator signature _____