

LEWIS & CLARK COLLEGE
Graduate School of Education and Counseling



School Psychology Program
Practicum Handbook
2022-2023

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LEWIS & CLARK COLLEGE SCHOOL PSYCHOLOGY PROGRAM
PRACTICUM HANDBOOK 2022-2023

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Lewis & Clark School Psychology Program Practicum Experience

Practicum is an important year-long concentrated field experience in which graduate students enrolled in the School Psychology program (from here on referred to as Candidates) develop knowledge, skills, and dispositions/ professional behaviors and work characteristics important to the school psychology profession. Candidates gain scaffolded opportunities through observing, assisting, and leading activities in school-based settings under the supervision of their field-based and college-based supervisors. Candidates enroll in the year-long *Practicum in School Psychology* (SPSY 580) course (fall, spring, and summer terms) which guides the practicum experience. This Handbook outlines practicum-related requirements from securing a practicum placement through successfully completing the practicum year. In addition to the requirements outlined in this handbook, Candidates must continue to reference and follow requirements documented in the School Psychology Program Handbook and the Lewis & Clark Graduate School of Education and Counseling Catalogue. Note: It is the responsibility of each Candidate to keep copies of all information concerning their practicum and coursework (e.g., site agreement, hours log, syllabi, etc.). Candidates should not depend on the College to keep any records that may be needed for future documentation/licensure.

About Practicum

Practicum is designed as an opportunity for Candidates to further expand their learning and gain school psychology field-based practice through a series of opportunities and experiences aligned with the 10 NASP Domains of Practice and the NASP Professional Standards (NASP, 2020). Candidates are placed at a K-12 school-based site and paired with a state licensed school psychologist site supervisor. Candidates are required to complete 450 hours of practicum work, including time spent in the practicum (SPSY 580) class. Typically, candidates can expect to spend about 12 hours a week at their school site(s). Candidates are responsible for tracking their hours and maintaining a current weekly log documenting their time spent at practicum. If Candidates find it difficult to complete their required hours each week and/or to obtain the necessary supervision, it is their responsibility to consult with their supervisors to proactively problem-solve the situation.

The practicum experience follows a K-12 academic calendar. As such, Candidates are expected to remain at their practicum placements for the academic school year, even if they have already obtained the required 450 hours. Practicum placements generally begin the first week of September and end in mid-June. Candidates may also be required to attend trainings or meetings at their practicum sites prior to the start of the school year, per district protocols (e.g., new staff orientation, staff meetings, onboarding/training). While Candidates are engaged in activities at their practicum sites, they will also be enrolled in the practicum (SPSY 580) course and are expected to attend the course sessions (see course syllabus for more details). The practicum instructor serves as the college-based supervisor and provides an additional layer of supervision and mentorship.

With few exceptions, Candidates work at the same field sites with the same site supervisors for the duration of the academic year. If a change in placement and/or supervisor is needed, the Candidate and/or practicum instructor will alert the School Psychology Clinical Coordinator and Lewis & Clark Graduate School Placement Coordinator who will assist in identifying a new site and/or supervisor as necessary.

Candidates generally complete practicum during Year 2 of the School Psychology program. The practicum course, in conjunction with all practicum-related coursework and activities, must be completed prior to Candidates beginning their internship experience and/or enrolling in the *Internship in School Psychology* (SPSY 582) course.

What is the Process of Securing a Practicum Placement?

The School Psychology program strongly encourages placement of Candidates into schools and districts whose students represent multiple aspects of diversity including but not limited to ethnicity, race, socioeconomic status, gender, ability and disability, language, religion, sexual orientation, and geographical location. The School Psychology Program Clinical Coordinator works to facilitate such placements with the Placement Coordinator in the Lewis & Clark Office of Strategic Partnerships and Clinical Placements. Beginning the spring term preceding practicum, the Clinical Coordinator and Placement Coordinator investigate site options and work to secure placements with qualified supervisors according to the following steps:

- 1) Candidates are asked to identify the top five school districts in which they would like to be placed as well as any grade level preference (e.g., elementary, middle, high) to be considered during the placement process. Candidates

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are also asked to disclose any conflicts of interest with local districts (e.g., current employment, relative enrolled at a specific school within a district). Candidates are reminded that per local district policies, all initial placement requests must come from the Lewis & Clark Office of Strategic Partnerships and Clinical Placements, and to not reach out to districts and/or potential supervisors without first discussing with the Placement Coordinator. Along with their district preferences, Candidates submit a current resume that will be shared with school districts.

- 2) From the list of district preferences, the Clinical Coordinator and Placement Coordinator work closely to draft a list of potential sites and site supervisors they believe will likely be the most effective and supportive for the practicum experience.
- 3) The Placement Coordinator submits a request to the appropriate school district on the candidate's behalf.
- 4) Once a site supervisor has been identified and the Clinical Coordinator verifies that the supervisor meets Lewis & Clark and NASP requirements, the Placement Coordinator will contact the candidate via their lclark.edu email address to notify of a pending placement.
- 5) Once the candidate receives this notification from the Placement Coordinator, they will need to:
 - Within 24 hours of receiving the notification of a pending placement contact the potential site supervisor and schedule a meeting as soon as possible.
 - Notify the Placement Coordinator (lclplacements@lclark.edu) of the scheduled date of that meeting.
 - Within 24 hours following the meeting with the potential site supervisor, the Candidate will email the Placement Coordinator with a brief summary of the meeting.
- 6) The Placement Coordinator will follow up with the potential site supervisor to determine whether the supervisor would like to commit to the placement.
- 7) The Placement Coordinator will notify the Candidate and the School Psychology Clinical Coordinator when the placement is confirmed. The Candidate will follow up with the site supervisor within 24 hours of this notification to thank them and discuss next steps.

What are the Required Qualifications for a Practicum Site Supervisor?

The following qualifications are required of site supervisors of practicum Candidates:

- Supervisors must hold a master's, specialist, or doctoral degree in school psychology (or the equivalent), must have an active state license/certification as a school psychologist, and must have at least 3 years of post-degree practice in the field as a school psychologist. The Graduate School requires verification of the primary site supervisor's license/certification and resume (or documentation of relevant field experience), which will be collected by the Lewis & Clark Office of Strategic Partnerships and Clinical Placements.
- Site supervisors should have adequate training and experience in supervising Candidates. In lieu of previous experience serving as a supervisor, site supervisors are asked to stay in close communication with the practicum instructor and/or the Clinical Coordinator. Lewis & Clark College also offers supervision training and additional resources.
- Site supervisors are expected to be familiar with and uphold the NASP (2020) Principles of Professional Ethics and to guide their practicum supervisees to do the same.
- Site supervisors are expected to be familiar with and uphold relevant federal and state legislation (e.g., Oregon Administrative Rules, Individuals with Disabilities Education Improvement Act, Family Educational Rights and Privacy Act) and to guide their practicum supervisees to do the same.

What is the Role of the Practicum Site Supervisor?

Practicum site supervisors provide an immense service by supervising Candidates completing their practicum experience. Site supervisors must be willing and able to provide the following:

- Provide scaffolded experiences that are appropriate for the Candidate's skill level and that match the requirements of the practicum course listed below. Candidates typically require more direct supervision and opportunities to observe at the beginning of practicum and can take on more ownership and independent tasks (with supervision) as the practicum year progresses.
- Assist the Candidate in understanding school community norms and becoming integrated into the school culture. Connect the Candidate with resources and additional training opportunities as relevant.
- Provide ongoing supervision including a minimum of one hour of individual supervision each week, recognizing that Candidates will require more than one hour of face-to-face time at the start of their practicum experience.

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- Provide regular feedback and evaluation of the Candidate including two formal observations and two end-of-semester evaluations of the Candidate (December and June). Sign Candidate's final hours log documenting the completion of the practicum experience.
- Communicate with the practicum instructor (college-based supervisor) and Clinical Coordinator as needed, keeping in close contact throughout the year.

What is the Role of the Practicum Instructor?

The practicum instructor serves as the College-based supervisor and provides group supervision for program Candidates enrolled in the practicum course (SPSY 580). The practicum instructor is an additional source of support for Candidates and in addition to group supervision provided during class time, is also available for individual supervision, consultation, and mentorship as needed. If problems arise at a Candidate's practicum 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 these instances, the instructor should coordinate with the program's Clinical Coordinator. In addition to weekly meetings with Candidates, faculty instructors also:

- Communicate regularly with site supervisors.
- Maintain brief supervision notes regarding attendance, discussion topics, and concerns.
- Visit Candidate sites twice a year, or as needed, and complete two formal observations.
- Review Candidate evaluations and assign course credit.

What are the School Psychology Practicum Candidate's Responsibilities?

In addition to successfully completing all the practicum required activities listed below and requirements documented in the practicum course syllabus, Candidates are responsible for the following:

- Candidates actively participate at their practicum sites. Candidates establish regularly scheduled hours with their site supervisors and keep in regular contact with supervisors should changes need to be made. Candidates are proactive in gaining learning opportunities, including ways to fulfill practicum course assignments. Candidates come prepared to supervision with their site supervisors and ask for clarification and support to fully understand the role of the school psychologist and the responsibilities of the practicum student.
- Candidates maintain clear and accurate records. Candidates maintain a weekly log that documents their hours and activities while engaged in practicum. Candidates use the required forms in the appendix of this handbook to report out a summary of hours and activities. Candidates are responsible for keeping a copy of these documents for their own records and future use.
- Candidates attend all practicum (SPSY 580) class sessions and proactively communicate with the course instructor if there is a conflict. Candidates complete course assignments as outlined in the course syllabus and come to group supervision prepared to share and discuss. If Candidates have questions about assignments or course requirements it is their responsibility to seek clarification for the course instructor.
- Candidates are required to be familiar with, and uphold, the NASP (2020) Principles of Professional Ethics as well as all relevant federal and state legislation guidance (e.g., Oregon Administrative Rules, Individuals with Disabilities Education Improvement Act, Family Educational Rights and Privacy Act) and to seek supervision in these areas as necessary.

What Activities are Required During Practicum?

The following list is designed to provide ideas of activities to guide the practicum experience. Every practicum site offers its own specific opportunities related to the site supervisor's role and the needs of the school community. Candidates engage in all activities under the supervision and direction of their site supervisors.

Fall Semester

- Observe, assist, and/or lead in counseling sessions with individuals and/or groups within the school setting.
- Observe and/or assist in various classroom settings (e.g., general education, small group instruction and/or intervention, special education inclusion and self-contained classrooms).
- Attend, observe, and contribute to school-based team meetings (e.g., Student Success Team, Individual Education Program, Intervention Team, Special Education Team, District-wide training opportunities, district-wide school psychology meetings, staff meetings).
- Observe, assist, and/or lead in teaching/presentation opportunities within the school setting (e.g., classwide social skills lesson, small group instruction, inservice training for staff).
- Observe supervisors engaging in assessment and consultation tasks as available.

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- Receive one hour of weekly individual supervision from site supervisor and attend the SPSY 580 class for group supervision. Seek out additional supervision from site and college-based supervisor as necessary.
- Demonstrate appropriate ethical, legal, and professional behaviors.
- Keep an hourly log of all activities. Complete all coursework and practicum-related assignments.
- Identify learning objectives, goals, and opportunities to complete during spring and summer semesters.

Spring and Summer Semesters

- Continue with, and expand upon, the activities listed above throughout spring and summer semesters.
- Take the lead in a behavioral consultation case and an academic consultation case working directly with teachers, parents, and other school personnel to provide indirect consultation services (see the consultation rubric in the appendix of this handbook and assignment details in the Advanced Consultation course syllabus).
- Take the lead in a psychoeducational evaluation by completing testing, interpreting results, writing the report, and presenting at the related meetings (see the assessment rubric in the appendix of this handbook and assignment details in the Assessment III course syllabus).
- Take the lead in a counseling project, providing ongoing counseling services to students as lead or co-lead in individual or group counseling supports (see the counseling rubrics in the appendix of this handbook and assignment details in the Practicum course syllabus).

What are Legal and Ethical Considerations for Practicum?

Candidates are expected to be familiar with and to abide by the NASP (2020) Principles for Professional Ethics as relevant federal and state legislation guidance (e.g., Oregon Administrative Rules, Individuals with Disabilities Education Improvement Act, Family Educational Rights and Privacy Act), as well as district policies and professional expectations, and to seek supervision in these areas as necessary. As such, the following bullets highlight a few pertinent points regarding an ethical, legal, and professional practice. This list is by no means exhaustive, and Candidates should discuss ethical, legal, and professional practices with their site and College-based supervisors.

- The basic assumption underlying all agreements between Candidates and sites is to ensure the welfare of students. School psychology ethical principles mandate that school psychologists “do no harm.”
- Dual or multiple relationships are to be avoided. Therefore, it is inappropriate for Candidates to engage in relationships other than safe, supportive, and healthy ones with students. For example, Candidates are not permitted to use their personal vehicles to transport students.
- It is vital that Candidates keep their site supervisors aware of any high-risk situations, such as students who may be at risk of harming themselves or others.
- In Oregon, school psychologists are not allowed to disclose a person's HIV status without written permission.
- Practicum can be a stressful time. Sometimes Candidates find themselves in emotional distress resulting from navigating the multiple demands of the school psychologist, the impact from awareness and close work with struggling youth, families, and communities (e.g., vicarious trauma), or working in challenging systems. If this should happen, Candidates are encouraged to address this with their supervisors and seek out their own therapy support. Finally, if Candidates continue to experience distress, it may be appropriate to limit or suspend the practicum experience.
- If Candidates are concerned about the emotional state of another candidate, it is advised that they first, approach them directly and express your concern. If concerns remain it is requested that Candidates consult with their campus supervisor to ensure that the supervisor is aware of the situation.
- Once Candidates become aware of an ethical concern, they should discuss the situation with their site supervisor and/or bring up the concern during group supervision in practicum class. Making ethical decisions involves working through a decision-making model, consultation, and using advice pooled from numerous sources.
- Candidates need to be aware of the laws affecting their practice of school psychology.
- Candidates discuss the limits of confidentiality with students during initial meetings, and periodically revisit the limits to confidentiality to ensure students/clients are fully informed.
- Candidates respect the right of privacy of students, parents, and colleagues with regard to sexual orientation, gender identity, or transgender status. They do not share information about the sexual orientation, gender identity, or transgender status of a student (including minors), parent, or school employee with anyone without that individual's permission unless the information is relevant for supervision by field or college supervisors.

Lewis & Clark School Psychology Program Practicum Handbook Appendix

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**Lewis & Clark College School Psychology Program
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 and Practicum in School Psychology course syllabus. The agreement will be effective from the first week of the school year at the Practicum Site until the end of the school year (typically September through June) for approximately 12 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)

Lewis & Clark School Psychology Practicum Candidate (please print) _____

Name of Practicum Site _____

Name of Primary Site Supervisor _____

Primary Site Supervisor's phone _____

Primary Site Supervisor's email _____

☐ I (the Candidate) have submitted documentation of my Professional Liability Insurance to the CTSP Office.

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 & 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 School Psychology Program Clinical Coordinator)

The original of this Practicum Site Agreement must be returned to the School Psychology Program Clinical Coordinator and the CTSP office 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).

School Psychology Program Clinical Coordinator/Date _____

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**Lewis & Clark School Psychology Program Practicum
Summary of Hours Report**

Practicum Candidate's Name _____

Site and Supervisor _____

Instructions for Candidates: Total the number of hours completed in each area throughout the Practicum year, rounded to nearest half-hour. Keep a copy of the completed and signed form 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, meetings, observations, file reviews, interviews, etc.)			
Site Supervision (minimum of 30 hours)			
LC Group 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 _____

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Assessment and Intervention Rubric (Practicum Key Assessment #1)

The instructor of the *Assessment III* (SPSY 547) course will use the following rubric to review Candidate skill development in assessment, specifically related to the comprehensive Assessment key assignment. Specifics of the assignment can be found in the course syllabus. A mean score of 2.0 or higher is required for Candidates to successfully move on to Internship.

Domain	Needs Improvement = 1	Sufficient = 2	Exemplary = 3
1. Background Information	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.
2. Interview Data.	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. Observation Data.	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.
4. Assessment Selection.	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.
5. Assessment Scoring and Interpretation.	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.
6. Data Integration.	The candidate only reports scores without correct interpretation.	The candidate reports results with adequate	The candidate is able to integrate all data in the report

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		interpretation to show strengths and weaknesses.	into a single picture of the whole child.
7. Intervention Recommendations.	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.
8. Overall Cohesion.	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.

Three goals regarding assessment and intervention for ongoing Candidate growth and development

- 1)
- 2)
- 3)

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Academic Consultation Rubric (Practicum Key Assessment #2)

The instructor of the *Advanced School-Based Consultation* (SPSY 574) course will use the following rubric to review Candidate skill development in consultation, specifically related to the Academic Consultation key assignment. Specifics of the assignment can be found in the course syllabus. A mean score of 2.0 or higher is required for Candidates to successfully move on to Internship.

Domain	Needs Improvement = 1	Sufficient = 2	Exemplary = 3
1.Introduction/ Background. Introduction describing the general problem, list of procedures, description of the client/subject, setting, etc., including consideration of culture, language, other individual and/or systemic factors.	Introduction/ background is not included or 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.
2. Problem Identification. Description of PII; also includes establishing objectives/goals, problem definition/specification, and data collection procedures; for academic skill, consider prerequisite skills, components of the skill, and instructional hierarchy	Project does not include a description of participant/ setting, behavior/skill, measurement procedure, and method of interobserver agreement or descriptions of participant/setting, behavior/skill, 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/skill, and measurement procedure, are complete, including a thorough operational definition Measurement technique is linked to target behavior	Descriptions of participant (including assets/strengths), setting, skill, 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
3. Problem Analysis for Academic Case. Description of PAI; <i>Analysis phase:</i> summary of data collected, hypothesized skill levels (including prerequisite skills, instructional hierarchy), objectives/goals clarified. <i>Plan Design phase:</i> summary of intervention (including who will administer, integrity, complete description of intervention, any changes made) Experimental Design	Description of Problem Analysis and Design not included or analysis and plan are included but incomplete; Does not fully explore prerequisite skills and/or instructional as it relates to the intervention; Plan design is disconnected from research or from data on target behavior/skill and/or analysis.	Descriptions of phases are complete, accurate, thorough; integrity data discussed; design justified/ explained; Intervention clearly linked to research & student's skill level; Intervention is natural match to target skill 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
4. Plan Implementation.	Vague, incomplete, or partially correct	Describes logistics and act of plan implementation, including data collected; teacher	Thorough and extremely well written

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		check-in; any changes made to plan	
5. Results Graph.	Graph is inaccurate or not included or 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	
6. Use of Visual Analysis. Quantitative description of results Goal attainment and effectiveness discussed	Visual analysis missing or shows fundamental misconception of data interpretation or 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.	Visual analysis also includes comparison of similar phases; narrative is of similar quality to that found in peer-reviewed journal; Outlying data are discussed
7. Plan Evaluation/Discussion. Summary of Plan Evaluation interview; discussion of outcomes; discussion of process	Not included or 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
8. References	Not included or included but incomplete (less than 3 articles), not in APA style, or not peer-reviewed	Complete with at least 3 <u>peer-reviewed</u> articles, accurate, in APA style	Complete, accurate, thorough, in APA style, and exceeding required number of citations

Three goals regarding academic consultation for ongoing Candidate growth and development

- 1)
- 2)
- 3)

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Behavior Consultation Rubric (Practicum Key Assessment #3)

The instructor of the *Advanced School-Based Consultation* (SPSY 574) course will use the following rubric to review Candidate skill development in consultation, specifically related to the Behavior Consultation key assignment. Specifics of the assignment can be found in the course syllabus. A mean score of 2.0 or higher is required for Candidates to successfully move on to Internship.

Domain	Needs Improvement = 1	Sufficient = 2	Exemplary = 3
1. Introduction/ Background. Introduction describing the general problem, list of procedures, description of the client/subject, setting, etc., including consideration of culture, language, other individual and/or systemic factors.	Introduction/ background is not included or 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.
2. Problem Identification. Description of PII; also includes establishing objectives/goals, problem definition/specification, and data collection procedures; for academic skill, consider prerequisite skills, components of the skill, and instructional hierarchy	Project does not include a description of participant/setting, behavior/skill, measurement procedure, and method of interobserver agreement or descriptions of participant/setting, behavior/skill, 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/skill, and measurement procedure, are complete, including a thorough operational definition Measurement technique is linked to target behavior	Descriptions of participant (including assets/strengths), setting, skill, 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
3. Problem Analysis for Behavior Case: 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 or 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/skill and/or analysis.	Descriptions of phases are complete, accurate, thorough; integrity data discussed; multiple antecedents and consequences included; design justified/ explained; Intervention clearly linked to research and hypothesized function; hypothesis function(s) clearly stated; Intervention is natural match to target behavior /skill 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
4. Plan Implementation.	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

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5. Results Graph.	Graph is inaccurate or not included or 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	
6. Use of Visual Analysis. Quantitative description of results Goal attainment and effectiveness discussed	Visual analysis missing or shows fundamental misconception of data interpretation or 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.	Visual analysis also includes comparison of similar phases; narrative is of similar quality to that found in peer-reviewed journal; Outlying data are discussed
7. Plan Evaluation/Discussion. Summary of Plan Evaluation interview; discussion of outcomes; discussion of process	Not included or 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
8. References	Not included or included but incomplete (less than 3 articles), not in APA style, or not peer-reviewed	Complete with at least 3 <u>peer-reviewed</u> articles, accurate, in APA style	Complete, accurate, thorough, in APA style, and exceeding required number of citations

Three goals regarding behavior consultation for ongoing Candidate growth and development

- 1)
- 2)
- 3)

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Counseling Case Class Presentation Rubric (Practicum Key Assessment #4)

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
1. Consent/ Assent	Parent consent is not documented	Parent consent is documented	Parent consent and student assent (or at minimum informing student) are both documented
2. 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
3. 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
4. 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
5. Theoretical Orientation	No theoretical orientation identified	Theoretical orientation identified	Theoretical orientation identified and related to counseling services and goals
6. 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
7. 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
8. Audio Recording or Transcript	No audio recording or sample transcript for content is available	Audio of session is shared or in the case of no consent for audio, specific themes and content areas are shared	Audio of session is shared or in the case of no consent for audio, specific themes and content areas are shared, with a description of the session and specific content to listen for (e.g., challenges in the

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			session, breakthrough moment, tone, etc.)
9. 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
10. 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
11. 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
12. 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
13. 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 regarding counseling for ongoing Candidate growth and development

- 1)
- 2)
- 3)

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Counseling Case Summary Report Rubric (Practicum Key Assessment #5)

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
1. 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
2. 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
3. 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
4. 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
5. 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
6. 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

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Practicum Site Supervisor Evaluation of Candidate Rubric (Key Assessment #6)

Instructions for Site Supervisor: Please use the scale detailed below to rate the practicum Candidate's knowledge, skills, and dispositions/ professional behaviors and work characteristics across the 10 NASP domains. Add any relevant comments and/or goals. Meet with the practicum Candidate to discuss your responses. During campus supervision meetings with faculty, these results will 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 1: Data-Based Decision Making					
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
2	The candidate recognizes the need for team problem-solving and integrating assessment information from multiple sources.	N	0	1	2	3
3	Under supervision, the candidate can administer academic assessment tools and interpret results per standardized protocol.	N	0	1	2	3
4	Under supervision, the candidate can administer cognitive assessment tools and interpret results per standardized protocol.	N	0	1	2	3
5	Under supervision, the candidate can use assessment and observation data to identify student strengths and weaknesses.	N	0	1	2	3
6	Under supervision, the candidate can use evaluation data to develop a list of interventions appropriate for implementation.	N	0	1	2	3
7	Under supervision, the candidate can utilize data to evaluate the efficacy of an intervention.	N	0	1	2	3
	Domain 2: Consultation and Collaboration					
8	The candidate demonstrates appropriate communication skills necessary to effectively consult with team members.	N	0	1	2	3
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
10	Under supervision, the candidate has participated in several sessions of academic consultation and/or collaboration.	N	0	1	2	3
11	Under supervision, the candidate has participated in several sessions of behavioral consultation and/or collaboration.	N	0	1	2	3
12	The candidate uses principles of social justice when developing plans for assessment, collaboration with families, and interventions.	N	0	1	2	3
	Domain 3: Academic Interventions and Instructional Supports					
13	The candidate demonstrates an understanding of biological, cultural and social influences on academic skill development.	N	0	1	2	3
14	The candidate can apply learning principles to understand academic assessment and interventions.	N	0	1	2	3
15	Under supervision, the candidate can review cognitive and academic assessment results and determine a course of interventions.	N	0	1	2	3
16	The candidate demonstrates an ability to identify evidence-based instructional strategies/ interventions to promote cognitive and academic skills.	N	0	1	2	3
	Domain 4: Mental and Behavioral Health Services and Interventions					

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17	The candidate demonstrates an understanding of biological, cultural and social influences on behavior and mental health.	N	0	1	2	3
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
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
20	Under supervision, the candidate demonstrates skills in individual counseling, group counseling, and social/life skills interventions.	N	0	1	2	3
Domain 5: School-Wide Practices to Promote Learning						
21	The candidate is aware of, and engages in, school-wide interventions and practices that promote positive learning environments.	N	0	1	2	3
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
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
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 6: Services to Promote Safe and Supportive Schools						
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
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
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
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 7: Family, School, and Community Collaboration						
29	The candidate demonstrates an understanding of family systems, including the influences of family on development, learning, and behavior.	N	0	1	2	3
30	The candidate demonstrates an understanding of methods to engage and involve families in education and service delivery.	N	0	1	2	3
31	Under supervision, the candidate works effectively with home, school and community members to provide comprehensive services to children.	N	0	1	2	3
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 8: Equitable Practices for Diverse Student Populations						
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
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
35	The candidate has the ability to work with all people in public schools with respect, thoughtfulness, and sensitivity.	N	0	1	2	3
36	The candidate demonstrates the ability to respectfully discuss and address individual differences, abilities, disabilities and other diverse characteristics.	N	0	1	2	3
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 9: Research and Evidence-Based Practice						
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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39	The candidate has knowledge of various service models and methods for evaluating research designs for use in schools.	N	0	1	2	3
40	The candidate is able to utilize intervention data to evaluate program effectiveness and make recommendations for improvement.	N	0	1	2	3
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
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 10: Legal, Ethical, and Professional Practice						
43	The candidate demonstrates ability to understand and apply ethical and legal requirements and professional standards.	N	0	1	2	3
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
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
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
47	The candidate consistently shows strong and effective skills in verbal, nonverbal, and written communication.	N	0	1	2	3
48	The candidate is consistently organized and manages time well.	N	0	1	2	3
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
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
51	The candidate takes initiative, is dependable and responsible, and is concerned with their own professional growth	N	0	1	2	3
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
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
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
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
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 ongoing Candidate growth and development:

1)

2)

3)

Candidate Signature: _____ Date: _____

Site Supervisor Signature: _____ Date: _____

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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: _____

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: