



## Course Requirements and Grading:

- A. Assessment Report #3 (15% of grade)
- B. Presentation: Assessment (15%)
- C. Presentation: Counseling (15%)
- D. Presentation: Topic or Inservice (10%)
- E. Presentation: Topic (10%)
- F. Meet with instructor; portfolio and paperwork (see below) 35%
- G. Meet: Exit Interview

Your end-of-the year paperwork is due May 28. It will include:

- SP Internship Form 3: Daily Log of spring hours; signed by self
- SP Internship Form 4 Summary of Hours, with all three columns; signed by self and supervisor
- SP Interns Form 5: Student Evaluation (self), NASP Domains, signed by self and supervisor
- SP Interns Form 5: Student Evaluation (supervisor), NASP Domains, signed by self and supervisor
- SP Internship Form 7: Student Evaluation: Professional Standards (self) signed by self and supervisor
- SP Internship Form 7: Student Evaluation: Professional Standards (supervisor) signed by self and supervisor
- SP Internship Form 8: Student Evaluation: Essay , signed by yourself
- SP Internship Form9: Site Evaluation
- SP Internship Form 10: Exit Interview
- SP Form 11: Program Completion Form
- Optional: NASP Internship Completion Form, signed by self and supervisor (attached)
- Optional: NASP Program Completion Form (attached)

### **Your Portfolio:**

- Resume with two current letters of reference
- Statement of professional goals
- One sample report with identifying information removed
- Place for license(s)
- Insurance Information
- Inservice Presentation
- Lists of inservices/ conferences attended
- Optional:
  - Behavioral plans or functional analyses, with indentifying information removed.
  - Materials from group or individual counseling
  - Letters/notes from teachers/parents/students
  - Consultation samples or other work samples
  - Material from Practicum

After meeting with your campus supervisor and having Form 11 completed, you need to turn in original Forms 3,4,5,7,8,9,10, and 11 to Mamie Dec. Please keep copies for yourself. Please also include a copy of your portfolio to Mamie.

Professional, timely completion of these items will result in a grade of a "B." To get an "A" in the course, you must also have an excellent score on the Professional Dispositions/Standards document, which will be completed by the course instructor at the end of the spring semester.

**Professional Standards:** Students are expected to follow professional standards, including adherence to legalities and ethics. In addition, students need to show a respectful demeanor towards students, parents, professional peers, and others. Students need to be timely in completing work; they must honor class attendance and hours. Department policy is that students may miss one class each semester, with appropriate make-up work, but if two classes are missed, the student is in danger of failing the class. If students miss a class, they need to discuss required make-up work with the instructor. Students are expected to use appropriate professional tools, including technological tools, as needed and appropriate. Students are expected to be aware of and respect diversity and multicultural issues.

**Students with Special Needs:** The Student Support Services Office, located in the Templeton Student Center, is a resource for students with disabilities. A variety of services are available through this office according to the particular needs of each student. Students interested in such services may contact the Student Services Office at 503-768-7191.

**COURSE SYLLABUS COVER SHEET**  
Lewis & Clark College  
Graduate School of Education and Counseling

*Please attach completed cover sheet to course syllabus.*

<b>Course Name</b>	<b>Internship in School Psychology I and II</b>
<b>Course Number</b>	<b>CPSY 586</b>
<b>Term</b>	<b>GS 2010</b>
<b>Department</b>	<b>Counseling Psychology</b>
<b>Faculty Name</b>	<b>Ruth Gonzalez, PhD &amp; Colleen Hanson, EdD</b>

**Catalogue Description:** Supervised experience as a school psychologist. Direct weekly supervision is provided by a field-based licensed school psychologist and indirect supervision by the course instructor. Interns provide school psychology services in consultation, counseling, assessment, intervention development, and program evaluation with K-12 students in special and regular educational settings. Regular seminar meetings allow for group supervision and the examination of legal, ethical, and professional issues. A comprehensive examination of school psychology is included.

**Guiding Principles/Standards Addressed in Course:**

<b>Guiding Principles/Standards</b>
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<p><b>Learning and Living Environments</b> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.</p>	X
<p><b>Disciplinary Knowledge</b> Integrate fundamental and emergent components of disciplinary knowledge in ways that extend and enhance experiences of the diverse individuals and groups we serve. Use this knowledge to augment our own capacity to solve problems, even as we support individuals and communities in problem solving.</p>	X
<p><b>Professional Practice</b> Engage individuals, families and the professionals who support them in meaningful learning, counseling and therapy, and community building experiences responsive to individual differences, interests, developmental levels, and cultural contexts.</p>	X
<p><b>Connection to Community</b> Design learning and counseling activities that cultivate connections between individuals, families and their communities and region.</p>	X
<p><b>Professional and Technological Resources</b> Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community wellbeing.</p>	X
<p><b>Assessment</b> Assess, document, and advocate for the successful learning and living of all people involved in schools and communities.</p>	X
<p><b>Research and Reflection</b> Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.</p>	X
<p><b>Leadership and Collaboration</b> Lead and collaborate with others to plan, organize, and implement educational and counseling practices and programs that confront the impact of societal and institutional barriers to academic success, personal growth, and community wellbeing.</p>	X
<p><b>Professional Life</b> Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures and a commitment to the legal, ethical and professional responsibilities of our profession(s).</p>	X

**Authorization Levels:**

This course addresses preparation at specific authorization levels through readings and in-class discussions (indicate with an “R” in the appropriate box) and/or through a practicum experience (indicate with a “P” in the appropriate box).

<b>Early Childhood</b>	Pre-Kindergarten-4 <sup>th</sup> Grade in a preprimary school, a primary school, or an elementary school.	X
<b>Elementary</b>	3 <sup>rd</sup> -8 <sup>th</sup> Grades in an elementary classroom or in a self-contained 5th or 6th grade classroom in a middle school.	X
<b>Middle Level</b>	5 <sup>th</sup> -9 <sup>th</sup> Grades in an elementary, middle, or junior high school, or high school.	X
<b>High School</b>	9 <sup>th</sup> -12 <sup>th</sup> Grades in Subject/Dept. Assign. in a High School.	X

\*R = Readings and In-class Discussions      \*P = Practicum

**Student Performance:**

Student performance criteria appear on page(s) \_\_\_\_\_ of this syllabus (student performance includes goals, evidence, and levels of performance).