

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

Course Name and Number	School Psychology Internship CPSY 586
Term	Fall, 2010; Spring and Summer, 2011
Department	Counseling Psychology/ School Psychology
Faculty Name	Section 01: Ruth Gonzalez, PhD; NCSP Section 02: Colleen Hanson, EdD Office: Rogers, #433

Catalog 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 education 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. 7 semester hours over the course of a year.

Guiding Principles/Standards Addressed in Course:

Guiding Principles/Standards	
Learning Environments Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.	X
Content Knowledge Integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners' experience and enhance their own and students' capacity to solve problems.	X
Teaching Approaches Engage students and school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	X
Connection to Community Design educational activities that cultivate connections between learners and their communities and region.	X
Educational Resources Incorporate a wide range of teaching and technological resources from the school and community into experiences that support learning.	X
Assessment Assess, document, and advocate for the successful learning of all students and school stakeholders.	X
Research and Reflection Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	X
Leadership and Collaboration Lead and collaborate with others to plan, organize, and implement educational practices and programs that confront the impact of societal and institutional barriers to academic success and personal growth.	X
Professional Life Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures.	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).

Early Childhood: Age 3-4 th Grade	P, R
Elementary: 3 rd -8 th Grades in an Elementary School	P, R
Middle Level: 5 th -9 th Grades in a Middle or Junior High School	P, R
High School: 7 th -12 th Grades in a Mid- or Sr.-High School	P, R

COURSE SYLLABUS

CPSY 586

2010-2011

Lewis & Clark College
Graduate School of Education and Counseling

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Textbooks:

(opt)Canter, A.S. & Carroll, S.A. (Eds). (2005). *Helping children at home and at school II or III*. Bethesda, Maryland: NASP.
Thomas, A. & Grimes, J. (Eds.) (2008). *Best practices in school psychology V*. Bethesda, Maryland: NASP.
Both of these texts can be ordered at nasponline.org. There is a significant discount for NASP members.

Course Description:

The internship experience is designed to provide students with the final year of training to obtain the EdS in School Psychology and/or eligibility for licensure in Oregon and national certification through the National Association of School Psychologists. Interns function as practicing school psychologists in a K-12 school environment, under the close supervision of licensed, experienced school psychologists on-site and campus supervisor(s) during the internship course. Interns will provide school psychology services in consultation, counseling, assessment, intervention development, and program evaluation. Regular on-campus seminar meetings allow for group supervision and for instruction in a variety of current issues. Cultural diversity issues will be interwoven through professional case presentations. Legal, ethical, and professional standards will be addressed throughout the course. In addition, as the year progresses and interns near completion of their training, assistance in preparing for the job search process will be provided.

Goals:

- Students will complete a 1200-hour internship in the public schools. These 1200 hours will include at least 50 hours at preschool, 100 hours at the elementary level, and 100 hours at the secondary level. Students must complete at least 100 hours of consultation and 50 hours of counseling. Assessment work is to be no less than 20% and no more than 40% of the internship experience.
- Students will weekly complete at least two hours of supervision with on-site supervisors throughout the year and complete class time for group supervision with the Lewis and Clark supervisors. This will allow ample opportunity to discuss the process of developing independent skills to become a school psychologist.
- Students will complete all paperwork to complete the coursework as well as graduation and licensure requirements.
- Students will develop a professional portfolio.
- Students will become familiar with school district, state, and national norms for assessment, consultation, and counseling.
- Students will complete reports of the students they assess; these reports must all be co-signed by site supervisors. These reports will include interventions that are guided by assessment results.
- Students will perform an efficacy study, showing the results of their interventions on one individual or specific group.
- Students will participate in case presentations weekly, both formally and informally.
- Students will develop a topical presentation for class and an inservice for school staff.

Non-Discrimination Policy and Special Assistance: Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws. If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share please make an appointment with the instructor.

Course Structure: The internship class is a year-long class. The on-campus seminar is offered on Friday mornings. Part I is offered in the fall for four semester hours. Part II and III are offered in the spring and summer for three total semester hours and will continue what was begun in the fall. There are two sections for the course with a maximum of 10 interns per section. Usually, the sections meet together from 9:00-10:00 for special topic presentations. From 10:00-11:00, interns will make formal case presentations in their separate sections; from 11:00-1:00, group supervision will occur. After class, there will also be time for individual consultation with the college supervisors. If the on-campus seminar is not held, interns are expected to be on-site in their district for the entire school day.

Interns will meet together with their Lewis and Clark campus supervisor and their site supervisor(s) a minimum of one time for individual supervision in the early fall semester and thereafter as needed to meet individual learning goals as determined by either supervisor or by student request. There will be at least one on-site meeting during the fall semester, including the intern, the on-site supervisor, and the campus supervisor.

Professional Standards: Interns are expected to follow professional standards, including adherence to legalities and ethics. In addition, interns need to show a respectful demeanor towards students, parents, professional peers, and others. Professional dress is expected. Interns 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 Interns miss or are tardy for a class, their grade will be impacted and they need to discuss required make-up work with the campus supervisor. Interns are expected to use appropriate professional tools, including technological tools, as needed and appropriate. Interns are expected to be aware of and respect diversity and multicultural issues. Please see the attached form for grading standards.

Assignments:

1. Reports: Assessments/Interventions:

Interns are expected to gain experience with a wide variety of students, ages 3-21, throughout the year. At a minimum, interns will complete four full assessments and will follow most of these cases from the time of the initial referral through intervention (or IEP) and follow-up stages. All reports generated by interns over the course of the internship will be reviewed, edited and co-signed by the primary on-site supervisors. At least four assessment/intervention reports and appropriate rewrites will be reviewed by the LC campus supervisor.

Interns should seek to assess children with a variety of possible disabilities, including Specific Learning Disabilities, Mental Retardation, and Emotional Disabilities. In addition, interns should look for opportunities to assess children who may be Gifted, Autistic/PDD, OHI, or TBI. You must remove identifying information from the final reports that go in your portfolio, but identifying information may be included in the reports you give your Lewis and Clark supervisor.

2. Presentations:

Informal Presentations: Each week, during group supervision, each intern is expected to come prepared to informally present information on cases (counseling, assessment, and consultation) on which they are working. The purpose of these informal presentations will be to receive feedback and support from the cohort.

Formal Case Presentations: In addition to these weekly discussions, two formal cases will be required each semester. Specific dates will be assigned for the presentations.

Each formal presentation consists of written and oral descriptions of different cases involving a child or adolescent.

An assessment/Intervention case consists of a written and oral description, including background information, responses to pre-referral interventions, an integrated psychological report, a child interview, a parent interview, and goals/objectives/accommodations. One assessment/intervention presentation is due each semester.

One formal presentation of a counseling case is due in the fall; it includes specific treatment goals, and details/samples of the work.

One formal presentation of a consultation case is required in the spring and consists of a teacher interview, on-going treatment plans, case notes, and a summary of the work to date. Please note that we would expect that you would start the consultation relationship during the fall semester and start documenting the background and your process. Your presentation will include a narrative description of the stages involved in the consultation (eg: referral, problem identification & analysis, and intervention planning & monitoring.) Also included in your report must be a reflection on what you learned from the consultation, including what was successful and what you would change. When you present, please bring copies of any tools (observation forms, etc) that you used in your consultation.

3. Topic Presentations: In addition to these four formal presentations and reports, each intern is expected to choose a topic pertinent to school psychology and present one topic to members of their cohort in the fall semester. Copies of a one-page summary, with references in APA style, should be provided to the entire cohort. Topics from Best Practices V are acceptable; other topics must be approved by the LC supervisor.

4. In-service: Interns are required to plan and provide at least one in-service training workshop or session during the school year. This in-service may be provided to any group associated with your school. Interns will provide brief summaries to both site and college supervisors of the in-service along with supplementary handouts, including the specific goals, the invitation/announcement to attend and the feedback forms completed by the members in attendance. Be prepared to share results and handouts during section meetings.

5. Paper on Effects on Student Learning and/or Environment (SP Internship Form 7)

As part of Lewis and Clark's NASP recertification process, the department has been asked for documentation on measureable positive results you have seen in integrating your knowledge and skills in your work with children and families. For this assignment, please prepare an in-class oral presentation and 2-3 page report as follows:

1. Leaving out identifying information, describe a child/adolescent with whom you have worked this year.
2. Describe the issues on which you have worked.
3. Describe your interventions, such as through IEP implementation and evaluation, counseling or consultation.
4. Describe measureable results. Ways you can measure results include: a review of records (attendance/discipline/referrals/grades/standardized testing), reports and IEP data, and/or interviews with child, parent, and teacher.
5. Provide a bibliography, in APA style, of your readings/resource materials, including at least one article from NASP Best Practices in School Psychology V.

Note: Work with your site supervisor to determine whether written parent permission and/or an IEP review are required for this project. This project addresses the NASP training requirement that "candidates are able to integrate domains

of knowledge and apply professional skills in delivering a comprehensive range of services as evidenced by measureable positive impact on children, youth and families.”

6. Log of activities and hours: Interns must document (in hard copy) that they have met at least the following hour requirements:

1200 hours of internship related activities

100 hours in an elementary setting; 100 hours in a secondary setting; 50 hours in a preschool setting; settings are those defined by your school district

100 hours of consultation; 50 hours of counseling

100 hours with “regular” education students

** 2 hours a week of individual on-site field supervision, at least one of which must be with your primary on-site supervisor and consists of regularly scheduled, dedicated time to supervision. The second hour may be with your primary or secondary on-site supervisors. This requirement is not met in informal, brief supervisory communications and is expected to be uninterrupted by phone calls or other activities of the supervisor or intern. These meetings are expected to be scheduled regularly on a weekly basis. If one of you must miss the meeting due to illness or other crisis, the meeting time must be rescheduled during the week.

Logging requirements: Document everything you do on the job and who you are working with including students, teachers, parents, school staff, outside agencies, etc. This would include anything you do for your job including consultation, counseling, assessments, class work, supervision, emailing, researching topics, review of records, and so forth. In addition, a final one-page summary of your hours is required at the end of the fall semester (Dec. 9) and at the end of the year (May 10). (See SP Internship Form 4.) Also due at the end of the fall semester is an example of case notes on one student with whom you have worked.

6. Portfolio:

Prior to program completion, each intern will turn in a copy of their portfolio to the CPSY Administrative Assistant which must include an updated resume, two up-to-date letters of reference, copies of all fall and spring forms (#1-10), your best report(s) with names removed, insurance information, your consultation report with names removed, and any other documentation from internship that you might want to include. Items may include but are not limited to work samples, presentations/in-services you have given, documentation of professional conferences and in-services attended, behavior plans that you have written, your consultation and in-service reports, and/or notes of thanks from teachers, parents, or students. You may also include a section from practicum.

7. Praxis II:

Complete the Praxis II. This will fulfill the requirements of a comprehensive examination.

Fall Calendar:

Date:	Due:	Overlap Topic:
Sept. 10	Bring Internship Handbook to class (new edition on our webpage)	Check-ins Syllabus and new Handbook
Sept. 17	Handbook Your supervisor's phone number and a good day/time for meeting in September or October.	Forms for Handbooks/Ethics Sign up for topical and case presentations How to make Case Presentations Sign up for joint supervisor meetings for Sept./ Oct
Sept. 24	A copy of a report by your supervisor, with identifying information deleted	Reports
Oct. 1		Threat Screening/Crisis (Dr. Gonzalez)
Oct. 8	Topical Presentations	Administrator Presentation
Oct. 15	-----OSPA Conference-----	
Oct. 22	Assessment Report #1	Nuts and Bolts of being a school psychologist (Dr. Hanson)
Oct. 29	Read JB Hale article on IDEA	Identifying Disabilities
Nov. 5	Rewrite #1	FBA/PBS
Nov. 12	Report #2	Sharon Chinn
Nov. 19	Counseling Report	
Nov. 26	-----Thanksgiving Break-----	
Dec. 3	Rewrite #2	Sign up for meetings with LC supervisor
Dec. 10	Forms- See list in Handbook	Meet with LC Instructor Individually;
Dec. 17		Meet with LC Instructor Individually

A spring calendar will be written before Winter Break. It will include meetings with the Registrar and with 2nd year students.

Grading and when material is due:

Note: You will lose one point for every day that any one assignment is late.

	Points:	Due:
FALL:		
Assessment Report/Presentation #1	20 points	Oct. 22; Rewrite Nov. 5
Assessment Report #2	20 points	Nov. 12; Rewrite Dec. 3
Counseling Report/Presentation #1	20 points	Nov. 19
Informal Presentations	10 points	Each week
Topical Presentation	10 points	Between Oct. 1 and Nov. 19 (sign up for dates in class)

Meeting with LC Supervisor Dec. 10

with all paperwork complete 20 points

SP Internship Form 2: Daily Log for fall

SP Internship Form 3: Summary of Hours

SP Internship Form 4: Student Evaluation- NASP Domains (student)

SP Internship Form 4: Student Evaluation- NASP Domains (site supervisor)

SP Internship Form 4: Student Evaluation –NASP Domains (LC supervisor)

SP Internship Form 5: Student Evaluation- Professional Standards (student)

SP Internship Form 5: Student Evaluation- Professional Standards (site supervisor)

SP Internship Form 5: Student Evaluation- Professional Standards (LC supervisor)

SP Internship Form 10: Fall Semester Completion

Sample Case notes

Possible Extra credit: Be a panel member during a CPSY 507 class. (5 points)

SPRING:

Assessment Report/Presentation #3	20 points	TBD
Assessment Report #4	20 points	TBD
Consultation Report/Presentation	10 points	May 20
Inservice Presentation	20 points	May 6
Report on Effects on Student Learning and Environment	10 points	May 6
Meeting with Supervisor		May 20

with all paperwork complete 20 points

Possible Extra credit: Be a panel member during a CPSY 508 class. (5 points)

SP Internship Form 2: Daily Log for spring/summer

SP Internship Form 3: Summary of Hours for spring/summer and for whole year

SP Internship Form 4: Student Evaluation- NASP Domains (student)

SP Internship Form 4: Student Evaluation- NASP Domains (site supervisor)

SP Internship Form 4: Student Evaluation –NASP Domains (LC supervisor)

SP Internship Form 5: Student Evaluation- Professional Standards (student)

SP Internship Form 5: Student Evaluation- Professional Standards (site supervisor)

SP Internship Form 5: Student Evaluation- Professional Standards (LC supervisor)

SP Internship Form 6: Student Evaluation- Essay

SP Internship Form 7: Effects of Student Learning/Environment

SP Internship Form 8: Site Evaluation

SP Internship Form 9: Exit Interview

SP Internship Form 11: Program Completion

Proof of Passing Praxis II

Copy of Portfolio

Intern: _____ Date: _____

Assessments and Interventions Presentations:

Written Report Child _____

Background Information (name, date, CA, grade, school) (your own info: title, name, date)

Reason for Referral (formal intro to child, relevant current info, referral Q)

Interventions tried/results

Observations (assessment, in class, unstructured time)

Interviews (parent, teacher, child)

Test Results (tables, scores/percentile ranks, classification of scores, conf. intervals, statement of reliability and validity. Comparison to previous testing)

Interpretations of assessment results (brief description of strengths/weaknesses; give ipsative as well as group norming comparisons; if SLD note processing deficit as well as academic impact; if MR suspected add adaptive behavior results)

Summary- answer referral question; brief, review of each section, nothing new that hasn't already been discussed in report)

Interventions/ Recommendations (clarity, covers processing deficits and academic and social/behavioral, and emotional issues)

Signature Block

(date; your name, title, phone, and your supervisor's name, title, phone)

Technical qualities:

Clarity, organization, grammar, language, list of assessment tools

Oral Report

Clarity/Organization

Concise Critical Elements

Relational Affect: (know your audience, show empathy and eye contact; collegiality)

Rewrite: _____

Final Score: _____

Attendance /Timeliness:

Score:

Informal Presentations:

Score

Intern _____

Consultation Case Presentation:

Score:

Teacher interview:

Other interviews:

Observations:

On-going treatment Plan:

Summary of work to date:

Stages:

- Referral
- Problem identification and analysis
- Intervention planning
- Intervention monitoring
- Personal reflection
- Tools

Counseling Case Presentation:

Score:

Date:

Clarity of presentation

Background Information

Goals off Treatment

Work Samples

Future Goals/Prognosis

Topical Presentation:

Score:

Date:

Topic

Organization

Handouts

Inservice Presentation:

Score:

Date:

Topic/Audience:

Clarity/Organization

Handouts with APA references

Goals

Feedback Forms

Effects of Student Learning/Environment:
Description of child/issues/interventions

Score:

Description of measurable positive results

Bibliography