

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

Course Name Internship in School Psychology I, II
 Course Number 586-587
 Term 2006-07
 Department CPSY
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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 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. 4 semester hours.

Textbook: Thomas, A. & Grimes, J. (Eds.) (2002). Best practices in school psychology IV. Bethesda, Maryland: NASP.
 Other readings as assigned.

Guiding Principles/Standards Addressed in Course:	
<u>Learning Environments</u> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.	X
<u>Content Knowledge</u> 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
<u>Teaching Approaches</u> Engage students and school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	X
<u>Connection to Community</u> Design educational activities that cultivate connections between learners and their communities and region.	X
<u>Educational Resources</u> Incorporate a wide range of teaching and technological resources from the school and community into experiences that support learning.	X
<u>Assessment</u> Assess, document, and advocate for the successful learning of all students and school stakeholders.	X
<u>Research and Reflection</u> Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	X
<u>Leadership and Collaboration</u> 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
<u>Professional Life</u> 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/In-class discussions (R) and practical Experience (P).

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 Subject/Dept. Assign. in a Mid- or Sr.-High School	P, R

Course Description:

The course syllabus is a supplement to the School Psychology Internship Manual. The internship experience is designed to provide students with the final year of training to obtain the Ed.S. in School Psychology and/or eligibility for licensure in Oregon and Washington. Interns function as practicing school psychologists in a K-12 school environment, but under the close supervision of qualified, experienced school psychologists on-site and the campus supervisor(s) during the internship course. The course contains two major components: group supervision and special topics. In addition, as the year progresses and students near completion, students will be assisted in preparing for the job search process.

Course Structure:

The internship class is a year-long class. Part I is offered in the fall. Part II is offered in the spring and will continue what was begun in the fall. There are two sections of this course with a maximum of 10 students per section. The class meets for group supervision in their sections from 8:30 to 10:45 every Friday. Both sections meet together from 11:00-12:30 (overlap time) to cover topics relevant to the internship through lecture, guest speaker, or field trip assignment. Special arrangements for off-site learning will require additional time commitment outside of the normal course hours. During the first course meeting, students will generate a list of special topics they wish to be considered for coverage in the overlap time. Due: In-class assignment.

Students will develop individual learning goals based on their interests, strengths, and needed areas of improvement to be approved by the faculty supervisor in collaboration with the site supervisor. Students will meet with the instructor a minimum of one time at the beginning of each semester for individual supervision and thereafter as needed for the student to meet individual learning goals as determined by the instructor or by student request. Due: Individual meeting with instructor at the beginning of each semester, with changes as needed throughout the semester.

Assignments:

1. Case Presentations:

During group supervision time at each weekly meeting, students are expected to bring information on cases to present to receive group support and feedback. One formal case presentation will be required and dates will be assigned for student presentations. A formal presentation consists of one of the following:

- a. Counseling: a video, written case presentation/description, and treatment plan
- b. Assessment: video of child or parent interview, psychological report, and interventions/IEP Counseling recommendations including both accommodations and goals/objectives. A teacher interview would be OK.
- c. Consultation: video of teacher consultation, consultation summary, and/or plan.

2. Log of activities and hours:

You must document that you 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

100 hours of consultation

50 hours of counseling

100 hours with "regular" education students

2 hours a week of individual field supervision, at least one of which must be with your primary supervisor. Supervision consists of regularly scheduled, dedicated time to supervision. 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.

Additional log requirements: Consider it a running schedule of your activities and document everything you do on the job and who you are working with including students, teachers, parents, school staff, outside agencies, etc. Also see the Internship Manual for full details on requirements for assessment, consultation, counseling, inservice, and cross-cultural experiences. See also attached page for an example of a chart for tracking hours.

Activities (con't.)

3. Assessment Reports:

You will submit four assessment reports for review during the year, and you will be required to do at least one rewrite/resubmission of each report. By the end of the year, you must complete a report on children with the following handicaps: LD, ED, MR, and either TAG, Autism, OHI, or TBI. See the manual for expectations for complete assessment expectations beyond these four reports. Due: Oct. 20, Dec. 1, Jan. 31 and Mar. 31. The instructor will return them within two weeks and the rewrite will be due within two weeks.

*** You MUST remove identifying information (names, addresses) from the reports if submitting them by email.

4. Comprehensive Examination:

Consultation Report:

Across the year, the written exercises you complete will fulfill the requirements of a comprehensive examination. One of these papers will be your consultation report. Another will be a consideration of multicultural issues, another your case presentations, and a fourth will be a summary of the roles and functions of school psychologists from your personal perspective. The paper on roles and functions will be the last one due, but it would benefit from your taking notes on your insights and observations during the year. Each of these papers is expected to be written and cited in APA style.

One consultation report will be required in the Spring; however, we would expect that you would start the consultation relationship during the Fall semester and start documenting the background and your process. Your paper will include a narrative description of the stages involved in the consultation. In your consultation report, attend to at least these phases: referral, entry, problem identification, problem analysis, intervention planning, evaluation planning, and application/monitoring. Add any modifications you make on these themes, and include any tools (observation forms, etc) that you used in your consultation. . 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. You are expected to present a coherent, full summary with all the relevant information included;

Your written consultation report during your internship will serve as part of your comprehensive examination, and it should refer to relevant literature in the area. Typically, papers require from 8 to 20 pages for you to present a coherent, full summary with all of the relevant information. If there are components missing or if the content is unclear, you will be required to rewrite the report. Use APA style and cite references from the appropriate literature to support your work. Due: April 6.

Multicultural Issues Paper:

Your paper should focus on a multicultural issue within your district or school. Provide a description of the issue or problem, an analysis of the origins and factors that are feeding or supporting the issue (e.g. lack of staff training, systems procedures, cultural misunderstandings, federal or state law, etc.), and create a plan of action to create change over a 3-5 year period. Reflect on the current programs and the possibilities you might pursue were you to remain in that system. Narrow down your topic to a manageable issue to cover and be specific. This paper should reflect your thoughtful appraisal of the issue and a plan of action you could take as a school psychologist. Use the readings for the course as well as other references. Best Practices chapters on systems change may be helpful. Length is expected to be 8 to 20 pages. Use APA style. Due Dec. 15.

Roles and Functions Paper: Your paper will be a description and evaluation of your own professional beliefs and systems that you use currently. You should include a description of your own roles and functions as a school psychologist. Most importantly, you are to describe how you specifically plan to develop your professional skills and understandings in the future. You are expected to cite references with APA style. Due: April 27.

In-service:

Students 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 the school. Interns will provide summaries of the in-service along with supplementary handouts, including the invitation/announcement to attend. Include an evaluation of the in-service completed by the members in attendance. We will help you write this evaluation if needed, but in general it needs to include an evaluation of your presentation in general as well as focusing on the goals you had for the in-service.

Portfolio:

At the end of the year, students will turn in a portfolio with documentation from your internship. Create a binder with sections for each of the areas covered in the evaluation and provide demonstrations of your work. Items include but are not limited to reports (both initial drafts and rewritten final copies to demonstrate progress), papers from class, hours logs, supervisor evaluation, documentation of counseling (notes, pictures, or video on DVD), current resume, list of assessment instruments you have utilized, behavior plans that you have written, notes of thanks from teachers, parents, or students. You may include a section from practicum. It is great to be creative in documenting your work.

This syllabus may include an addendum for Spring semester if necessary to provide an optimal learning experience for students.