

**Course Syllabus CPSY 586
School Psychology Internship
Lewis & Clark College
Graduate School of Education and Counseling
Todd Nicholson, MS, NCSP**

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 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. Seven semester hours over the course of a year.

Guiding Principles/Standards in Course

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 reading 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 years	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
2013-2014
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Textbooks:

Optional: Canter, A.S. & Carroll, S.A. (Eds.). (2005). *Helping children at home and at school III*. Bethesda, Maryland: NASP.

Thomas, A. & Grimes, J. (Eds.) (2008). *Best practices in school psychology V*. Bethesda, Maryland: NASP.

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 on campus. 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.

Requirements:

1. Students will complete a 1200-hour internship in the public schools. These 1200 hours will include at least 50 hours of preschool work, 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.
2. Students will 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.

3. Students will complete all paperwork as per the Internship Handbook; complete the coursework and complete graduation and licensure requirements.
4. Students will develop a professional portfolio.
5. Students will become familiar with school district, state, and national norms for assessment, consultation, and counseling.
6. Students will complete reports of the students they assess; site supervisors must sign these reports. These reports will include interventions that are guided by assessment results.
7. Students will perform an efficacy study, showing the results of their interventions on one individual or specific group.
8. Students will participate in case presentations weekly, both formally and informally.
9. Students will develop topical presentations for class and an in-service for school staff.

The following NASP training domains will be addressed:

Domain 1: Data-Based Decision Making and Accountability

Domain 2: Consultation and Collaboration

Domain 3: Interventions and Instructional Support to Develop Academic Skills

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills

Domain 5: School-Wide Practices to Promote Learning

Domain 6: Preventive and Responsive Services

Domain 7: Family-School Collaboration Services

Domain 8: Diversity in Development and Learning

Domain 9: Research and Program Evaluation

Domain 10: Legal, Ethical, and Professional Practice

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 experience. The on-campus seminar is offered on Friday afternoons. Part I is offered in the fall; Part II and III are offered in the spring and summer.

Usually, campus supervision will proceed as follows:

12:00-12:50 pm --Individual supervision/meetings as scheduled

1:00-2:00 pm --Special topic presentations

2:00-3:00 pm --Intern presentations

3:00-4:00 pm --Group supervision

Before and after class, there will also be opportunities for individual consultation with the college supervisor by arrangement.

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 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 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 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.

Attendance:

Interns are expected to meet deadlines; they must honor class attendance expectations. 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 with sites >100 miles from the campus will make individual arrangements with the campus supervisor regarding campus supervision.

Fall & Spring 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 and share two full assessments (one in the fall, one in the spring) and will follow most of these cases from the time of the initial referral through intervention (or IEP) to progress monitoring. These two assessment/intervention reports and appropriate rewrites will be reviewed and graded by the LC campus supervisor. Please note that ALL reports generated by interns over the course of the internship will be reviewed, edited and co-signed by the primary on-site supervisors.

Interns should seek to assess children with a variety of possible disabilities, including Specific Learning Disabilities, Intellectual and Emotional Disabilities, Autism Spectrum Disorder, Health Impairment Other than Orthopedic and Traumatic Brain Injury. In addition, interns should look for opportunities to assess children informally.

2. Consultation/Efficacy Report on Effects on Student Learning and/or Environment

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

report of the consultation project. Each item on the rubric (KA5.2 Part III, SPIH pg. 27) must be addressed. A written report consisting of 5-8 pages is required.

3. Presentations:

Interns are required to practice and give a variety of formal and informal presentations.

Informal Presentations:

Each week, during group supervision, interns expected to come prepared to informally present information on cases (response to interventions, counseling, assessment, and consultation) on which they are working. The purpose of these informal presentations is to receive feedback and support from the cohort and college supervisor.

Formal Case Presentations:

In addition to these weekly discussions, one formal case presentation will be required. Specific dates will be assigned for the presentations. These presentations will include:

- One formal presentation of an assessment/Intervention case is required in the fall. It consists pertinent information from the written report.
- One formal presentation of a consultation/efficacy case is required in the spring. 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 written report. 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.

4. Counseling Case:

Each intern is to develop a counseling relationship with an individual student or a specific group of students. The intern is to investigate the student, develop a warm and supportive relationship, develop goals for the counseling with the student, plan and use activities during sessions, and use an on-going process of evaluation of the efficacy of the counseling and plans for the future. Appropriate consent for counseling must be obtained.

During the spring semester, interns will be responsible for recording and transcribing an audio recording work sample of counseling with a child. A report will be written based on the rubric found in the internship handbook (KA5.3 Counseling Case pg. 29) and include the transcript. The intern's areas of strength and of needed improvement will also be considered. The requirements of this assignment will be further discussed in class.

5. Topic Presentation:

Each intern is expected to choose a topic pertinent to school psychology and present in the Fall Semester. Copies of a one-page summary, with references in APA style, will be provided to the entire cohort. Topics from Best Practices V are acceptable. The LC supervisor must approve all other topics.

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. **Ideally, 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 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 and at the end of the year. (See SP Internship forms)

7. Comprehensive Examination:

Interns must complete the Praxis II. This will fulfill the requirements of the comprehensive examination. A copy of Praxis II scores must be submitted before June 1.

8. Individual Meetings with Instructor

At least twice per year, you will meet individually the instructor to review progress toward your development and internship requirements. Meeting times will be scheduled at the end of fall and spring semester. See LCSP Transition form 3 in the internship handbook for the final list of requirements needed in the spring.

Fall Calendar **

Date	Topic	Notes
September 6	Individual Meetings & Check-In	
September 13	Orientation to Internship, Coordination of long-distance internship practice	
September 20	Internship Handbook – Topic Presentation Group Supervision	Topic Sign Ups
September 27	Report Writing –Review (Please bring examples from your site) Topic Presentation Group Supervision	
October 11	Crisis Prevention & Intervention	OSPA
October 18	Topic Presentation Case Presentations Group Supervision	
October 25	Preparing a case for consultation Case Presentation Group Supervision	
November 8	Graduation Requirements Review –C. Latrell Registrar Topic Presentation Case Presentation Group Supervision	Assessment Report #1 Due
November 15	Career Counseling –Sharon Chinn, Assessment Presentations Group Supervision	Sign Up – Individual Meetings
November 22	Topic Presentations Case Presentation Group Supervision	
December 6	Individual Meetings	FORMS DUE!
December 13	Topical Presentations Case Presentation Group Supervision	

Fall Grading:

Activity	Points	Due
Assessment Report # 1	30	11/8/2013
Assessment Presentation	30	Varies –sign up
Topic Presentation	30	Varies –sign up
Meeting with LC Supervisor See Handbook Form 2, Form 3, Form 4 (x2), Form 5 (x3), Form	20	12/6/2013

** This calendar is provided as a guideline only. The instructor reserves the right to change the calendar based on the needs of the class.

Spring & Summer Calendar**

Date	Topic	Notes
January 10	Review Syllabus Preparing Counseling Cases for Consultation Group Supervision	
January 24	Facilitating School Meetings Case Reports & Presentations Group Supervision	
February 7	Case Reports (Counseling, Consultation) Meeting with Practicum Students Group Supervision	
February 21	Writing IEP Goals for Psychological Services Case Reports (Counseling, Consultation) Group Supervision	
February 28	Resumes, Cover Letters, Interviews Case Reports (Counseling, Consultation) Group Supervision	
March 7	Case Reports (Counseling, Consultation) Group Supervision	
March 14	Case Reports (Counseling, Consultation) Group Supervision	
April 11	Sharon Chin –Licensing Requirements Case Reports (Counseling, Consultation) Group Supervision	
April 25	Case Reports (Counseling, Consultation) Group Supervision	
May 2	Case Reports (Counseling, Consultation) Group Supervision	
May 9	Case Reports (Counseling, Consultation) Group Supervision	
May 16	Individual Meetings Group Supervision	
June 1	Group Presentation	
June 13	Group Supervision	

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Spring Grading:

Activity	Points	Due
Assessment/Intervention Report # 2	20	TBD
Counseling Case Report/Presentation	20	TBD
Consultation Report/Presentation	30	TBD
Special Project	10	TBD
Meeting with LC Supervisor See Handbook Form 2, Form 3, Form 4 (x2), Form 5 (x3), Form 6, Form 7, Form 8, Form 9, Form 11, Proof of Praxis II	20	TBD

