

**Course Syllabus CPSY 586  
2014-15  
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.

Learning Environments --Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.	<b>X</b>
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.	<b>X</b>
Teaching Approaches --Engage students and school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	<b>X</b>
Connection to Community --Design educational activities that cultivate connections between learners and their communities and region.	<b>X</b>
Educational Resources --Incorporate a wide range of teaching and technological resources from the school and community into experiences that support learning.	<b>X</b>
Assessment --Assess, document, and advocate for the successful learning of all students and school stakeholders.	<b>X</b>
Research and Reflection Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	<b>X</b>
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.	<b>X</b>
Professional Life --Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures.	<b>X</b>

Guiding Principles/Standards in Course

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 <sup>th</sup> Grade	P,R
Elementary: 3 <sup>rd</sup> -8 <sup>th</sup> Grades in an Elementary School	P,R
Middle Level: 5 <sup>th</sup> -9 <sup>th</sup> Grades in a Middle or Junior High School	P,R
High School: 7 <sup>th</sup> -12 <sup>th</sup> Grades in a Mid- or Sr. -High School	P,R

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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.

**Textbooks:**

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.

Sprick, R., & Garrison, M. (2008). *Interventions: Evidence-based behavioral strategies for individual students* (2nd ed.). Eugene, OR: Pacific Northwest Publishing.

**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. Interns will follow the schedule of the school/district in which they are assigned. Vacations and the like must fall during regular school holidays and breaks.
3. 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.
4. Interns are responsible for the completion of all paperwork as per the Internship Handbook; complete the coursework and complete graduation and licensure requirements.
5. Students will develop a professional portfolio.
6. Students will become familiar with school district, state, and national norms for assessment, consultation, and counseling.
7. Students will complete reports of the students they assess; these reports must be signed by site supervisors. These reports will include interventions that are guided by assessment results.
8. Students will perform an efficacy study, showing the results of their interventions on one individual or specific group.
9. Students will participate in case presentations weekly, both formally and informally.
10. Students will develop topical presentations for class as scheduled.

**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, group supervision will proceed as follows:

2:00-3:00 pm --Special topic presentations

3:00-4:00 pm --Formal case presentations

4:00-5:00 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 each 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 year, including the intern, the on-site supervisor, and the campus supervisor.

**Classroom Expectations and Conduct:**

- Supervision is an opportunity to connect with each other and process internship related experiences and seek/share in peer support. It is important to be fully present in mind and body.
- The Confidentiality of information shared during supervision is expected in order to facilitate a supportive and safe atmosphere for everyone.
- Use of technology: texting, Internet surfing, answering email, phone calls, etc. during class time/presentations is unprofessional and distracting. Please use classroom breaks to check your technology.

**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.

## **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 three full assessments (one in the fall, two 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 three 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, Mental Retardation, and Emotional Disabilities. In addition, interns should look for opportunities to assess children who may be Gifted, Autistic/PDD, Other Health Impaired, or Traumatic Brain Injury. All identifying information must be removed from the final reports that you submit for scoring (using the rubric in the internship handbook). At least one report must include a student who qualified for Specific Learning Disability.

### **2. Consultation/Efficacy Report on Effects on Student Learning and/or Environment (SP Internship Form 7).** A written report consisting of at least 5-8 pages is required.

### **3. 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 each semester. 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. Topic Presentation/In-Service:**

Interns are required to plan and provide at least one topic presentation (in the form of an in-service training/workshop) during the school year (usually Fall). This in-service will be presented to your supervision group. Interns will provide a brief summaries to your campus supervisor of the in-service along with supplementary handouts, including the specific goals, the invitation/announcement to attend and the feedback/evaluations forms completed by the members in attendance and are assessed using the rubric found in the internship handbook.

#### **5. Log of Activities and Hours:**

Interns must submit a 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 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 and at the end of the year. (See SP Internship Form 4.) Please note: it is highly suggested you ‘log’ hours everyday. It is extremely difficult and often inaccurate to log hours periodically.

#### **7. Comprehensive Examination:**

Interns must complete and pass the Praxis II. This will fulfill the requirements of the comprehensive examination. The exam must be completed by April 18, 2014.

Fall Calendar \*\*

Date	Topic	Notes
September 5	Individual Meetings & Check-In	
September 19	Orientation to Internship, Coordination of long-distance internship practice Internship Handbook –	
September 26	Group Supervision Report Writing –Review (Please bring examples from your site)	Topic Sign Ups
October 17	Group Supervision Presentations (at OSPA/WASP)	OSPA
October 24	Preparing a case for consultation Case Presentation Group Supervision	
November 14 (TIME CHANGE)	Graduation Requirements Review –C. Latrell Registrar Topic Presentation Case Presentation Group Supervision	Assessment Report #1 Due
November 21	Career Counseling –Sharon Chinn, Assessment Presentation Group Supervision Cross Cohort Meeting	Sign Up – Individual Meetings
November ____	Topic Presentations Case Presentation Group Supervision	
December 12	Individual Meetings	FORMS DUE!
December 19	Topical Presentations Case Presentation Group Supervision	

Fall Grading:

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

**\*\* 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 Calendar\*\* DATES TBA

January		
February		
March		
April		

Spring Grading:

Activity	Points	Due
Assessment Report # 2	20	TBD
Consultation Report	20	TBD
Consultation Report/Presentation	30	TBD
Participation/Meeting Timelines	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, Portfolio Package	20	TBD

Summer Calendar -Dates TBA

May		
June		