

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

Please attach completed cover sheet to course syllabus.

Course Name	Internship in School Psychology
Course Number	CPSY 586
Term	Fall 2009
Department	Counseling Psychology
Faculty Name	Colleen Hanson

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:

(please check box to indicate which guiding principles/standards from the Conceptual Framework are addressed in this course)

Guiding Principles/Standards	
<u>Learning and Living Environments</u> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives are supported.	X
<u>Disciplinary Knowledge</u> 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.	X
<u>Professional Practice</u> 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.	X
<u>Connection to Community</u> Design learning and counseling activities that cultivate connections between individuals, families, and their communities and region.	X
<u>Professional and Technological Resources</u> Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community well-being.	X
<u>Assessment</u> Assess, document, and advocate for the successful learning and living of all people involved in schools and communities.	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 and counseling practices and programs that confront the impact of societal and institutional barriers to academic success, personal growth, and community well-being.	X
<u>Professional Life</u> Pursue a professional identity that demonstrates a commitment to the legal, ethical, and professional responsibilities of our profession(s).	X

Authorization Levels (for TSPC-approved programs only):

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	Pre-Kindergarten-4 th Grade in a preprimary school, a primary school, or an elementary school.	X
Elementary	3 rd -8 th Grades in an elementary classroom or in a self-contained 5th or 6th grade classroom in a middle school.	X
Middle Level	5 th -9 th Grades in an elementary, middle, or junior high school, or high school.	X
High School	9 th -12 th 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).

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

Course Name and Number	School Psychology Internship CPSY 586
Term	Fall, 2009; Spring and Summer, 2010
Department	Counseling Psychology/ School Psychology
Faculty Name	Section 01: Ruth Gonzalez, PhD; NCSP Section 02: Colleen Hanson, EdD

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	
<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 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

2009-2010

Lewis & Clark College
Graduate School of Education and Counseling

Section 01 Instructor: Ruth Gonzalez, PhD, NCSP
Rogers Hall #433 503-768-6068 gonzalez@lclark.edu

Section 02 instructor: Colleen Hanson, EdD
Rogers Hall #433 503-768-6093 cmhanson@lclark.edu

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.

Textbooks: Canter, A.S. & Carroll, S.A. (Eds.). (2005). *Helping children at home and at school II*. 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

Course Description:

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 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 the 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.

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. The sections meet together from 9:00-10:00 for special topic presentations. From 10:10-11:00, interns will make case presentations in their separate sections; from 11:00-12:00, group supervision will occur. From 12:00-1:00, there will 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 individually with their Lewis and Clark campus supervisor 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 the college 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. At least four written reports will be reviewed by the campus supervisor. All reports generated by interns over the course of the internship will be co-signed by the primary on-site supervisors.

Interns should seek to assess children with a variety of possible disabilities, including 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:

Formal Case Presentations: During group supervision time each Friday, interns are expected to bring and informally present information on cases (assessment, counseling, or consultation) to receive group support and feedback. In addition, two written, formal assessment case presentations will be required each semester. Specific dates will be assigned for the presentations.

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

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

One formal presentation of a consultation case is required in the spring and would consist 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.

Topic Presentations: In addition to these four formal presentations & papers, each intern is expected to choose two topics pertinent to school psychology and present one topic each semester to members of the section. Copies of a one-page summary should be provided to your classmates.

3. 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.

4. Log of activities and hours:

Interns must document 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 each semester (Dec. 9; May 10) and at the end of the year (May 10). See SP Internship Form 4.

5. Portfolio:

At the end of the year, each intern will turn in a portfolio 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, and any other documentation from internship that you might want to include. Items include but are not limited to work samples, presentations/in-services you have given, documentation of professional conferences and inservices attended, behavior plans that you have written, your consultation and inservice reports report, and/or notes of thanks from teachers, parents (without names), or students. You may include a section from practicum.

6. Praxis II:

This will fulfill the requirements of a comprehensive examination.

Grading: Each written report, inservice, topic presentation and case presentation is worth 15% of your grade for each semester. Your meeting with your L/C supervisor at the end of the semester is worth 10%. In the Spring, taking the Praxis II is worth 5% of your grade; your portfolio is worth 10% of your grade. Please see the Internship Handbook for the forms required for the meeting with your instructor and when the material is due.

Typical Friday Seminar Schedule:

9:00-10:00	Overlap time / both sections meet together
10:10-11:00	Formal presentations / sections meet separately
11:00-12:00	Caseload supervision / sections meet separately
12:00-1:00	Individual Meetings with supervisors

Fall Calendar:

Date:	Due:	Overlap Topic:	Section Topics:
Sept. 11	SP Internship Forms 1 and 2 Bring Internship Handbook to class	Start of year; Syllabus Organizations Hoff, S. (2006). Internship- A rite of passage	-----
Sept. 18	Handbook Your supervisor's phone number and a good day/time for meeting in October.	Forms Case Presentations Sign up for meetings with L/C supervisor for Sept. 25 and Oct 2 and for case/topical/inservice presentations Nuts and Bolts of being a school psychologist	
Sept. 25	A copy of a report by your supervisor, with identifying information deleted	Reports Individual Meetings with LC Supervisor	-----
Oct. 2	Read JB Hale article on IDEA	Ruth: Threat Screening/Crisis	Topic Presentation
Oct. 9	Report #1	Administrator Presentation	Case Presentation -----
Oct. 16	-----OSPAC Conference-----		
Oct. 23		Colleen: Memory and Cognition	
Oct. 30	Read JB Hale article on IDEA	Identifying Disabilities	Topic/Case Presentation
Nov. 6	Report #2	Identifying Disabilities	Topic/Case Presentation
Nov. 13		Sharon Chinn and Mamie Dec	Case Presentation
Nov. 20	Inservice Report	Inservice Presentations	
Nov. 29	-----Thanksgiving Break-----		
Dec. 4		TBA Sign up for meetings with LC supervisor	
Dec. 11	Forms- See list in Handbook	Meet with LC Instructor Individually;	
Dec. 18		Meet with LC Instructor Individually	

The spring calendar will be decided upon prior to the Thanksgiving Break.
It will include times to meet with second year students and with the Registrar.