

**SPSY 582: School Psychology Internship, Section 02**  
**Fall 2023, Spring 2024, Summer 2024**

**GENERAL COURSE INFORMATION**

**Instructor:** Akanee Siyufy, Ed.S., NCSP  
**Class Day & Time:** Friday, 2:00pm-5:00pm  
**Class Location:** Rogers Hall, Room 220 (Fall)  
**Office Hours:** Phone or Zoom by appointment  
**Phone:** 253-229-5234  
**Zoom Link:** <https://zoom.us/j/93332804702>  
**Email (preferred):** akanee@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 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.

**Textbooks: There are no required textbooks for this course.**

Optional:

Sattler, Jerome M., and Robert D. Hoge. *Assessment of Children: Behavioral, Social, and Clinical Foundations*. 6<sup>th</sup> ed. San Diego: J.M. Sattler, 2006. Print.

Sattler, Jerome M. *Assessment of Children: Cognitive Foundations*. 6<sup>th</sup> ed. San Diego: J.M. Sattler, 2008. Print.

Sprick, Randall S., and Mickey Garrison. *Interventions: Evidence-based Behavioral Strategies for Individual Students*. 2<sup>nd</sup> ed. Eugene, OR: Pacific Northwest, 2008. Print.

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

Gill, S. & Nanayakkara, U. (2020). *The ELL Critical Data Process - 3rd Edition: Distinguishing between disability and language acquisition*. Washington.

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

Jenson, William R, and Ginger Rhode. *The Tough Kid Tool Box*. Eugene, OR.: Pacific Northwest, 2009, Print

Rhode, Ginger, and William R. Jenson. *The Tough Kid Book*. 2<sup>nd</sup> ed. Eugene, OR: Pacific Northwest Pub., 2010. Print.

**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 weekly throughout the year and complete class time for group supervision with the Lewis and Clark supervisors as scheduled. This will allow ample opportunity to discuss the process of developing independent skills to become a school psychologist.
3. Students will complete all documentation as per the [Internship Handbook](#); complete the coursework, complete graduation and licensure requirements as well as other assignments at the direction of the supervisor.
4. Interns will develop a professional portfolio for their own use to preserve work samples.
5. Interns will become familiar with school district, state, and national norms for assessment, consultation, and counseling.
6. Interns will complete reports of the students they assess; these reports must be reviewed and signed by site supervisors. These reports will include interventions that are guided by assessment results.
7. Interns will perform a formal consultation study, showing the results of their interventions on one individual or specific group.
8. Interns will participate in case presentations in our small group sessions, both formally and informally.
9. During small group campus supervision, interns will seek at least one group consultation each term.

**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 ASAP.

This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies.

- Nondiscrimination: [go.lclark.edu/gsec-nondiscrimination](http://go.lclark.edu/gsec-nondiscrimination);
- Standards for professional student conduct and academic integrity: [go.lclark.edu/gsec-conduct](http://go.lclark.edu/gsec-conduct);
- Sexual misconduct: [go.lclark.edu/titleIX](http://go.lclark.edu/titleIX).

If you have any questions regarding these policies, please speak to your instructor for clarification.

*If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork at the Student Support Services Office for the current semester requesting accommodations, staff in that office will notify us of the accommodations for which you are eligible.*

**Course Structure:**

The internship class is a year-long experience. The class consists of both on-campus, and web-based seminars. This term, class is offered on Friday afternoons in whole group and individual sections. Please see the semester calendar toward the end of this syllabus.

Class begins at 2:00pm. There will be certain days that I will be arriving between 2:30 and 3pm due to my work hours. If this is the case, there will be a task or assignment waiting for you during that time. It is expected that you will still be at class at 2:00pm on those days. The assignment will be emailed before 2:00pm on the day of class. Please be responsible for your learning and engage in the materials prior to my arrival.

After class, there will be opportunities for individual consultation with the college supervisor. Some Fridays that we don't have class, I will have scheduled office hours (2-4pm). Please use the zoom link or call me for any individual consultation needed.

Interns will communicate with their Lewis and Clark campus supervisor and their site supervisor(s) a minimum of one time for individual supervision in the fall semester about the intern's performance. Thereafter, communication between intern, campus supervisor and site supervisor will be as needed to meet individual learning goals. To preserve the integrity of the small group supervision experience, 'section swapping' is discouraged. Individual needs will be considered by the instructors.

**Grades:**

Grades for SPSY 582 are offered in the Pass/No Pass format. Grades for Fall Semester are Deferred (DFD) until all internship requirements in this syllabus are satisfied. Once all requirements are satisfied, grades will be posted, typically grades for Fall and Spring semesters are posted simultaneously.

**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.

The intern and campus supervisor will independently complete the Professional Standards Rubric (attached to this syllabus) and discuss the intern's readiness during the individual meetings in December and May.

**Attendance:**

Campus: Interns are expected to meet deadlines; they must honor class attendance and participation 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 class, their grade may be impacted and they need to discuss required make-up work with the campus supervisor. Please take the time to communicate with your campus supervisor if something comes up that requires you to be tardy or miss class, we will work with you to determine appropriate make-up work. Interns with sites >100 miles from the campus will make individual arrangements with the campus supervisors regarding campus supervision.

Please email me prior to the start of class to let me know if you are planning to miss a class. We will set up an individual check in time (15-20 minutes) to connect when this happens.

School Site: Interns to notify their campus supervisor if they have missed 2 days in 2 weeks or 3 days in a month.

**Supervisor Availability and Communication:**

The easiest way to get in touch with me when something urgent occurs is to call or text me directly. I am available Monday through Friday from 8-6pm for phone calls. If something comes up that is urgent outside of my work hours - please text me saying VERY URGENT and then give me a brief description of your need and a timeframe to reach back out. I will do my best to get back to you ASAP.

**Colloquium:**

The cross-cohort colloquium is a required feature of internship and outlined in a separate syllabus provided by Dr. Elena Diamond. Attending colloquium remotely (by Zoom) is an option for those whose sites are > 100 miles from campus. If you are unable to attend the Colloquium (either remotely or in-person) you will be required to submit an alternative assignment on an approved topic. Please see your section leader for details.

## **Coursework and 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. Interns should seek to assess children with a variety of possible disabilities, including Specific Learning Disability, Intellectual Disability, Emotional Behavior Disability. In addition, interns should look for opportunities to assess children who may be evaluated for Developmental Delay, Autism, Other Health Impairment, or Traumatic Brain Injury. 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 will turn in one comprehensive report to their Lewis and Clark supervisor as a requirement for graduating. The report will be assessed using the Rubric located in the Intern Handbook. It is expected that you complete your own rubric to make sure you have met all requirements. All student identifying information must be removed from the final report you give your Lewis and Clark supervisor. Your report can be an initial evaluation or re-evaluation. However, it must be a comprehensive evaluation including at minimum: a developmental history, cognitive assessment, observations, behavioral rating scales, and/or other necessary components based on the eligibilities being considered. Please speak directly with your LC supervisor if you are wondering if the case you have chosen meets the requirement.

***Interns assess their own work by completing the appropriate CCE rubric from the internship handbook and by submitting to the campus supervisor with the written report. The campus supervisor will also use the rubric in the Intern Handbook.***

## **2. Consultation Assignments:**

**Academic Consultation Project & Report:** A written report consisting of at least 5-10 doubled spaced pages using APA formatting is required. Please do not write over 10 pages. The intern provides consultative services for a selected student. Direct services are generally provided by the intern. The candidate works with the student and related adults through the year and writes the results of the project, including a statement of efficacy of the student's learning and/or environmental process. An effect size needs to be calculated in your report. Data collection needs to be displayed visually in a graph or chart. Assignments are scored using the Rubric in the Intern Handbook (please review this document for more detailed report requirements). Please complete a self-assessment using the rubric to make sure you have met all requirements for this assignment.

**Behavior Consultation Project & Report:** A written report consisting of at least 5-10 doubled spaced pages using APA formatting is required. Please do not write over 10 pages. The intern provides consultative services for a selected student in the area of behavior. Direct services may be provided by the intern. The candidate works with the student and related adults through the year and writes the results of the project, including a statement of efficacy of the student's learning and/or environmental process. An effect size needs to be calculated in your report. Data collection needs to be displayed visually in a graph or chart. Assignments are scored using the Behavior Consultation Rubric in the Intern Handbook (please review this document for more detailed report requirements). Please complete a self-assessment using the rubric to make sure you have met all requirements for this assignment.

- **Function Based Assessment & Behavior Support Plan with Behavior Goals:** For your behavior consultation project include a Functional Behavior Assessment (FBA) with a Behavior Support Plan (BSP) using forms that your internship site uses. This will allow us to see a variety of plans and how they are created across districts.

### 3. Presentations:

**Informal Presentations:** Each class, during small group supervision, interns are 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. To obtain the best possible guidance from your supervision group, please bring copies of any tools (observation forms, assessments, etc.) that have been conducted.

**Formal Case Presentations:** You will complete two formal presentations during our small group sessions this year. At least one formal case presentation will be required during the fall **and** spring semesters. Specific dates will be determined for the presentations. These presentations could include:

- Fall semester: A mock eligibility meeting in which you present results in your small group as if we were a school team. A written report should be brought to class or sent via email so the group can have the report to reference. An example by your LC supervisor may be provided before presentations start.
- Spring Semester: Presentation of an either Academic or Behavior Consultation Project. Please complete a 10-15 minute presentation sharing results of one of your consultation projects. You can present using a powerpoint or present as a mock meeting sharing results with a family and school team. Please include in your presentation a visual representation of pre and post data as well as including the effect size.

### 4. Site Supervision, Log of Activities and Hours:

Interns must document (in hard copy) that they have met, at minimum, 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

Two 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 un-interrupted 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 must be rescheduled during the week.

\*\*Preschool Hours: The spirit of the preschool experience is for interns to get practice with students who are in early childhood programs (ECSE) transitioning to school age programs. These hours are typically gathered in the spring. **Technically, you may log time spent working on kinder cases as preschool hours. That said, please consult with your campus supervisor if you feel you are unable to have access to ECSE students.**

**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. Additional guidelines for coding your hours will be provided in class. 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 program. (See SP Internship Form 4.) Please note, falsification of any information, data, or citation as part of an academic exercise is a violation of the Lewis & Clark College Academic Integrity Policy. For complete details, please refer to the “Academic Performance and Professional Conduct Policies of the graduate school catalog.

**Comprehensive Examination:**

Interns must complete Praxis II. This will fulfill the requirements of the comprehensive examination. The exam must be completed by **April 1, 2024**. When you take the Praxis II, you must have ETS send results directly to Lewis & Clark, TSPC, and NASP. Failure to have scores submitted directly to Lewis and Clark will result in delayed graduation and licensure. Please submit a copy (or screenshot) of your passing scores to the instructor.

**Observations:**

Observations are required by TSPC. Each student needs **two** observations completed by their site supervisor and **two** by their university supervisor (fall & spring). These observations can be recorded and sent to your campus supervisor. Observations such as facilitating a meeting, assessing a student, and/or conducting a group or counseling session are recommended. Please use the [observation rubric](#) provided by your university supervisor.

Fall Calendar \*\* **This class is dynamic and there are many changes made to meet the needs of the class. Highlighted items subject to change.**

Date	Topic	Notes
September 8	Whole Group - Go over Syllabus Break Out - Small Group Sign Up for Individual Check-Ins	In Person Location: Rogers 219
September 15	<b>No Class</b> Individual Check-Ins	Virtual
September 22	<b>No Class</b> Individual Check-Ins	Virtual
September 29	Colloquium #1 2-5pm	Virtual
October 6	Small Group - Sign up for Presentations Eligibility Meeting Example	In Person
October 9-12	Possible On Site Observations	
October 13	<b>No Class</b>	
October 20	Small Group Eligibility Presentations	In Person
October 27	OPTIONAL: OSPA Fall Conference. 8 am to 5 pm Location: Bend, OR	All

	See OSPA website to register. <b>No class</b>	
November 3	Small Group Eligibility Presentations	In Person
November 10	Veteran's Day - <b>No Class</b>	
November 17	Small Group Eligibility Presentations Thanksgiving Potluck - Check Hours	In Person
November 24	Thanksgiving Holiday - <b>No Class</b>	
December 1	Colloquium #2 - Alumni Event 2-5pm	In Person
December 8	Whole Group 2-5pm School Psych Licensing 2-3pm <b>Topic TBD 3-5pm</b>	TBD
December 11 - 15	Scheduled Individual Check Ins No Class - Enjoy an early break! - Check Hours	Virtual
<b>**VERY IMPORTANT: You must submit your degree application with the Registrar by the first day of class during your last semester (January 8) to graduate in June**</b>		
December 22 thru January 7	WINTER BREAK NO CLASSES	

2023-2024 Grading and Assignments: Please see [assignment checklist](#)

Activity	Satisfactory Completion
Proof of Praxis	
Assessment & Intervention Report	
Assessment Rubric (LC Handbook pg 16-18)	
Academic Consultation Report	
Academic Consultation Rubric (LC Handbook pg 19-20)	
Behavior Consultation Report	
Behavior Consultation Rubric (LC Handbook pg 21-22)	
Function Based Assessment & Behavior Support Plan	
Fall Observation by site and campus supervisor	
Spring Observation by site and campus supervisor	
2x Summary Hours Report (LC Handbook pg 11)	
2x Evaluation Rubric (LC Handbook pg 12-15)	
Internship Evaluation of Site and Supervisor by Candidate (LC Handbook pg 23)	