

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 II
Course Number	CPSY 587
Term	Spring 2008
Department	Counseling Psychology
Faculty Name	Ruth Gonzalez

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.

Prerequisite: All courses required for the School Psychology Program.

Credit: Three semesters of internship practice, for a total of 7 semester hours, CR/NC.

Guiding Principles/Standards Addressed in Course:

Guiding Principles/Standards	
<p style="text-align: center;">Learning and Living Environments</p> <p>Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.</p>	X
<p style="text-align: center;">Disciplinary Knowledge</p> <p>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.</p>	X
<p style="text-align: center;">Professional Practice</p> <p>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.</p>	X
<p style="text-align: center;">Connection to Community</p> <p>Design learning and counseling activities that cultivate connections between individuals, families and their communities and region.</p>	X
<p style="text-align: center;">Professional and Technological Resources</p> <p>Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community wellbeing.</p>	X
<p style="text-align: center;">Assessment</p> <p>Assess, document, and advocate for the successful learning and living of all people involved in schools and communities.</p>	X
<p style="text-align: center;">Research and Reflection</p> <p>Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.</p>	X
<p style="text-align: center;">Leadership and Collaboration</p> <p>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 wellbeing.</p>	X
<p style="text-align: center;">Professional Life</p> <p>Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures and a commitment to the legal, ethical and professional responsibilities of our profession(s).</p>	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	Pre-Kindergarten-4 th Grade in a preprimary school, a primary school, or an elementary school.	
Elementary	3 rd -8 th Grades in an elementary classroom or in a self-contained 5th or 6th grade classroom in a middle school.	
Middle Level	5 th -9 th Grades in an elementary, middle, or junior high school, or high school.	
High School	9 th -12 th Grades in Subject/Dept. Assign. in a High School.	

*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
Addendum for Spring, 2009

CPSY 586-01 and 586-02
Lewis & Clark College
Graduate School of Education and Counseling

Instructors: Ruth Gonzalez, PhD, NCSP 303-768-6068
Colleen Hanson, EdD 303-768-6093
Rogers Hall #313

Course Structure:

The internship class is a year-long class. The on-campus seminar is offered on Friday mornings. Part II is offered in the spring and summer for four semester hours and will continue what was begun in the Fall. The syllabus for Fall, 2008, is still valid and contains information about student requirements and scheduling. This addendum adds the spring and summer calendar, course requirements, and other pertinent information. The eleven domains of NASP competence attached to this addendum; all eleven domains are addressed in this course.

Calendar:

Date: Due: Proposed Topic: _____

Jan. 16		Five factor, sentence completion, projectives
Jan.30	Rewrite #3	Second year students meet with us, 10:00-12:00
Feb. 13	Case Presentation Report #4	
Feb. 27	Case Presentation; Topical presentations	
Mar. 6	Rewrite #4	
(Mar. 13	L/C Job Fair)	
Mar. 20	Inservice Report	
(Mar. 27	Spring Break)	
Apr. 3	Consultation Paper	
Apr. 17		
May 1	Portfolio	
May 15		
May 22	Individual Meetings with Instructor (You will need to bring the original signed forms of: self-evaluation, supervisor evaluation, logs, hours, NASP Internship Completion Form (with site supervisor signature), and NASP Program Completion Form.) Complete final Professional Standards form with Instructor and complete site evaluation and Form 4 "Program Completion Form." You will turn in all of these to Mamie after the interview with your instructor. You may be able to meet with the L/C representative for Exit Interview.	
June 5		Celebration

Course Requirements and Grading:

- A. Rewrite of Report #3 (5 points)
- B. Report #4 (5)
- C. Rewrite of Report #4 (5)
- D. Inservice Report and handouts (5)
- E. Two Case presentations (Assessment, consultation) (5)
- F. Topical Presentation (5)
- G. Evaluations from onsite supervisor and self-evaluation; NASP Internship form completed(5)
- H. Meet with instructor; Semester logs, hours (5)
- I. Portfolio (25)

The portfolio will include at least this information:

- Resume with two current letters of reference
- Statement of professional goals
- Daily Logs and Summary of Hours pages
- Fall evaluations (self, supervisor, and professional standards)
- Place for spring evaluations (self, supervisor, and professional standards)
- One sample report with identifying information removed
- Consultation Paper
- Place for (TSPC) license and (NCSP) certification
- Insurance Information
- Inservice Presentation
- Lists of inservices/ conferences attended
- Place for NASP Internship and Program Completion forms

Optional:

- Behavioral plans or functional analyses, with identifying information removed.
- Materials from group or individual counseling
- Letters/notes from teachers/parents/students
- Consultation samples or other work samples
- Material from Practicum

- J. Consultation Paper (25)

The consultation paper is a narrative description of the stages of a consultation case on which you have worked throughout the year. You are expected to include a full, coherent summary of all relevant information. It would include:

1. these stages, at least: referral, problem identification, problem analysis, intervention planning, evaluation planning, and application and monitoring (5 points),
2. the tools you used (such as a formal teacher/parent/student interview or an informal observation), on-going treatment plans (5 points),
3. goals attempted throughout the year and plans for the future (5 points),
4. a summary of work completed, including the dates of interventions/consultations (5 points), and,
5. resources from current, relevant data-based literature (5 points).

If components are missing, the content is unclear, or if the presentation is not up to expected professional levels, rewriting will be required.

- K. Site Evaluation.
- L. An exit interview is required with a Lewis and Clark representative.
- M. NASP program completion form is suggested.

Please note that if anything is late, ten percent will be taken off from the score and/or an additional report will be required. Professional, timely completion of these items will result in a grade of a "B." To get an "A" in the course, you must also have an excellent score on the Professional Dispositions/Standards document, which will be completed by the course instructor at the end of the spring semester.

Professional Standards: Students are expected to follow professional standards, including adherence to legalities and ethics. In addition, students need to show a respectful demeanor towards students, parents, professional peers, and others. Students 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 students miss a class, they need to discuss required make-up work with the instructor. Students are expected to use appropriate professional tools, including technological tools, as needed and appropriate. Students are expected to be aware of and respect diversity and multicultural issues.

Students with Special Needs: The Student Support Services Office, located in the Templeton Student Center, is a resource for students with disabilities. A variety of services are available through this office according to the particular needs of each student. Students interested in such services may contact the Student Services Office at 503-768-7191. This contact is the necessary first step for receiving appropriate accommodations and support services. Please inform your instructor if you need accommodations in class.

	Date	Points	Notes
Rewrite #3		(5)	
Report #4		(5)	
Rewrite #4		(5)	
Inservice Presentation		(5)	
Case Presentation (Consult)		(2.5)	
Case Presentation (Assmt.)		(2.5)	
Topical Presentation		(5)	
Meeting: L/C Supervisor; Sem. Hours and logs; self- and supervisor evaluations, NASP forms		(10)	
Professional Standards		(10)	
On-site consultation		-----	
Attendance/Timliness		-----	
Consultation Paper: a. Stages b. Tools c. Summary d. Resources		(25)	
Portfolio: a. Resume/reffs b. Goal c. Logs/hours d. Evals: fall e. Evals: spring f. Report g. Consultation paper h. Place for license i. Insurance j. Inservice k. Conferences l. NASP forms m. Other		(25)	
Total Points:	-----	(100)	

Grade for Course: _____