COURSE SYLLABUS
Addendum for Spring/Summer 2010

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 #433

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, 2009, 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:

<table>
<thead>
<tr>
<th>Date</th>
<th>Due:</th>
<th>Proposed Topic:</th>
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<tbody>
<tr>
<td>Jan. 22</td>
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<tr>
<td>Feb. 5</td>
<td>11:00:</td>
<td>Second year students meet with us; 12:00: potluck</td>
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<td>Feb. 19</td>
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<td>Mar. 12</td>
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<td></td>
<td>Mar. 19</td>
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<tr>
<td></td>
<td>(Mar. 26: Spring Break)</td>
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<td></td>
<td>(Apr. 6: Oregon Professional Educators Fair; Convention Center)</td>
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<td>Apr. 16</td>
<td>Sharon Chinn: Licensing</td>
<td>Job Interviews</td>
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<td></td>
<td>Apr. 26</td>
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<td>Apr. 30</td>
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<td>May 14</td>
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<td>May 28</td>
<td>Individual Meetings with Instructor and with LC representative re: Exit Interview</td>
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<tr>
<td>June 4 or 5</td>
<td>Celebration</td>
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Course Requirements and Grading:

A. Assessment Report #3 (15% of grade)
B. Presentation: Assessment (15%)
C. Presentation: Counseling (15%)
D. Presentation: Topic or Inservice (10%)
E. Presentation: Topic (10%)
F. Meet with instructor; portfolio and paperwork (see below) 35%
G. Meet: Exit Interview

Your end-of-the year paperwork is due May 28. It will include:
SP Internship Form 3: Daily Log of spring hours; signed by self
SP Internship Form 4 Summary of Hours, with all three columns; signed by self and supervisor
SP Interns Form 5: Student Evaluation (self), NASP Domains, signed by self and supervisor
SP Interns Form 5: Student Evaluation (supervisor), NASP Domains, signed by self and supervisor
SP Internship Form 7: Student Evaluation: Professional Standards (self) signed by self and supervisor
SP Internship Form 7: Student Evaluation: Professional Standards (supervisor) signed by self and supervisor
SP Internship Form 8: Student Evaluation: Essay, signed by yourself
SP Internship Form 9: Site Evaluation
SP Internship Form 10: Exit Interview
SP Form 11: Program Completion Form
Optional: NASP Internship Completion Form, signed by self and supervisor (attached)
Optional: NASP Program Completion Form (attached)

Your Portfolio:
Resume with two current letters of reference
Statement of professional goals
One sample report with identifying information removed
Place for license(s)
Insurance Information
Inservice Presentation
Lists of inservices/ conferences attended
Optional:
Behavioral plans or functional analyses, with indentifying information removed.
Materials from group or individual counseling
Letters/notes from teachers/parents/students
Consultation samples or other work samples
Material from Practicum

After meeting with your campus supervisor and having Form 11 completed, you need to turn in original Forms 3,4,5,7,8,9,10, and 11 to Mamie Dec. Please keep copies for yourself. Please also include a copy of your portfolio to Mamie.

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.
Course Name

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Internship in School Psychology I and II</th>
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<tbody>
<tr>
<td>Course Number</td>
<td>CPSY 586</td>
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<tr>
<td>Term</td>
<td>GS 2010</td>
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<tr>
<td>Department</td>
<td>Counseling Psychology</td>
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<tr>
<td>Faculty Name</td>
<td>Ruth Gonzalez, PhD &amp; Colleen Hanson, EdD</td>
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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:

<table>
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<th>Guiding Principles/Standards</th>
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# Learning and Living Environments
Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.

## Disciplinary Knowledge
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.

## Professional Practice
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.

## Connection to Community
Design learning and counseling activities that cultivate connections between individuals, families and their communities and region.

## Professional and Technological Resources
Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community wellbeing.

## Assessment
Assess, document, and advocate for the successful learning and living of all people involved in schools and communities.

## Research and Reflection
Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.

## Leadership and Collaboration
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.

## Professional Life
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).

### 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-4th Grade in a preprimary school, a primary school, or an elementary school.  
  *R = Readings and In-class Discussions  
  *P = Practicum

- **Elementary** 3rd-8th Grades in an elementary classroom or in a self-contained 5th or 6th grade classroom in a middle school.

- **Middle Level** 5th-9th Grades in an elementary, middle, or junior high school, or high school.

- **High School** 9th-12th Grades in Subject/Dept. Assign. in a High School.

Student Performance:
Student performance criteria appear on page(s) _________ of this syllabus (student performance includes goals, evidence, and levels of performance).