

SCHOOL PSYCHOLOGY

School psychologists work in deeply engaged and collaborative ways with students, teachers, families, administrators, and other professionals to address the social, emotional, and learning needs of children in schools. School psychologists possess not only an in-depth understanding of children, families, and schools, but also a highly-developed set of relational and communication skills. In this way, school psychologists are able to see and understand children in rich and comprehensive ways (through observation, consultation, data collection, and assessment) and share those understandings in helpful ways with parents, teachers, and other school personnel. The primary goal of school psychologists is to help children flourish in schools, at home, and in life.

In our nationally-approved school psychology program, we emphasize the development of this deep understanding of children, families, and schools as well as the development of these effective relational and communication skills. Through coursework and practica in counseling, consultation, assessment, and intervention, our students learn to work effectively with children, teachers, families, and special education teams, as well as whole school communities to help create learning environments that foster the healthy development of all children.

Accreditation and Licensure

Lewis & Clark's graduate programs leading to PK-12 degrees, licensure, and endorsements are accredited by the Council for the Accreditation of Educator Preparation (CAEP) and approved by the Oregon Teacher Standards and Practices Commission (TSPC).

The Lewis & Clark School Psychology Program is approved by the National Association of School Psychologists (NASP). Graduates of the School Psychology program are eligible to apply to NASP for the National Certificate of School Psychology (NCSP). Holders of the NCSP may be eligible for an abbreviated process as they apply for out-of-state school psychology licenses.

Graduates who complete the Educational Specialist degree (EdS) and licensure program will be recommended by Lewis & Clark to the Oregon Teacher Standards and Practices Commission (TSPC) for a School Psychologist License. (A licensure-only program is also available.) Graduates must apply for a license directly to TSPC by submitting the appropriate forms, fees, test scores, and transcripts. Applicants must apply for licensure within three years following completion of their respective programs. If more than three years elapse before application is made, the candidate must qualify for recommendation under rules for licensure in effect at the time of application. Information about filing for a license is available from Lewis & Clark's K-12 Educational Career and Licensing Services Office (http://www.lclark.edu/graduate/career_and_licensing/k-12/).

Educational Specialist in School Psychology

The Educational Specialist degree program is designed for students seeking initial licensure as school psychologists. The EdS degree demands a level of preparation significantly greater than that called for by a master's degree. The EdS is widely regarded as the intermediary degree between a master's and a doctoral degree. Completion of our program requires a minimum of three years (including coursework in fall, spring, and summer semesters), with a second-year practicum, and a third-year, full-time internship in a public school setting.

Degree Requirements

A minimum of 64 semester hours, distributed as follows, and all required tests (p. 4):

Required Courses

SPSY 502	Introduction to School Psychology	3
SPSY 506	Development and Learning	3
SPSY 545	Assessment I	3
SPSY 544	Assessment 1 Lab	1
SPSY 510	Ethical and Legal Issues for School Psychology Practicum	2
SPSY 577	School Psychology Colloquium	0
CORE 500	Convocation	0
SPSY 531	Academic Skill Development and Intervention	3
CTSP 514	Group Counseling With Children and Adolescents	3
CTSP 531	Statistics for Professional Practice	3
SPSY 546	Assessment II	3
SPSY 530	Behavior Change in Schools	3
SPSY 517	The Exceptional Child in Schools	2
SPSY 538	Working with Culturally and Linguistically Diverse Students	2
SPSY 580	Practicum in School Psychology (To be taken fall, spring, and summer in year 2.)	7
SPSY 573	School-Based Consultation	3
SPSY 523	Counseling and Interventions in Schools	3
SPSY 574	Advanced School-Based Consultation	3
SPSY 547	Assessment III	3
SPSY 532	School Safety and Crisis Preparedness	1
SPSY 571	Prevention and Program Evaluation	3
SPSY 534	Suicide Prevention and Intervention	1
SPSY 582	Internship in School Psychology (To be taken in fall and spring in year three. The spring course will continue through the end of the K-12 school-year.)	7

Elective Courses

The remaining 2 semester hours will be earned by taking elective courses in years one and two.

Graduate Convocation Requirement

Students must attend Convocation (CORE 500).

Licensure and Certification

Graduates who complete the degree and licensure program will be recommended by Lewis & Clark to the Oregon Teacher Standards and Practices Commission (TSPC) for a School Psychologist License. Applicants from Oregon-approved programs must apply for licensure within three years following completion of their respective programs. If more than three years elapse before application is made, the candidate must qualify for recommendation under rules for licensure in effect at the time of application. Graduates also have the option of applying to the National Association of School Psychologists for the National Certificate of School Psychology (NCSP). Holders of the NCSP may be eligible for an abbreviated process as they apply for out-of-state school psychology licenses.

School Psychologist License-Only

Note: No applications for the licensure-only program will be accepted in 2023/24.

Students with a master's, specialist's, or doctoral degree in counseling, psychology, special education, or a related field may qualify for admission into the School Psychologist License-Only program. Students in the licensure program who are not seeking a specialist's degree may petition to waive required coursework based on competence, experience, and/or equivalent graduate credits from other institutions. Upon admission, transcripts of previous graduate work and supporting documentation are evaluated by a faculty committee to determine which courses will be waived and to develop an individualized program plan for licensure as a school psychologist.

Licensure Requirements

Coursework to be determined between student and advisor based on professional need, including SPSY 582 Internship in School Psychology, and all required tests (p. 4).

Licensure and Certification

Students who complete the licensure program will be recommended by Lewis & Clark to the Oregon Teacher Standards and Practices Commission for a School Psychologist License. Applicants from Oregon-approved programs must apply for licensure within three years following completion of their respective programs. If more than three years elapse before application is made, the candidate must qualify for recommendation under rules for licensure in effect at the time of application.

Depending on their previous graduate degrees, students may also have the option of applying to the National Association of School Psychologists for the National Certificate of School Psychology (NCSP). Holders of the NCSP may be eligible for an abbreviated process as they apply for out-of-state school psychology licenses.

Practicum and Internship Information

First Year

Each school psychology student will complete a pre-practicum experience in a public school setting during their first year in the program. Students will be placed in a local school district for at least 3 hours a week, assisting with classroom instruction in the areas of math and reading, helping with classroom management, and fulfilling assignments from SPSY 502 and other courses.

Second Year

Each school psychology student will complete a practicum in a public school setting during their second year in the program. The practicum, which runs from September to June, generally requires eight to 10 on-site hours per week (450 hours total) as well as additional coursework. Students will be provided assistance in locating a practicum site and a list of schools at which previous students have completed practica. Students may also find their own sites, subject to approval.

Third Year

During their third year in the program, school psychology students complete a full-time internship that runs the entire school year (August-June). It is designed as an opportunity to develop autonomous skills in direct services such as assessment, counseling, and consultation. The internship requires 1,200 hours of supervised service in a public school setting at the elementary and secondary levels. Some school districts provide a stipend for this work. On-campus group supervision is provided as well. In preparation for this internship, students apply during their second year to districts that have requested interns through the program and supervisors are approved by program faculty.

School Psychology Courses

SPSY 502 Introduction to School Psychology

Content: Overview of the history, systems, roles and functions of school psychologists. Readings in contemporary issues and historical events provide the foundation for graduate preparation in school psychology. Students observe the work of school psychologists and discuss the profession in a seminar format. This course is a practicum in school-based systems, and includes overviews of the theories and practices for school-based emotional, behavioral, social, and academic change. Prerequisites: None.

Restrictions: Admission to School Psychology Program.

Credits: 3 semester hours.

SPSY 506 Development and Learning

Content: This course focuses on developmental theory and research as applied to the process of learning and education, age three to twenty-one. Emphasis will be placed in the following areas: candidates gaining knowledge to both differentiate and integrate multiple theoretical views on development; candidates gaining a better conceptual understanding of commonalities and differences in development; and, candidates gaining a better practical understanding of how to help children and adolescents address the developmental challenges they face, particularly in schools. In this course, child and adolescent development will be viewed through theories and research in the areas of interpersonal, emotional, cultural, cognitive, and physical development.

Prerequisites: None.

Credits: 3 semester hours.

SPSY 545 Assessment I

Content: This course is the first of a three-part assessment sequence that addresses psycho-educational, social, emotional, and behavioral assessment of children and adolescents. In this course, the focus is on gaining competency with the skills and tools needed to collect, interpret, and present data using psycho-educational assessments involving cognitive and academic measures.

Prerequisites: None.

Restrictions: Admission to the School Psychology Program or consent of instructor.

Credits: 3 semester hours.

SPSY 544 Assessment 1 Lab

Content: This course is a 1-credit lab course designed to be taken in conjunction with SPSY 545. SPSY 545 is the first of a three-part assessment sequence. SPSY 545 focuses on cognitive and academic measures. This course is designed to prepare students to (a) understand and learn the process of assessment. The course format stresses the formative evaluation of student progress toward a criterion of competence. Students are expected to master the administration, scoring, and basic interpretation of specific cognitive and achievement measures to a high level of mastery. Additional training and experience will be necessary, however, to further develop and refine skills and to apply them to diverse individuals in a variety of settings. Students demonstrating initial competence following this course will be ready for further training in individual intellectual assessment in supervised practicum experiences, but not for unsupervised/independent practice.

Prerequisites: SPSY 545

Corequisites: SPSY 545

Credits: 1 semester hour.

SPSY 510 Ethical and Legal Issues for School Psychology Practicum

Content: Consideration of the applicable ethical and legal issues for school psychologists in mental health and school settings. Students develop skills in counseling, consultation, assessment, and intervention planning.

Prerequisites: None.

Restrictions: Consent of advisor.

Credits: 2 semester hours.

SPSY 577 School Psychology Colloquium

Content: The School Psychology Colloquium serves as an all-program meeting in which all candidates across the three program cohorts gather to discuss relevant topics in the school psychology field, engage in professional development, and collaborate to further the program's mission of social justice and equity.

Prerequisites: None.

Credits: 0 semester hours.

SPSY 531 Academic Skill Development and Intervention

Content: Overview of theory and procedures to prevent and remediate academic skills deficits of school-age children. Topics include intervention in reading, writing, math, and general academic interventions, and direct assessment for academic skills via curriculum-based measurement.

Prerequisites: None.

Credits: 3 semester hours.

CTSP 514 Group Counseling With Children and Adolescents

Content: Instruction and practice in developing group treatments for children and adolescents in clinical and school settings. Students gain practice as group leaders in addressing issues related to group dynamics, cultural diversity, potential problems encountered when running groups, and generalization and maintenance of behavioral change. Students also gain experience constructing curricula for specific issues such as divorce, substance use, grief, and social skills.

Prerequisites: For Professional Mental Health Counseling or Professional Mental Health Counseling - Specialization in Addictions students, take MHCA 502 or MHC 503, and MHC 506, and MHC 550. For students in the School Psychology program, take SPSY 502.

Restrictions: Consent of Counseling, Therapy & School Psychology department required.

Credits: 3 semester hours.

CTSP 531 Statistics for Professional Practice

Content: This course covers the descriptive and inferential statistics practitioners use in their professions. There is an overview of quantitative research designs with the focus on understanding and application of data analysis and interpretation. Coverage includes basic descriptive and inferential statistics, appropriate interpretation of statistical results, and real-world presentation of data. Note: Taught in spring semester only.

Students who wish to pursue the thesis-option M.S. program are required to take this course if conducting a quantitative thesis project.

Prerequisites: None.

Credits: 3 semester hours.

SPSY 546 Assessment II

Content: This course is the second of a three-part assessment sequence that addresses psycho-educational, social, emotional, and behavioral assessment of children and adolescents. In this course, the focus is on gaining competency with the skills and tools needed to collect, interpret, and present data using psycho-educational assessments involving cognitive and academic measures.

Prerequisites: None.

Restrictions: Admission to the School Psychology Program.

Credits: 3 semester hours.

SPSY 530 Behavior Change in Schools

Content: Study of practices to help students develop more productive behaviors. Emphasis on behavior change procedures, procedures for completing a functional behavior assessment (FBA) and a behavior intervention plan (BIP), and research-based interventions for behavior change in schools.

Prerequisites: None.

Credits: 3 semester hours.

SPSY 517 The Exceptional Child in Schools

Content: Overview of the exceptional child in today's educational setting. Provides a basic understanding of special educational law and public policy related to the birth-to-three early intervention, preschool, K-12, and vocational transitioning populations. Exceptionalities studied include communication disorders, learning disabilities, intellectual disabilities, emotional disturbance, behavioral disorders, orthopedic impairments, other health impairments, traumatic brain injuries, hearing and vision impairments, and giftedness. Students gain an understanding of the criteria requirements for each category as outlined under the Oregon Administrative Rules and some of the unique evaluation considerations for each.

Prerequisites: None.

Credits: 2 semester hours.

SPSY 538 Working with Culturally and Linguistically Diverse Students

Content: Understanding the relevance of cultural and linguistic diversity within school settings and communities is essential as school psychologists and practitioners. Beyond the creation of a knowledge base, school psychologists must examine ways in which factors of culture and language are considered when examining student abilities and how the relevance of school factors can impact overall perspectives.

Prerequisites: None.

Restrictions: Limited to students admitted to the School Psychology program

Credits: 2 semester hours.

SPSY 580 Practicum in School Psychology

Content: Didactic class instruction, practicum placement, and clinical training related to work as a professional school psychologist. Covers the application of psychological therapies with children, adolescents, and families in educational settings, as well as skills involved in collecting data for consultation and assessment at the practicum site. Foci will include the development and application of diversity awareness and knowledge including systems of power and privilege; awareness of one's own beliefs, biases, and prejudices; and methods/skills for working with those who are diverse in culture, race, ethnicity, gender, age, sexual orientation, or physical or mental ability. In weekly seminars, students review research, theory, and practice. Students also present audio and/or video recordings of their counseling for supervisory review.

Prerequisites: SPSY 510.

Restrictions: Consent of advisor.

Credits: 1-3 semester hours.

SPSY 573 School-Based Consultation

Content: Theory and practice of consultation, which is fundamental to the delivery of mental health services in schools. Covers models of behavioral and instructional consultation in schools and with families. In-school observations facilitate students' understanding of consultation in schools. Emphasis is on identifying ways to collaboratively assess and intervene in problematic behavioral and instructional situations.

Addresses issues of cultural, linguistic, and socioeconomic differences.

Prerequisites: None.

Credits: 3 semester hours.

SPSY 523 Counseling and Interventions in Schools

Content: This course will address the social-emotional and behavioral needs of students in schools, and strategies to support student well-being. Content will include identification, diagnosis, treatment planning, intervention, and progress monitoring; developmental, social, and cultural influences on diagnoses and interventions; and an ecological and social-justice-oriented approach to case conceptualization and intervention.

Prerequisites: None.

Credits: 3 semester hours.

SPSY 574 Advanced School-Based Consultation

Content: The course is intended to provide an application of consultation and intervention skills, learned in previous courses, to an education setting. Focus is on completion of both an academic and a behavioral school-based consultation case using a problem-solving consultation model.

Prerequisites: None.

Restrictions: Admission to the School Psychology program.

Credits: 3 semester hours.

SPSY 547 Assessment III

Content: This course is the third of a three-part assessment sequence that addresses psycho-educational, social, emotional, and behavioral assessment of children and adolescents. Ethical administration and interpretation is emphasized, including understanding the theory and specific uses and limitations of assessment tools, standardization procedures, properties of the normative sample, data-based interpretation of results, and issues of special populations and human diversity.

Prerequisites: None.

Restrictions: Admission to the School Psychology Program

Credits: 3 semester hours.

SPSY 532 School Safety and Crisis Preparedness

Content: School Safety and Crisis Preparedness is an intensive, interactive and practice-dominated course that utilizes the evidence-based PREPaRE (Prevent, Reaffirm, Evaluate, Provide and Respond, Examine) curriculum to help school psychologists improve and strengthen their school safety and crisis management plans, respond effectively to emergency situations, and identify appropriate evidence-based intervention strategies.

Prerequisites: None.

Credits: 1 semester hour.

SPSY 571 Prevention and Program Evaluation

Content: Theory, application, design, implementation, and evaluation of prevention and intervention programs for school-age youth in school and community settings. Students also examine the cultural, social, psychological, family, and political factors bearing on children's understanding of and experiences with alcohol and other drugs. Prevention and intervention through enhancement of social competence are presented from constructivist and ecological-developmental perspectives with application to individuals and to small-group and classroom-based settings.

Prerequisites: None.

Restrictions: Admission to the School Psychology Program.

Credits: 3 semester hours.

SPSY 534 Suicide Prevention and Intervention

Content: Suicide Prevention and Intervention is an intensive, interactive and practice-dominated course that utilizes the Applied Suicide Intervention Skills Training (ASIST) curriculum to help mental health professionals recognize and identify risk of suicide, and learn how to intervene to prevent the immediate risk of suicide.

Prerequisites: None.

Credits: 1 semester hour.

SPSY 582 Internship in School Psychology

Content: 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.

Prerequisites: None.

Restrictions: Consent of instructor.

Credits: 1-4 semester hours.

Testing Requirements

The following test must be passed prior to the first field placement in the Lewis & Clark for school psychology program:

- ORELA: Protecting Student and Civil Rights in the Educational Environment Exam (<http://www.orela.nesinc.com/>)^{2,3}

The following test must be passed in order to be eligible for a recommendation by Lewis & Clark for school psychology licensure:

- (<http://www.ets.org/praxis/or/requirements/>)Praxis School Psychology Subject Assessment Test (<https://www.ets.org/praxis/nasp/requirements/>)

Students may view completed tests, including scores, by logging into their WebAdvisor (<https://webadvisor.lclark.edu/>) account.

- 1 Students who hold a current Oregon Basic, Standard, Initial, Continuing, Preliminary, Professional, or Teacher Leader license may waive the ORELA: Protecting Student and Civil Rights in the Educational Environment test.
- 2 As of January 2022, successful completion of program curriculum content complying with the Oregon Teacher Standards and Practices Commission's *Program Review and Standards Handbook* regarding "Civil Rights and Professional Ethics Responsibilities" may meet the civil rights test requirement. Check with your faculty program director for updates on the status of this requirement.