

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 School Psychology program is approved by the National Association of School Psychologists (NASP) and has also been approved by the Oregon Teacher Standards and Practices Commission (TSPC) and the National Council for Accreditation of Teacher Education (NCATE). Graduates of the School Psychology program earn the Educational Specialist degree (EdS) and 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. The program is also accredited by the International School Psychology Association (ISPA). Graduates who complete the program and the state-required test are also eligible to be recommended by Lewis & Clark to the Oregon Teacher Standards and Practices Commission for a Preliminary 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.

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:

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 576	School Psychology Colloquium (To be taken in fall and spring of years one and two for .5 credits each.)	2
CORE 500	Convocation	0
SPSY 531	Academic Skill Development and Intervention	3
CPSY 514	Group Counseling With Children and Adolescents	3
CPSY 531	Research Methods and Statistics II	3
SPSY 546	Assessment II	3
SPSY 530	Behavior Change in Schools	3
SPSY 517	The Exceptional Child in Schools	2
CPSY 551	Introduction to Expressive Arts Therapy	1
SPSY 580	Practicum in School Psychology (To be taken fall, spring, and summer in year 2.)	7
SPSY 573	School-Based Consultation	3
CPSY 523	Counseling and Interventions with Children and Adolescents	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

Graduate Convocation Requirement

Students must attend Convocation (CORE 500).

Licensure and Certification

Once the EdS degree is awarded and the required tests are passed, graduates are recommended to the Oregon Teacher Standards and Practices Commission for the Preliminary School Psychologist License. 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.

Preliminary School Psychologist License-Only

Note: No applications for the licensure-only program will be accepted through 2019.

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 Preliminary 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.

Licensure and Certification

Once the coursework and the required tests are passed, graduates are recommended to the Oregon Teacher Standards and Practices Commission for the Preliminary 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 541. SPSY 541 is the first of a three-part assessment sequence. SPSY 541 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: None.

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 576 School Psychology Colloquium

Content: A Colloquium is an academic seminar on a broad field of study, usually led by a different lecturer at each meeting. This Colloquium will be focused on the broad field of School Psychology, and all candidates across all three cohorts of the school psychology program are required to attend in order to address, together, relevant topics of the profession that concern us all. The Colloquium meets four times per academic year, with a different topic as the focus for each meeting. These four topics include: 1) Issues in Practicum and Internship Supervision; 2) Variations of the Practice of School Psychology; 3) Alumni Relations and Mentorship; and 4) Cross-Professional Collaboration. The School Psychology Colloquium challenges school psychology candidates to address issues of concern across all three cohorts while simultaneously providing mentorship across these cohorts through conversation, guidance, and shared information. Course goals for participants include: a. Engaging with the data, research and theory regarding topics of shared concern in the field of school psychology b. Gaining an understanding of the practices of mentorship, supervision and on-going professional development in the field of school psychology c. Gaining an understanding of the variation and different forms of practice within the field of school psychology at the local, national and international level. d. Engaging with related professionals in the field of education regarding topics of shared concern in an effort to better differentiate and integrate as working professionals. Prerequisites: None. Credits: 0.5 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.

CPSY 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 CPSY 506, and CPSY 550. For students in Marriage, Couple, and Family Therapy programs, take MCFT 506. For students in the School Psychology program, take SPSY 502. Restrictions: Consent of Counseling Psychology department required. Credits: 3 semester hours.

CPSY 531 Research Methods and Statistics II

Content: Research design and data analysis, inferential statistics. Simple and complex designs, normal distribution, z-test, t-test, analysis of variance, statistical power, simple regression. Overview of nonparametric and multivariate analysis. Note: Taught in spring semester only, as the second course of a two-semester sequence. Students who wish to pursue the thesis-option M.S. program are advised to take this sequence as early as possible in their course of study. 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.

CPSY 551 Introduction to Expressive Arts Therapy

Content: This class is designed for mental health practitioners interested in gaining an introductory understanding of the theory and practice of using expressive arts in therapy and counseling. Students explore the mediating properties of expressive arts as applied to clinical and school settings with children, adolescents, and adults. Prerequisites: None. Credits: 1 semester hour.

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.

CPSY 523 Counseling and Interventions with Children and Adolescents

Content: Mental, emotional, and behavioral disorders of childhood and adolescents. Topics include identification, diagnosis, and planning of multifaceted counseling intervention and treatment strategies; developmental, social, and cultural influences on diagnoses and interventions; ecological and social-justice-oriented conceptualization and intervention across systems.

Prerequisites: Take MHC 503 or MHCA 502.

Restrictions: For Professional Mental Health Counseling and Professional Mental Health Counseling - Specialization in Addictions students, take MHCA 502, CPSY 506, MHC 513, and CPSY 550.

Credits: 3 semester hours.

SPSY 574 Advanced School-Based Consultation

Content: Application of consultation and intervention skills to educational settings. 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 a 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 taken (no minimum score required) as part of the application for the Lewis & Clark school psychology program.

- Graduate Record Examination (GRE (<http://www.gre.org>))*

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>)[†]

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

- PRAXIS II: School Psychology Test (<http://www.ets.org/praxis/or/requirements>)

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

* Students who hold a master's degree or higher prior to admission may waive the GRE test requirement.

† 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.