

# 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 accredited 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 psychologist 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/](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 Lewis & Clark's 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. 8):

### Required Courses

SPSY 502/ SPSY 602	Introduction to School Psychology	3
SPSY 506/ SPSY 606	Development and Learning	3
SPSY 545/ SPSY 645	Assessment I	3
SPSY 544/ SPSY 644	Assessment I Lab	1
SPSY 510/ SPSY 610	Ethical and Legal Issues for School Psychology Practicum	2
SPSY 577	School Psychology Colloquium	0
CORE 500	Convocation	0
SPSY 531/ SPSY 631	Academic Skill Development and Intervention	3
CTSP 514/ CTSP 614	Group Counseling With Children and Adolescents	3
CTSP 531/ SPSY 631	Statistics for Professional Practice	3
SPSY 546/ SPSY 646	Assessment II	3
SPSY 530/ SPSY 630	Behavior Change in Schools	3
SPSY 517/ SPSY 617	The Exceptional Child in Schools	2
SPSY 538/ SPSY 638	Working with Culturally and Linguistically Diverse Students	2
SPSY 580/ SPSY 680	Practicum in School Psychology (To be taken fall, spring, and summer in year 2.)	7
SPSY 573/ SPSY 673	School-Based Consultation	3
SPSY 523/ SPSY 623	Counseling and Interventions in Schools	3
SPSY 574/ SPSY 674	Advanced School-Based Consultation	3
SPSY 547/ SPSY 647	Assessment III	3
SPSY 532/ SPSY 632	School Safety and Crisis Preparedness	1
SPSY 571/ SPSY 671	Prevention and Program Evaluation	3
SPSY 534	Suicide Prevention and Intervention	1
SPSY 582/ SPSY 682	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. Students pursuing the Culturally Responsible School Psychologist Certificate will not take elective credits.

### 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 psychologist licenses.

### Educational Specialist in School Psychology with Culturally Responsible School Psychologist Certificate

The School Psychology Educational Specialist (EdS) Degree Program with Culturally Responsible School Psychology Certificate and an optional Multilingual Track is designed to provide advanced training in culturally responsible and inclusive practices for school psychologists to best serve and support culturally and linguistically diverse students in school settings. The certificate will include coursework related to foundations in multilingual education and culturally responsible practices related to assessments, consultation, counseling, and direct intervention. In addition to the didactic coursework, students will enroll in a seminar course where they will receive supervision and case consultation support and will compile a portfolio to showcase their knowledge and skills related to supporting multicultural and multilingual students in schools. All certificate classes will be online making the specialization accessible for students in both the traditional on-campus track and the hybrid track of the School Psychology Program.

### Degree Requirements

A minimum of 68 semester hours, including all required courses for the EdS degree in school psychology (p. 1), plus the following certificate courses. Qualified candidates can complete the optional Multilingual Track by enrolling in SPSY 655 for their final seminar course.

### Certificate Courses

SPSY 650	Foundations in Multilingual Education	2
SPSY 653	Culturally Responsible Intervention and Counseling	1
SPSY 652	Culturally Responsible Consultation	1
SPSY 651	Assessment of Multilingual Learners	1
SPSY 654	Seminar for Culturally Responsible School Psychologist Practice	1
or SPSY 655	Seminar for Multilingual Culturally Responsible School Psychologist Practice	

### School Psychologist License-Only

**Note: No applications for the licensure-only program will be accepted in 2025-2026.**

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. The program of study is created from review of petitions submitted by the candidate to waive coursework based on competence equivalency (restricted to certain courses and the internship can not be waived).

### 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. 8).

### 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 psychologist 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

### **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 Marriage, Couple, and Family Therapy students, take MCFT 516. 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 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 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 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 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 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 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.

### **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: SPSY 502

Credits: 1 semester hour.

**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 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: SPSY 502

Restrictions: Limited to students admitted to the School Psychology program

Credits: 2 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: None.

Corequisites: SPSY-545

Credits: 1 semester hour.

**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 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 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 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 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 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 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 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 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 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.

**SPSY 589 Professional Studies: Special Topics**

Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.

Prerequisites: None.

Credits: 1-4 semester hours.

**SPSY 590 Topics in Counseling Psychology**

Content: Special topics in counseling psychology. Students may obtain a course description from the department office or website.

Prerequisites: None.

Credits: 0.5-3 semester hours.

**SPSY 599 Independent Study**

Content: Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for independent study, the student consults with the faculty member before registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of independent study toward a graduate degree or licensure.

Prerequisites: None.

Restrictions: Consent of instructor and submission of application for Independent Study to academic department office.

Credits: 1-4 semester hours.

**SPSY 602 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 606 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 610 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 617 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 623 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 630 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 631 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.

**SPSY 632 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: SPSY-502

Credits: 1 semester hour.

**SPSY 638 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: SPSY-502

Restrictions: Limited to students admitted to the School Psychology program

Credits: 2 semester hours.

**SPSY 644 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: None.

Corequisites: SPSY-645

Credits: 1 semester hour.

**SPSY 645 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 646 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 647 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 650 Foundations in Multilingual Education**

Content: This course will provide a strengths-based orientation to serving multilingual learners, emphasizing social justice. Content areas will include language acquisition models and the nature of second-language acquisition and proficiency, knowledge and skills to work with linguistically and culturally diverse families, multilingual curricular models and practices, instructional approaches and resources for educators, a history of multilingual education in the US, and legal, ethical, and professional practice considerations.

Prerequisites: SPSY 538.

Credits: 2 semester hours.

**SPSY 651 Assessment of Multilingual Learners**

Content: This course will extend on prior knowledge to emphasize how to incorporate both culture and language within the assessment process to minimize bias and conduct culturally and linguistically appropriate assessments with multilingual learners. Content areas will include knowledge and skills in using a variety of culturally sensitive assessment tools, models for conducting non-biased culturally and linguistically appropriate assessments, and working through an assessment case from the referral question through the results meeting. Note: students must have passed Assessment III prior to enrolling in this course or be a practicing school psychologist.

Prerequisites: SPSY 650.

Credits: 1 semester hour.

**SPSY 652 Culturally Responsible Consultation**

Content: This course will build upon previous consultation knowledge to further develop consultation skills specific to providing culturally responsive consultation services in school settings. Content will include the integration of culture and language within the consultation process and increase the knowledge and skills in culturally responsive consultation practices. Note: Students must have passed advanced consultation prior to enrolling in this course or be a practicing school psychologist.

Prerequisites: SPSY 650.

Credits: 1 semester hour.

**SPSY 653 Culturally Responsible Intervention and Counseling**

Content: This course will build on skills to develop and implement culturally responsible school-based interventions to support academic, social-emotional, and behavioral development of multilingual learners. The integration of multicultural counseling skills as well as cultural adaptations of direct and indirect interventions will be included.

Prerequisites: SPSY 650.

Credits: 1 semester hour.

**SPSY 654 Seminar for Culturally Responsible School Psychologist Practice**

Content: This seminar course is designed to provide consultation support related to culturally responsive school psychology practice and will culminate in the submission of a capstone portfolio to demonstrate knowledge and skills related to supporting culturally and linguistically diverse (CLD) learners in schools.

Prerequisites: SPSY 650.

Credits: 1-3 semester hours.

**SPSY 655 Seminar for Multilingual Culturally Responsible School Psychologist Practice**

Content: This seminar course is designed to provide consultation support related to culturally responsive school psychology practice and will culminate in the submission of a capstone portfolio to demonstrate knowledge and skills related to supporting multilingual learners in schools. Note: this course is for bilingual/multilingual students.

Prerequisites: SPSY 650.

Credits: 1-3 semester hours.

**SPSY 671 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 673 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 674 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 680 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 682 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.

**CTSP 614 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 502/602.

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

Credits: 3 semester hours.

**Testing Requirements**

The following test must be passed prior to the first field placement in the Lewis & Clark School Psychology program and is required in order to be eligible for a recommendation by Lewis & Clark for school psychologist licensure in any state:

- ORELA: Protecting Student and Civil Rights in the Educational Environment Exam (<http://www.orela.nesinc.com/>)<sup>1,2</sup>

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

- (<http://www.ets.org/praxis/or/requirements/>)Praxis School Psychologist 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.

<sup>1</sup> Students who hold a current Oregon TSPC-issued regular, non-restricted teaching, personnel services, or administrative license may waive the ORELA: *Protecting Student and Civil Rights in the Educational Environment* test.

<sup>2</sup> 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.