Instructor Information:
Jennifer Mills James, Ph.D.
Office: 2140 Au Sable Hall
Phone: (616) 331-2406
Email: jamesje1@gvsu.edu

Course Information:
Location: 2320 Au Sable Hall
Time: 6-8:50 pm
Days: Thursdays
CRN: 23207

Office Hours: Tuesdays and Thursdays from 10:00 to 11:30 am or by appointment. I will be scheduling more regular meetings with you this semester. Email is the best way to contact me. I will try my best to get back to you as soon as possible.

Course Description (from catalog):
The School Psychology Practicum Seminar course is intended to provide school psychological services in a school under the supervision of a licensed school psychologist. Students will be actively involved in assessment, consultation, prevention, and intervention. This practicum is designed to be a field-based orientation to the field of school psychology. Students will benefit from this experience as they acclimate to the culture of schools and the delivery of psychological services. Students will be assigned to a field-based supervisor. A weekly seminar is required.

Required Text:

Additional required readings will be placed on Blackboard

Courses Taken Concurrently:

*Semester 4: Fall*
PSY 624 – Behavioral Assessment and Intervention.
EDS 638- Instructional Practices: Learning Disabilities II.
PSY 532 – Psychopharmacology.

*Semester 5: Winter*
PSY 527 – Ethics and Diversity in Professional Practice.
PSY 693 – Master’s Project.
EDS 640 – Diagnostic Teaching Clinic.
Grading:
Final grades are calculated by dividing your total number of points by total number of points possible. I typically round up to the next percentage point at .6 and above. I utilize the following grading scale to determine the final grade. Please note: I do not offer extra credit on an individual basis.

Grading Scale:
- **A**: 93 and above
- **A-**: 90-92
- **B+**: 87-89
- **B**: 83-86
- **B-**: 80-82
- **C+**: 77-79
- **C**: 73-76
- **C-**: 70-72
- **D+**: 67-69
- **D**: 60-66
- **F**: 59 and below

### Assignment Points

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal Writing</td>
<td>20</td>
</tr>
<tr>
<td>Monthly Reflections (20 points each)</td>
<td>100</td>
</tr>
<tr>
<td>Self Reflection- End of Year</td>
<td>30</td>
</tr>
<tr>
<td>Case Projects (100 points each)</td>
<td>400</td>
</tr>
<tr>
<td>Evaluation + Reflection</td>
<td>100</td>
</tr>
<tr>
<td>Seminar Participation</td>
<td>100</td>
</tr>
</tbody>
</table>

Total Points: 750 points

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**Practicum Expectations**

**Days Required:**
You will be assigned to a practicum site for *two full school days per week* for the district’s school year. A total of 600 hours must be completed in practicum activities outside of the classroom. You are required to attend classes held on campus. A “school day” is the same as the field supervisor’s school day. In addition to the 600 hours in the school setting, the practicum includes a 3 hour seminar each week. Also, one hour of supervision each week on an individual basis is provided by the field based supervisor.

**First Semester:**
During the first semester, you will gain an understanding of the role of School Psychologist at your field placement. You will be familiarized with the structure, system, special education processes, etc. In addition, you will be required to participate in various activities related to individual case study evaluations that will build the skills needed to complete a school based psychological evaluations. You will explore opportunities for involvement in school-wide projects, academic, behavioral consultation, etc.

**Second Semester:**
Second semester of practicum will focus on continuing to develop skills in problem solving, consultation and intervention at the individual and systems level. You will have the opportunity to
complete required assignments at your sites during the second semester. You may discuss these activities in class and seek consultation in class as necessary.

This class will be mainly discussion of different topics related to School Psychology and you are expected to be a full participant. We will discuss what is going on in your field placements, problem solve, and build in time for individual conferences. My goal for this class is to be a support to you in gaining all of the skills necessary to be an independent intern next year.

**Course Assignments**

**Practicum Year Goals (20 points)**
Write a 1-2-page paper on your personal goals for your practicum year as you develop as a professional school psychologist. Determine three goals for yourself and explain why you chose the goals and how you plan to meet your goals. Please make sure you address your growth in knowledge and skills based on the ten NASP domains:

(http://www.nasponline.org/standards/practice-model/domains-of-practice.aspx). This will be done at the start of the year and you are expected to share your goals with your supervisor in order to create a plan to meet your goals.

**Activity Log**
You will be required to keep a lot of your activities and the amount of time you spend on each activity. The spreadsheet is available on Blackboard. This will be extremely valuable information to you as you seek an internship and are asked. At the end of the semester, you will be asked to complete the form logging total hours in practicum.

**Monthly Reflection Log (5 logs @ 20 points each = 100 points)**
This assignment requires you to write a 1-2 page reflection monthly (October, November, January, February, and March). You will write about your reflections of your practicum experiences including what is going well, what is not going well, areas of improvement, and progress toward your annual goals. This purpose of these logs is for you to be continually thinking about your growth and readiness for internship year.

**Self-Reflection Paper (30 points)**
At the end of practicum year, you will write a 2-3-page reflection on your own development as a professional school psychologist. This will be a part of your 2nd year practicum portfolio project. Please make sure you address your growth in knowledge and skills based on the ten NASP domains (http://www.nasponline.org/standards/practice-model/domains-of-practice.aspx). Reflect on your skills, strengths and weaknesses. You should conclude this reflection with specific goals that you wish to achieve during the remainder of your practicum or your internship to continue your competency in the ten domains.

This NASP Survey tool may be helpful to you as you complete your reflection (You must be a NASP member to complete the survey):

Case Projects (4 cases @ 100 points each):
You will be required to complete four “cases” during the academic year. These cases should be diverse, and may include: instructional and behavioral consultation, eligibility determination, re-evaluation, school-wide projects (benchmarking, progress monitoring, etc.), and other projects determined by the site supervisor. Two of the five cases must be complete evaluation reports. This is to ensure your readiness to perform cases independently during your internship year.

It is recommended that you plan your year accordingly to ensure you complete and turn in all four cases by the end of second semester. You MUST complete one (though it is recommended you complete two) case study by the end of first semester. You will be presenting on one of your cases to the class at the end of first semester and another one at the end of second semester. Description of possible case projects:

1) Academic and Behavior Consultation:
Report documenting your involvement in an academic consultation/intervention case. This report should outline any assessment data you collected, the consultation process, and data from an academic intervention implemented (by yourself or by others based on your consultation).

Report documenting your involvement in a behavior consultation/intervention case. This report should outline any assessment data you collected, the consultation process, and data from a behavioral intervention implemented (by yourself or by others based on your consultation).

2) School-Wide Projects:
Project of your choosing that might include:
- A grade- or school-consultation project to assist administrators with the selection of academic or social-emotional curriculum
- Provision of professional development to staff or parents to serve specific need
- Provision of group-level intervention services (e.g., social skills or academic intervention)
- Significant contribution as part of a school Positive Behavior Support or Multi-Tiered Systems of Support team
- Other systems-level project approved by your university supervisor

3) Special Education Evaluations:
As a part of your practicum experience, you will be expected to be involved in special education evaluations. Initially, you may be asked to complete portions of evaluations being done by your supervisor. By the end of the year, you will need to demonstrate the ability to independently evaluate students from referral to completion and write psycho-educational reports under supervision. You will be required to turn in two complete evaluation reports by the end of the year. One of the evaluation reports will be part of your second year practicum portfolio. Students are encouraged to cover at least one evaluation on a student with academic deficits and one evaluation on a student with behavioral needs.

Academic Report:
One report must incorporate academic assessments. It is preferred that this is an Specific Learning Disability evaluation, but it could also be a report evaluating if a student is eligible under Other Health Impairment or Cognitive Impairment.

Behavior Report:
The other report should focus on behavioral difficulties, including classroom observations, behavior rating scales, and clinical interviews. It is likely you will have to coordinate with a School Social Worker on this evaluation. This could be an evaluation for a student with an Emotional Impairment, ASD, or Other Health Impairment that impacts the student’s behavior.

It is understood that evaluations from year to year can be unpredictable and you may not be able to find both academic and behavior evaluations in the time you are at practicum. If you are having difficulty coming up with two different types of evaluations, please discuss this with me. The main objective is that you are exposed to a variety of evaluations in order to be independent by your internship.

**Supervisor Evaluation (50 points)**

Field-based supervisors will provide practicum evaluations to the university supervisor at the midpoint and again at the end of the practicum experience. This evaluation will describe the supervisor’s opinion of your developing competencies across all areas. As part of this evaluation process, the field-based supervisor should confer with you to process the evaluation and set goals. There will be regular communication between the university supervisor and the field-based supervisor to discuss your progress. Your performance will be rated by your field supervisor on the following scale (per the portfolio rubric):

**Professional Behavior and Competence:**

<table>
<thead>
<tr>
<th>N/A</th>
<th>No opportunity to observe</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Needs substantial improvement</td>
</tr>
<tr>
<td>2</td>
<td>Needs some improvement; demonstrates professional behavior inconsistently</td>
</tr>
<tr>
<td>3</td>
<td>Satisfactory; demonstrates professional behavior with a few exceptions</td>
</tr>
<tr>
<td>4</td>
<td>Excellent; demonstrates professional behavior with consistency</td>
</tr>
</tbody>
</table>

**Practice Skills**

<table>
<thead>
<tr>
<th>N/A</th>
<th>No opportunity to observe: skills in this area have not been observed frequently enough to accurately judge student’s progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Novice: Student is in the early stage of skill development and will require more training, practice, and instruction; plans should be made to ensure additional practice in this skill area prior to completion of program</td>
</tr>
<tr>
<td>2</td>
<td>Satisfactory: Skills in this area are adequate with continued supervision needed; some additional guidance/practice will be necessary</td>
</tr>
<tr>
<td>3</td>
<td>Emerging Professional: Student is nearing mastery/independent functioning in this area; some additional guidance/practice may be necessary</td>
</tr>
<tr>
<td>4</td>
<td>Independent Level of Functioning: Student is functioning independently in this area</td>
</tr>
</tbody>
</table>

By the end of the year, the goal is for you to earn a 4 in all areas of Professional Behavior and Competency and a 3 or higher in almost all practice skill areas to “Meet Expectations.” Due to the subjective nature of evaluations, scoring will be based on submitting the evaluation and reflecting on your scores.

Submission of completed mid-year evaluation: 20 points
Reflection on how to improve performance: 30 points

Submission of End of year evaluation: Pass/Fail (no points for class; Add to 2nd year Portfolio). The evaluation will be considered “Fail” if you have ratings below 3 in all professional behavior areas and ratings below 2 in practice skill areas.

Practicum Seminar Participation (50 points)
You will be assigned participation points for attending class each week and participating. Throughout the semester we will be discussing issues from the field and you will be expected to share about your practicum experience each week. Areas of strength and concern will be addressed promptly. Furthermore, the university supervisor will review your reports and personal reflections for evidence of professional competence.

Course Policies

Attendance: Seminar attendance is essential for earning a satisfactory grade in this class. If you do need to miss a class period, please let me know ahead of time. Class participation points require class attendance and frequent participation. Since this is a discussion based class, your attendance is crucial. Problem solving in class will be essential for a successful practicum year.

Preparation for class: I expect that all students will be fully prepared for this seminar. This is defined as reading the assigned text prior to the lecture and identifying any questions for clarification. I expect all students to participate fully in class discussions. For this to occur, it is essential that you are prepared to fully participate/benefit from these activities.

Electronic Devices: All electronic devices (cell phones, ipods, etc.) are to be turned off and put away during seminar. Please refrain from text messaging, emailing, surfing the web, etc. during seminar. This is very disruptive to other students. Laptop computers are permitted for taking course notes only. If it becomes apparent during the term that laptops are being used for other purposes (emailing, instant messaging, surfing the web, etc.) I reserve the right to institute a “no laptop policy”.

Canceled Classes: If classes are canceled at the university, any exam or assignment missed due to the cancellation will take place at the next scheduled class meeting time. If I cancel a class, I will notify the class via email.

Assignment Submissions: Assignments must be turned in at the beginning of class on the due date. If an assignment is not turned in at the beginning of class, late penalties will apply.
University Policies

Accommodations for Students with Disabilities:
If there is any student in this class who has special needs because of a learning, physical, or other disability, please contact me or Disability Support Services (DSS) at 331-2490. Although students with disabilities are held to the same academic standards as all other students, accommodations will be provided for you, as appropriate. Where warranted, accommodations will also be provided to students without a diagnosed disability if that student discusses the specific need with me and the accommodation appears to be justified. Furthermore, if you have a disability and think you will need assistance evacuating this classroom and/or building in an emergency situation, please make me aware so I can develop a plan to assist you.

Academic Integrity:
Students are expected to adhere to the university’s policies on Academic Honesty. These policies are described in the catalog and in the Student Code. Cheating and plagiarism will be dealt with as per the procedures described in the Student Code.

Plagiarism:
As described in Section 223.01 of the Student Code, “any ideas or material taken from another source for either written or oral presentation must be fully acknowledged. Offering the work of someone else as one's own is plagiarism. The language or ideas taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches or the writings of other students … Any student who fails to give credit in written or oral work for the ideas or materials that have been taken from another is guilty of plagiarism.” In sum, copying the work of any other individual, whether that of another student, researcher, author or editor is considered plagiarism. This is not acceptable and will be dealt with according to the policies set forth in the Student Code, which may include receiving a 0 on the assignment, failing the course, and/or other university consequences. If you have questions regarding the appropriate use of citations and plagiarism, please contact the instructor BEFORE turning the assignment in. Please note that taking extensive content word-for-word from a journal, book or website is considered plagiarism.

Fire Procedures
Immediately proceed to the nearest exit during a fire alarm. Do not use elevators. More information is available on the University’s Emergency website located at http://www.gvsu.edu/emergency.
Course Schedule
Readings are due the date of the lecture topic. It is possible that this schedule will change, as some weeks we will move more rapidly, and some more slowly. However, general deadlines will remain the same unless otherwise indicated by the professor.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| 1    | January 14 | Overview of second semester Refresher  
Talk about portfolio  
Talk about evaluations  
Carli presents  
Topic: Social Justice in School Psychology | -Best Practices Foundations Chapter 2 (Shriberg and Moy) | January Field Visits will be discussed |
| 2    | January 21 | Individualized Education Program Meetings- School Psych Involvement | -Article on Bb | |
| 3    | January 28 | Diversity: Working with LGBTQIA youth  
- Best Practices Foundations Chapter 15 (Fisher)  
- Best Practices Foundations Chapter 16 (Herbstrith) | -Article on Bb | -Monthly Reflection Due |
| 4    | February 4 | Behavior Interventions/MTSS  
School Psychologist Role in FBA/Behavior Plans  
How to work with counselors/social workers | -Article on Bb | |
| 5    | February 11| **NASP Conference- No Class!** | | |
| 6    | February 18| Student Support Team Meetings and Data-based Decision Making | -Best Practices Data Analysis Chapter 6 (Kovaleski & Pedersen)  
-Simonsen and Sugai article on Bb | |
| 7    | February 25| Midterm Week- Discussions, updates, group reflection | | -Monthly Reflection Due |
| 8    | March 3    | Family/School Partnerships | -Best Practices Systems Level Chapter 34 (Miller, Lines, Fleming)  
-Christenson article and Communique Article on Bb | |

March 10 **No Class- Spring Break!**
<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Event Description</th>
<th>Readings</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>March 17</td>
<td>Emotional Impairment vs. Social Maladjustment; Behavior and Manifestation Determination</td>
<td>- Sullivan and Sadeh Article on Bb&lt;br&gt;- Zirkel Article on Bb&lt;br&gt;- Cloth, et. al. Article on Bb</td>
<td>*Field Visits TBA</td>
</tr>
<tr>
<td>10</td>
<td>March 24</td>
<td>Discussions, updates, problem solving</td>
<td></td>
<td>*Field Visits TBA</td>
</tr>
<tr>
<td>11</td>
<td>March 31</td>
<td>Discipline Restraint/Seclusion Issues</td>
<td>- Best Practices Student Services Chapter 18 (Bear and Manning)&lt;br&gt;- Michigan Restraint and Seclusion Policy (on Bb)</td>
<td>- Monthly Reflection Due&lt;br&gt;*Field Visits TBA</td>
</tr>
<tr>
<td>12</td>
<td>April 7</td>
<td>Advocacy</td>
<td>- Best Practices Foundations Chapter 10 (Mule, Briggs, Song)&lt;br&gt;- Best Practices Foundations Chapter 11 (Beebe-Frankenberger, Goforth)</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>April 14</td>
<td>Case Study Presentation #2</td>
<td></td>
<td>All Case Studies must be turned in by this date</td>
</tr>
<tr>
<td>14</td>
<td>April 21</td>
<td>Wrap-up! Reflections and Internship discussion</td>
<td></td>
<td>Due: Logged Hours, Supervisor Evaluation, Final Reflection due</td>
</tr>
</tbody>
</table>