



School Psychology Practicum

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Course Information:

CRN:23207
Location: Eberhard Center 420
Wednesdays from 9:00 AM- 11:45 AM

Instructor Information:

Jen James, Ph.D., NCSP
Pronouns: she/her/hers
Office: 2140 ASH
Email: jamesje1@gvsu.edu
Phone: 616-331-2406
Office Hours: On Campus T/Th 11:30-12:30 pm. I can meet before or after class. by appointment.

What Students Say...

“I really enjoyed the variety of topics we covered in this course! Having guest speakers come in and instruct in their different areas of expertise (LGBTQ+, transition services, meeting mechanics) was awesome too. The assignments for this course were also very beneficial for my learning; the feedback on the individual evaluation project was very helpful! Above all, the virtual internship fair was extremely helpful. I’m sure it was a lot of work to put together, but it was worth it for us!”

“I enjoyed this class and the practical knowledge that it provided. I was challenged by scenarios I came across in practicum, and I was able to talk these over with classmates which was helpful.”

“This class provided the opportunity to further collaborate with my peers as well as my instructor related to experiences at my practicum.”

[Dr. Jen James](#)



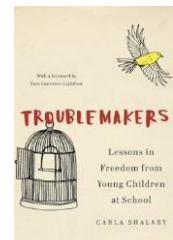
[Blackboard](#)



[Activity Folder](#)



[Book](#)



Course Information

Course Description:

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:

Thomas & P. Harrison (Eds.), *Best practices in school psychology VI* (6th ed.). Bethesda, MD: National Association of School Psychologists.

[Troublemakers: Lessons in Freedom from Young Children at School, by Carla Shalaby.](#)

PREPaRE Workbook (You will order through the bookstore for 2nd semester)- \$45.00

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.

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

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 begin your academic and behavior consultation cases and complete at least one complete special education evaluation with support from your supervisor.

You will be assigned to a small group and will discuss practicum related cases and problem solve during seminar. This will be time to get more support on your cases, conceptualize your projects, and get feedback. If you have a difficult case or need more supervision, the professor will be available for individual supervision meetings with you. You may count any small group and individual supervision hours towards your practicum hours.

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 or small group/individual supervision time as appropriate. This class will be mainly discussion of different topics related to School Psychology and you are expected to be a full participant. The goal for this class is to be a support to you in gaining all the skills necessary to be an independent intern next year.

Seminar Engagement:

Discussion and peer feedback are an integral part of this course. Seminar courses should encourage candidates to actively engage in an exploration of issues in a particular area and the exchange of ideas and information. While random discourse and discussion can be interesting, the goal of this course is to begin the process of critically examining the nature of schools and the provision of psychological services to children, families, and school personnel.

Our weekly meetings will often be devoted to discussing issues, concerns and ideas raised by the assigned readings. **You are expected to come to class weekly, arrive on time and be prepared to actively participate in all discussions.** Various viewpoints, experiences and questions are encouraged and will be respected by all class members. Disagreement, while welcome, should be framed within the context of respectful dialogue, a positive exchange of ideas and constructive and supportive feedback will enhance skills develop among each class member.

I urge all students to be self-reflective about behaviors or comments that have been identified as racist, homophobic, transphobic, ableist, etc. This self-reflection applies to be as well. **We are all in the process of learning and unlearning these logics that dominate our society.** There is no

expectation here that anyone is perfect- all I ask is that you are mindful of how what you think, say, and/or the way in which you interact with others is circumscribed by these forces.

Course Assignments

All assignments will be submitted on Blackboard by accessing the “Assignments” tab. Assignments must be turned by the end of the day (11:59 pm) on the due date. If an assignment is not turned in by the due date, late penalties will apply. I will accept work up to three days late with a 25%-point deduction.

Ongoing Assignments

Activity Hours Log

Due Monthly- See Below for Due Dates

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. Here is a list of things that count towards your practicum hours:

- Time at your practicum site
- Any activities for practicum (evaluation writing, case studies, reflections, class assignments, etc.)
- Practicum Seminar Hours

- Individual supervision with practicum supervisor and university supervisor (Dr. James)
- Small group supervision
- Professional Development in district (If your district sends you to off-site PD for your practicum with your supervisor, you may count that as well)

What does NOT count toward hours:

- Conferences such as MASP, NASP, ABA, etc.
- Work for other classes

If you have any questions about whether something counts towards hours, please see me.

Monthly Journal Log (5 points each)

This assignment requires you to write a 1-2 page journal monthly (September, 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.

Case Projects

You will be required to complete “cases” during the academic year. All projects will also be submitted as part of your second-year portfolio. It is recommended that you plan your year accordingly to ensure you complete and turn in all cases by the end of second semester. **You MUST complete one special education evaluation by the end of the first semester.** You must also begin your academic consultation case by the end of the 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:

Academic 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).

Psycho-educational Evaluations (two evaluations required):

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 a 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 to be independent by your internship.

IMPORTANT: Complete the evaluations in a timely manner and send to Dr. James to read prior to submitting to your field-based supervisor!

**Supervisor Evaluation (Pass/No Pass)-
Practicum Learning and Planning
Survey = 5 points**

Due December 14

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 conference 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:

Students are expected to meet and exceed expectations on professional behaviors. Any ratings of "2" or below on Professional

Behaviors in the Fall Semester will automatically trigger a remediation plan. You will not be approved to accept an internship offer until you demonstrate all professional behaviors at a level of "3" or "4."

Practice Skills

Students in second year practicum are expected to earn ratings from 2-3 in practice skills, though some ratings may be higher or lower. Students in the Novice range will need more practice in those specific skills through practicum. *A remediation plan will be developed to ensure you get the experiences necessary to perform in the satisfactory range.*

Mid-Year Evaluation: Pass/No Pass. Ratings below 2 in professional behaviors or practice skill areas will result in an individualized remediation plan for second semester. Your progress will then be monitored monthly and include regular follow-up meetings with the university supervisor.

Submission of End of year evaluation:

Pass/No Pass (no points for class; Add to 2nd year Portfolio). The evaluation will be considered "No Pass" if you have ratings below 3 in all professional behavior areas and ratings below 2 in practice skill areas. Your university supervisor will need to consult with your field supervisor in this case. You will be required to pass practicum to be approved for internship.

Practicum Year Goals (5 points)

Due September 21

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. Below is an example of goals:

Goals	Mid-Year Progress Update	Year-End Progress Update
1. By December 2022, I will provide assistance to the planning, preparation, and delivery of at least one professional development presented to school personnel.		
2. By December 202, I will independently complete at least two evaluations on two		

different students along with presenting the information during the IEP meetings.		
3. By March 2023, I will attend at minimum three district training workshops.		

Book Discussion and Responses: 20 pts (10 points each- due dates below)

As a class, we will read a book that is focused a topic related to serving diverse populations in educational settings. The book we are reading this year is [Troublemakers: Lessons in Freedom from Young Children at School, by Carla Shalaby](#). We will be joining with the first-year cohort for discussions on the book first semester.

During the semester, we will read and discuss the book and how it applies to practice in the schools. As you read the book, you will respond to discussion questions in a journal format. The responses will be divided into 2 parts:

- 1) **October 19:** Part 1 Due
- 2) **November 15:** Part 2 Due (Cross Cohort Discussion time TBD)

Eligibility Resource Guide (20 points)

Due September 28

For this assignment, you will create guiding assessment documents for the following

disability categories: CI, SLD, EI, and OHI (ASD is provided to you). While you are welcome to include additional information, these five documents, at a minimum, should include the state/ISD eligibility criteria and a table detailing the information that may need to be collected (in a RIOT framework) to help determine eligibility. Your testing section should include assessments that you know are available at your internship site. Utilize resources from PSY 622, PSY 623, and second-year practicum to put these documents together. See Blackboard for a started sample.

START and MASP Conference Reflections (5 points)

Due November 16

You will be attending the MASP conference this year to demonstrate your commitment to be engaged in the field and connect with other special educators in Michigan. This is from **October 20-21 in Mount Pleasant**. The expectation is that you attend this, but we understand that this can be cost prohibitive, and schedules may not allow. If you cannot attend this, you will choose at least 1 MASP or NASP workshop to attend (at least 3 hours). These are great opportunities to interact with other school psychologists, see talks from national presenters, and become involved in the profession. It is expected that you attend and represent our program well during these conferences. Information on the conference can be found on <https://masp.wildapricot.org>.

You will also be attending the START Education-Based Evaluations Training virtually on **October 14, 2022**. You will be signed up for this through START. More information to come. This all-day conference and will be virtual this year. More information can be found here:

<https://www.gvsu.edu/autismcenter/start-events-49.htm>

You must submit a 1–2-page reflection on these conferences that includes the sessions that you attended, what information you found most interesting/beneficial, areas that you would like more information or clarification, and how you will apply it to your work as a School Psychologist.

School Based Team Member (5 points)

Reflection due November 23

For this assignment you need to be a regular member of at least one entire team at your school or district. You will coordinate this through your administrator, or school psychologist supervisor. It can be any type of meeting that a school psychologist would typically attend, including but not limited to: Child Study Team Meeting, Student Success Team Meeting, Data Benchmark/Progress Monitoring Meeting, MTSS/PBIS Meeting, School Improvement Team Meeting, etc. Choose a team that you will be able to regularly participate in (some may not fit the days you

are available). At the end of the semester, you will write a 1-2-page reflection summarizing what the type of meeting, content of the meeting, and how the meetings went. What went well and what could improve? What was the role of the school psychologist (if any) at the meeting? What was your role? How well did the school team function align with what you learned about Meeting Mechanics?

WISC Reflection (5 points)

Due December 7

You will be paired with a first-year student during the first semester to act as the “student” as they practice administering the WISC-V. After the WISC administration, you will write up feedback on how the student performed. Also, you will reflect on how it felt to be the student during this administration.

Practicum Learning and Planning Survey (5 points)

Due December 14

After you receive a copy of your supervisor evaluation, you will reflect on your semester and what you have accomplished. The questions you will answer will help you clarify goals and next steps for the second half of practicum year.

Special Education Evaluation #1 (25 points)

Due December 14

You will need to complete one special education evaluation during the first semester.

Remember to complete the report in a timely manner to give it to the professor to review prior to turning it into your field-based supervisor. It is expected that you will be getting more support from your supervisor for your first integrated report.

Academic Consultation Part 1 (15 points)

Due December 14

To structure your year and aid time management, you are expected to complete Steps 1-4 of your academic and behavioral consultation cases (See assignment description for details). If you choose to utilize your EDS Language Arts Project for your Academic Consultation case, consult with the professor to ensure it will meet the project requirements.

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, 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

Please follow this link to the University’s policies: www.gvsu.edu/coursepolicies.

Instructional Policies:

<https://www.gvsu.edu/policies/policy.htm?policyId=AD248F32-B518-70C6-98F1C451D2CBF2E1&search=SG+3.04>

Religious Inclusion Policy:

<https://www.gvsu.edu/policies/policy.htm?policyId=129535EB-9F42-2683-61E9033594C870D2&search=PC+9.6>

Title IX, Sexual Misconduct Policy, and Gender- and Sexual-Based

Harassment Policy: Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. Title IX’s sex discrimination prohibition also protects students from discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. If you or someone you know has been harassed, assaulted, or denied services on the basis of sex or gender, you can find the appropriate resources at www.gvsu.edu/titleix or contact the University’s Interim Director and Title IX Coordinator, Ann James at (616) 331-9530 or v_jameann@gvsu.edu.

Disabilities Support Resources: If you have special needs because of a learning, physical or other disability, please contact the instructor as well as Disability Support Resources (DSR) at (616) 331-2490 for assistance as soon as possible. Even if you have already documented your disability with DSR, please make an appointment with your faculty member to discuss your specific needs. Furthermore, if you have a disability and think you will need assistance evacuating the classroom and/or building in an emergency during in-person meetings, please make your instructor aware so that the university can develop a plan to assist you. You may also access resources at <https://www.gvsu.edu/dsr>. The university is eager to work with you to meet your learning goals. All discussions related to disabilities will remain confidential.

Gender Expression and Identity: At Grand Valley State University we recognize that an individual may wish to be identified by a professional, personal, preferred, display or use name without making an official legal name change. Students, faculty, and staff may use the [myName process](#) to update Banner and some related systems with such a name. The myName process will allow students, faculty, and staff to have the chosen name appear anywhere a legal name is not required.

Bias Incidents or Harassment: Anytime you or anyone in the GVSU community feels belittled, disrespected, threatened, or unsafe because of who you are, the entire university community is diminished. That's why it's important to report all bias incidents--even those intended as jokes. While Grand Valley safeguards individuals' constitutional rights and protected speech, the university is also committed to inclusion and equity. Grand Valley exercises the right to engage in educational dialogue and seeks constructive responses to address bias incidents. Go to https://gvsu-advocate.symplicity.com/public_report/index.php to report bias incidents or for more information. In addition, for faculty/staff related complaints, you can file an informal complaint with the Division of Inclusion and Equity at inclusion@gvsu.edu or (616) 331-3296. For student related complaints, you can also contact the Dean of Students office at (616) 331-3585.

Student Well-Being: As a student, you may experience a range of issues that can negatively impact your learning, such as anxiety, depression, interpersonal or sexual violence,

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.

FIRST SEMESTER				
Week	Week of	Seminar Topic	Readings	Assignments due
1	August 31	<p>Introduction to Practicum Year</p> <p>Navigating Practicum, Supervision, Roles, and Feedback</p>	<p>Wise, P.S. (2008). A Dozen Pearls of Wisdom: Lessons for Interns from Those Who Have Gone Before. <i>NASP Communique</i>, (36)5.</p> <p>Best Practices Foundations 47 (Leung & Jackson)</p>	Review Mandated Reporting Guide
2	September 7	<p>Handbook & Logs</p> <p>MARSE Review & The REED Process</p>	<p>Review Handbook & Syllabus</p> <p>Review Michigan State Rules and Regulations (Blackboard)</p>	
3	September 14	<p>Best Practices in the REED and IEP Process</p>	<p>Review Michigan State Rules and Regulations (Blackboard)</p> <p>Best Practices Foundations Chapter 31 (McBride, Willis, Dumont)</p>	Turn in signed copy of supervisor contract
4	September 21	<p>Case Conceptualization in School Psychology and continued discussion on IEPs</p> <p>Writing Appropriate and Effective Individualized Education Plans & Goal Setting</p>	<p>Hunsley, J., & Mash, E. J. (2007). Evidence-based assessment. <i>Annual Review of Clinical Psychology</i>, 3, 29–51. https://doi.org/10.1146/annurev.clinpsy.3.022806.091419</p> <p>Patti, A. (2016). Back to the basics: Practical tips for IEP writing. <i>Intervention in School and Clinic</i>, 51 (3), 151-156.</p>	Practicum Year Goals Due

5	September 28	Difficult Cases: Determining Eligibility	School Based Eligibility Discussion Readings posted on Blackboard	Monthly Journal & Logs Due Eligibility Resource Guide Due
6	October 5	Assessment Considerations when working with Culturally and Linguistically Diverse Students & Families	Best Practices Foundations Chapter 5 (Ortiz) Best Practices Foundations Chapter 6 (Carvalho, Dennison, Estrella) Additional resources on Blackboard	
7	October 14 (FRIDAY 9:00-3:30 PM Virtual)	START Education Based Evaluations Training		
8	October 20-21	MASP Fall Conference Mt. Pleasant, MI		Monthly Journal and Logs Due Troublemakers reflection on Part 1 due October 19
9	October 26	Review of information learned this semester and group problem solving/case conceptualization	Articles on Blackboard	
10	November 2	Internships- Discuss placement plan; Practice Interviews for interviews and jobs; review CVs (examples) Guest Speakers: Current Interns	Articles on Bb: -Tips for Finding an Internship -Successful interviewing -Preparing your CV	

11	November 9	Mental Health-Providing Group and Individual Supports	<p>Doll, B., Cummings, J.A., Chapla, B.A. (2014). Best Practices in Population-Based School Mental Health. In P. L. Harrison, Best Practices in School Psychology: System</p> <p>Murphy, J.J. (2014). Solution-Focused, Student-Driven Interviews. In P. L. Harrison & A. Thomas (Eds.), <i>Best practices in school psychology: Student-level services</i>. Bethesda, MD: National Association of School Psychologists.</p> <p>Herbstrith, J.C. & Tobin, R.M. (2014). Best Practices in Group Counseling. In P. L. Harrison & A. Thomas (Eds.), <i>Best practices in school psychology: Student-level services</i>.</p> <p>Carlson, M. A. (2017). Using Solution-Focused Brief Therapy in Schools. <i>NASP Communique</i>, (46)2</p>	MASP & START Conference Reflection due
12	November 16	<p>Meeting Mechanics+ Communicating Effectively in Teams- Utilizing Motivational Interviewing in Consultation</p> <p>Cross Cohort Discussion November 15 in the evening</p>	<p>Articles on Blackboard</p> <p>Motivational Interviewing E-Book</p>	Troublemakers Part 2 Reflection Due
	November 23 Thanksgiving Week	NO CLASS		Monthly Journal and Logs Due
13	November 30	Virtual Internship Fair: Discussion on current roles and internship opportunities		<p>Reflection of Team Meetings Due</p> <p>Monthly Journal and Logs Due</p>

14	December 7	Supporting Adults with Disabilities/ Transition IEPs	Articles on Blackboard	WISC Administration Reflection Due
	December 14	No Class: Turn in all assignments and evaluations on Blackboard		Practicum Planning and Learning Survey Due First Semester Logged Hours and Case Log Due Case Projects Due: -Special Ed Evaluation -Steps 1-4 of Academic Consultation