

PSY 675: School Psychology Practicum
Grand Valley State University
Winter 2017

Instructor Information:

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Course Information:

Location: 2320 Au Sable Hall
Time: 6- 8:50 pm
Days: Tuesday
CRN: 31995

Office Hours: Tuesdays from 1:00 pm to 3:00 pm or by appointment. Small group meetings will be scheduled at the beginning of the school year and will provide additional supervision. 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:

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

Additional required readings will be placed on Blackboard

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

Assignment	Points
<u>First Semester</u>	
Goal Writing	20
Monthly Reflections (Oct, Nov, Dec)	30
2 Case Studies (50 points each)	100
Case Project Presentation	25
Mid Year Supervisor Evaluation	50
Seminar Participation	50
WISC Reflection	10
 Total Points	 285 points
<u>Second Semester</u>	
Monthly Reflections (Jan, Feb, Mar)	30
Self Reflection- End of Year	20
3 Case Studies (50 points each)	150
Case Study Presentation	25
End of Year Reflection	20
End of Year Supervisor Evaluation	50
Seminar Participation	50
 Total Points	 325 points

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.

You **MUST** turn in TWO case studies by the end of first semester (special education evaluation, academic/behavior consultation case, or systems wide project).

Small Group Supervision:

In addition to the weekly seminar class, you will be required to attend biweekly small group practicum supervision during first semester. You will be assigned to a small group and will meet with the group and professor to discuss practicum related cases and problem solve. 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. 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.

An added component for second semester will be the “Social Justice Book Club.” You will choose from a variety of books focused on social justice in education. Your book club group will be assigned a number of chapters per week and discuss those chapters as a group each week in class. More info to come during second semester.

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. 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)
- Time on Master’s Project if in the school setting

What does NOT count toward hours:

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

If you have any questions about whether or not something counts towards hours, please see me.

Case Log

Document any of the known factors here including: grade level, gender, race/ethnicity, socioeconomic status, disability status, sexual orientation. You should have the most information about individual student cases such as special education evaluations or consultation projects. You may only be able to document grade level for larger systems projects. The log will be available to you through Blackboard. You will need to submit this for class and the portfolio.

Monthly Reflection Log (5 logs @ 10 points each)

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.

WISC Reflection (10 points)

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. This will be worth 10 points.

End of Year Self-Reflection Paper (20 points)

See the sample posted on the School Psychology Graduate Program Blackboard page (Program Documents → Portfolio Resources & Information → Sample Reflection).

Write a 2-3-page reflection on your own development as a professional school psychologist. You should address your growth in knowledge and skills based on the ten NASP domains (<http://www.nasponline.org/standards/practice-model/domains-of-practice.aspx>). The NASP domains are listed at the end of this document. Reflect on the development of your knowledge/skills within each domain and outline your strengths and weaknesses. This information should inform the conclusion of your reflection in which you outline *specific* goals that you wish to achieve during internship to continue your competency in the ten domains.

Note: You should NOT turn in the same reflection as last year. You should write a new reflection to represent your development across this year in the program and establish goals for your internship.

Case Projects (5 cases @ 50 points each):

You will be required to complete five “cases” during the academic year. All projects will also be submitted as part of your second year rubric. 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 (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.

Case Study Presentations (25 points each)

You will be doing two case study presentations this year; one during first semester and one during second semester. You do not have to have turned in your case study to present on it. You will present on the information and data you have at that time. Your presentation should be 10-20 minutes long and presented in Power Point (or another similar format). The presentation should include all parts (Problem Identification, Problem Analysis, Intervention, CBE, Evaluation Results, Recommendations, etc.) related to your case.

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 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:

N/A	No opportunity to observe
1	Needs substantial improvement
2	Needs some improvement; demonstrates professional behavior inconsistently
3	Satisfactory; demonstrates professional behavior with a few exceptions
4	Excellent; demonstrates professional behavior with consistency

Practice Skills

N/A	No opportunity to observe: skills in this area have not been observed frequently enough to accurately judge student's progress
1	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
2	Satisfactory: Skills in this area are adequate with continued supervision needed; some additional guidance/practice will be necessary
3	Emerging Professional: Student is nearing mastery/independent functioning in this area; some additional guidance/practice may be necessary
4	Independent Level of Functioning: Student is functioning independently in this area

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.

Addendum to original syllabus:

Books for book study:

There are No Children Here by Alex Kotlowitz

https://www.amazon.com/There-Are-No-Children-Here/dp/0385265565/ref=sr_1_1?s=books&ie=UTF8&qid=1481130071&sr=1-1&keywords=there+are+no+children+here

A Cord of Three Strads by Soo Hong

https://www.amazon.com/Cord-Three-Strands-Approach-Engagement/dp/1934742546/ref=sr_1_1?s=books&ie=UTF8&qid=1481130120&sr=1-1&keywords=a+cord+of+three

SECOND SEMESTER				
Week	Date	Topic	Readings	Assignments Due
1	January 12	Overview of second semester Refresher Discuss portfolio Topic: Advocacy & Social Justice	-Best Practices Foundations Chapter 2 (Shriberg and Moy) -Best Practices Foundations Chapter 10 (Mule, Briggs, Song) -Best Practices Foundations Chapter 11 (Beebe-Frankenberger, Goforth)	
2	January 19	Secondary Trauma **Guest Speaker from Ottawa County on secondary trauma and burnout- Anne Heerde	TBA	
3	January 26	Teaming and Meeting Mechanics	-Best Practices Data Analysis Chapter 6	-Monthly Reflection Due

		Guest Speaker on ICT Process --Cindy Trebian	(Kovaleski & Pedersen) -Simonsen and Sugai article on Bb ** MORE	
4	February 2	Fostering Relationships in Schools Book Study Discussion	Stollar, et. al. article on Bb Barone article on Bb	There are No Children here: Chapters 1-19
5	February 9	Social/Emotional Interventions and Mental Health in Schools Book Study Discussion	-Best Practices Systems Level Chapter 11 (Doll, Cummings, Chapla) -Best Practices Student Level Chapter 21 (Herbstrish & Tobin)	
6	February 16	Diversity: Working with LGBTQIA youth	-Best Practices Foundations Chapter 15 (Fisher) -Best Practices Foundations Chapter 16 (Herbstrith)	There are No Children here: Chapters 20-31
7	February 23	NASP Conference- No Class!		<i>-Monthly Reflection Due</i>
8	March 2	Discipline Restraint/Seclusion Issues	-Best Practices Student Services Chapter 18 (Bear and Manning) -Michigan Restraint and Seclusion Policy (on Bb)	
	March 9	No Class- GVSU Spring Break!		
9	March 16	Advocacy Book Study Discussion	-Best Practices Foundations Chapter 10 (Mule, Briggs, Song) -Best Practices Foundations Chapter 11 (Beebe-Frankenberger, Goforth)	A Cord of Three Strands Chapters 1-2
10	March 23	Parent Participation and Engagement Book Study Discussion	-Best Practices Systems Level Chapter 34 (Miller, Lines, Fleming) -Christenson article and Communique Article on Bb	<i>-Monthly Reflection Due</i> A Cord of Three Strands Chapters 3-4
11	March 30	Topic TBA (IEP Goal Writing?) Book Study Wrap Up		A Cord of Three Strands Chapters 5-6

12	April 6	Topic TBA VIA ZOOM Meeting	For those of you out of town	
13	April 13	Case Study Presentation (Group 1)		
14	April 20	Case Study Presentation (Group 2)		
15	April 27	No Class- Turn your hours, case log, and evaluation in at your Master's Presentation		<i>Due: Logged Hours, Supervisor Evaluation, Self Reflection due</i> <i>All Case Studies must be turned in by this date</i>

NASP DOMAINS

	NASP Knowledge Domain	NASP Skill Domain
2.1 Data-Based Decision Making and Accountability	School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes	As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.
2.2 Consultation and Collaboration	School psychologists have knowledge of varied methods of consultation, collaboration and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.	As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation and evaluation of services and programs
2.3 Interventions and Instructional Support to Develop Academic Skills	School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies	School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills
2.4 Interventions and Mental Health Services to Develop Social and Life Skills	School psychologists have knowledge of biological, cultural, developmental and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health	School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning and mental health
2.5 School-Wide Practices to Promote Learning	School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.	School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others

2.6 Preventive and Responsive Services	School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.	School psychologists, in collaboration with others, demonstrate skills to promote skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response and recovery.
2.7 Family-School Collaboration Services	School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization and mental health; and methods to develop collaboration between families and schools	School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/ interactions with community agencies for enhancement of academic and social-behavioral outcomes for children
2.8 Diversity in Development and Learning	School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.	School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity and development and learning and advocacy for social justice are foundations for all aspects of service delivery
2.9 Research and Program Evaluation	School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings	School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group and/or systems levels
2.10 Legal, Ethical, and Professional Practice	School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists	School psychologists demonstrate skills to provide services consistent with ethical, legal and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills

