

PSY 675: School Psychology Practicum

Grand Valley State University

Winter 2022

Instructor Information:

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Course Information:

Location: Eberhard Center 417
Time: 1:00-3:45
Days: Wednesdays
CRN: 23207

Office Hours: My office hours for the year are Tuesdays from 11:30 am-1:00pm or by appointment. Individual and small group meetings 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.

PREPaRE Workbook (We will order for you)

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
Monthly Reflections (Jan, Feb, Mar)	15
Updated Philosophy	5
Special Education Evaluation 2	25
Academic Consultation Part 2	15
Behavior Consultation	30
Case Presentation	10
Team Taught Class	20
Seminar Participation	25
End of Year Supervisor Evaluation	Pass/No Pass
Self-Reflection	5
Total Points	150 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.

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 of the skills necessary to be an independent intern next year.

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, cast 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 or not something counts towards hours, please see me.

Case Log

Due Monthly- See Below for Due Dates

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 Journal Log (5 points each)

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

Supervisor Evaluation (Pass/No Pass)- Reflection = 5 points

Due April 27

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.”

N/A	No opportunity to observe
1	Does Not Meet Expectations
2	Partially Meets Expectations; demonstrates professional behavior inconsistently
3	Meets Expectations; demonstrates professional behavior with a few exceptions
4	Exceeds Expectations; demonstrates professional behavior with consistency

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.*

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

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 on a monthly basis 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 in order to be approved for internship.

Practicum Seminar Participation (25 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.

Philosophy and Vision of School Psychology Paper: (5 points)

Due March 16

For this assignment, you will update your Philosophy of School Psychology based on your experiences over the past year. Write a 3-5-page paper on their philosophy of school psychology and your vision of our field's future. You should demonstrate critical thinking on the knowledge that they have acquired throughout the semester; i.e., integrate class lectures, discussions, and readings. This paper will be submitted as a part of your annual review portfolio and will continue to be updated and revised during the program.

Academic and Behavior Consultation Projects Part 2 (15 points)

Due by April 20

You will turn in your complete academic and behavior consultation projects this semester. You will be adding to what you submitted during the first semester. Include the intervention, progress monitoring graphs, fidelity, summary and recommendations.

Behavioral Consultation (30 points each)

Due by April 20

For this assignment, you may choose to utilize your PSY 624 project for the first part of your behavior consultation case or start a completely new behavior consultation project this semester. See Blackboard for assignment description.

Special Education Evaluation #2 (25 points)

Due by April 20

It is likely that you will be conducting a number of evaluations during second semester to prepare you for independence as a School Psychologist. Choose one of the evaluations to submit, ensuring the necessary components are included.

Self-Reflection Paper (5 points)

Due April 27

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 domains are also listed on the following pages. 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.

Format: This is not intended to be a narrative reflection. Please make a statement about each NASP domain and then provide a bullet point list below each domain regarding strengths, weaknesses, and goals.

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.

Team Taught Class (20 points)

Dates on Schedule Below

You will work in teams of 2 to develop a team-taught class. Once you are assigned the domain area, your team will choose a “hot topic” within the domain to lead a professional development style talk to the class. Each Team must develop and lead a 60-minute presentation/discussion of the issue examined. Each team member is responsible for determining which issues presented in their assigned chapter to highlight/focus on during their presentation. Team members will be graded separately for their overall contribution to the research and classroom led presentation. Each team member is expected to actively participate in the presentation and team led discussion session. Classmates and the professor will evaluate the quality of the information presented using a rubric. Each team will prepare a 1-hour presentation on their topic, followed by 15-20 minutes of a team led structured discussion related to their topic. Teams will need to get their topic approved by the professor in January.

Hot Topics Include:

- Dyslexia
- Grade Retention
- Whole Language vs. Explicit Phonics Instruction
- Universal Screeners: how to combat resistance from teachers/Administrators
- Emotional Impairment vs Social Maladjustment
- Learning Disability or Language Acquisition in ELLs
- ADHD Treatments: Medication vs. Alternatives
- Supporting students with Low Incidence/Severe Disabilities
- Restorative Justice Practices

- Mindfulness in the Classroom
- Working with students who are Refugees and Immigrants
- Homelessness and Foster care
- Creating Trauma Informed Schools
- Transgender/LGBTQIA issues in schools
- Disproportionality in Discipline/Implicit Bias

Case Study Presentation (10 points)

Dates to be assigned

You will be doing a case study presentation near the end of the year. 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.

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

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.

*Second Semester Readings will be posted on Blackboard

SECOND SEMESTER				
Week	Date	Topic	Readings	Assignments Due
1	January 12	Overview of second semester Refresher; Discuss portfolio/due dates Compassion Fatigue and Self Care Check-Ins Sign up for Team Taught Class	Article posted on Blackboard	
2	January 19	Case Study Presentations 1-3	Articles TBD	
3	January 26	Case Study Presentations 4-7	Articles TBD	<i>Monthly Reflection and Logs Due</i>

4	February 2 (no class on 2/2)	Attend the FAPE/LRE training on February 3	Details to come	
5	February 9	ACES and Trauma <i>Watch Resilience Documentary ahead of time</i>	Articles posted on Bb	
6	February 16	NASP Conference in Boston	Attend conference or online conferences	
7	February 23	Team Taught Class	Articles TBD	
8	March 2	Case Study Presentations 8-10	Articles TBD	Monthly Reflection and Logs Due
	March 9	Class via Zoom (GVSU Spring Break) Topic: Home School Collaboration	Articles posted on Blackboard BP Chapter	
9	March 16	Team Taught Class	Articles TBD	Updated Philosophy Due
10	March 23	PREPARE 1 Workshop	Articles TBD	
11	March 30	PREPARE 1 Workshop	Articles TBD	Monthly Reflection and Logs Due
12	April 6	SPRING BREAK for the public schools	NO CLASS	
13	April 13	Team Taught Class		
14	April 20	Case Study Presentations 11-13		All Case Studies must be turned in by this date
15	April 27	Final Logged Hours, Supervisor Evaluation, and Self-Reflection Paper Due		Due: Logged Hours, Supervisor Evaluation and Self-Reflection Due

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

