

**COURSE SYLLABUS COVER SHEET**  
 Lewis & Clark College  
 Graduate School of Education and Counseling

<b>Course Name</b>	<b>Practicum in School Psychology</b>
<b>Course Number</b>	<b>SPSY 580</b>
<b>Term</b>	<b>Summer 2014</b>
<b>Department</b>	<b>Counseling Psychology</b>
<b>Faculty Name</b>	<b>Elena Lilles Diamond, PhD, NCSP</b>

**Catalogue Description:**

Didactic class instruction, practicum placement, and clinical training as related to work as a professional school psychologist. Covers the application of psychological therapies with children, adolescents, and families in educational settings, as well as skills involved in collecting data for consultation and assessment at the practicum site. In weekly seminars, students review research, theory, and practice. Prerequisite/Restriction: CPSY 581 and consent of instructor.

**Guiding Principles/Standards Addressed in Course:**

<u>Learning and Living Environments</u> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives are supported.	<b>X</b>
<u>Disciplinary Knowledge</u> Integrate fundamental and emergent components of disciplinary knowledge in ways that extend and enhance experiences of the diverse individuals and groups we serve. Use this knowledge to augment our own capacity to solve problems, even as we support individuals and communities in problem solving.	<b>X</b>
<u>Professional Practice</u> Engage individuals, families and the professionals who support them in meaningful learning, counseling and therapy, and community-building experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	<b>X</b>
<u>Connection to Community</u> Design learning and counseling activities that cultivate connections between individuals, families, and their communities and region.	<b>X</b>
<u>Professional and Technological Resources</u> Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community well-being.	<b>X</b>
<u>Assessment</u> Assess, document, and advocate for the successful learning and living of all people involved in schools and communities.	<b>X</b>
<u>Research and Reflection</u> Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	<b>X</b>
<u>Leadership and Collaboration</u> Lead and collaborate with others to plan, organize, and implement educational and counseling practices and programs that confront the impact of societal and institutional barriers to academic success, personal growth, and community well-being.	<b>X</b>
<u>Professional Life</u> Pursue a professional identity that demonstrates a commitment to the legal, ethical, and professional responsibilities of our profession(s).	<b>X</b>

**Authorization Levels (for TSPC-approved programs only):**

<b>Early Childhood</b>	Pre-Kindergarten-4 <sup>th</sup> Grade in a preprimary school, a primary school, or an elementary school.	<b>R, P</b>
<b>Elementary</b>	3 <sup>rd</sup> -8 <sup>th</sup> Grades in an elementary classroom or in a self-contained 5th or 6th grade classroom in a middle school.	<b>R, P</b>
<b>Middle Level</b>	5 <sup>th</sup> -9 <sup>th</sup> Grades in an elementary, middle, or junior high school, or high school.	<b>R, P</b>
<b>High School</b>	9 <sup>th</sup> -12 <sup>th</sup> Grades in Subject/Dept. Assign. in a High School.	<b>R, P</b>

\*R = Readings and In-class Discussions      \*P = Practicum

**Lewis and Clark College  
Graduate School of Education and Counseling**

**SPSY 580 Course Syllabus  
Practicum in School Psychology  
Summer 2014**

**Instructor:**

Elena Lilles Diamond, PhD, NCSP  
Phone: w) 503-768-6057; c) 909-557-0959  
Email: ediamond@lclark.edu  
Office: Rogers 329  
Office Hours: by appointment

**Supervision Meetings**

Group: Thursday, 5:30-7:30 p.m., Rogers Hall 219  
On-Site: Weekly appointment arranged with site supervisor

**Expanded Course Description and Objectives:**

This year-long integrated school-based practicum in which students are supervised under a practicing school psychologist in a local school district, offers opportunities for: a) development of skill competencies for school psychology practice, b) integration of skills in a problem-solving and outcomes-driven approach to service delivery, and c) increased fluency in service delivery. Students will work with preschool and/or K-12 school-aged children and their families with a variety of educational and behavioral difficulties, using prevention and intervention models. Students receive extensive formative evaluation through close College and field-based supervision.

Students are required to complete a minimum of 340 hours of work at the site and in Practicum class. Typically Practicum candidates can expect to spend between 8-10 hours a week at the school site. During this practicum, students are expected to perform at increasing levels of independence and take on increasing responsibility for case management as a practicing school psychologist.

This course is designed to provide supervision to students in their school psychology public school practicum placements. This class provides supervisory feedback in addition to the on-site school supervision each student will receive. Class activities will primarily be organized around student case presentations and planning of interventions. Issues directly related to the impact of multiculturalism and diversity in school settings will be addressed throughout the year. Class discussions will provide each student with support, critical feedback and recommendations. Additionally, class discussions address topics of theory exploration, personal concerns and interpersonal communications. It is of fundamental importance that the contents of group discussions be regarded as strictly confidential.

The following NASP training domains will be addressed in the CPSY 585 weekly seminars via assigned readings, class discussions and other activities. For further information on these domains and on the Practicum in general, consult the School Psychology Practicum Handbook.

Domain 1: Data-Based Decision Making and Accountability

Domain 2: Consultation and Collaboration

Domain 3: Interventions and Instructional Support to Develop Academic Skills

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills

Domain 5: School-Wide Practices to Promote Learning

Domain 6: Preventive and Responsive Services

Domain 7: Family-School Collaboration Services

Domain 8: Diversity in Development and Learning  
Domain 9: Research and Program Evaluation  
Domain 10: Legal, Ethical, and Professional Practice

### **Required Readings/Materials**

- 2013-2014 School Psychology Program Practicum Handbook
- Thomas, A. & Grimes, J. (Eds). (2008). *Best Practices in School Psychology V*. Bethesda, Maryland: NASP.
- The Oregon Administrative Rules “OREGON DEPARTMENT OF EDUCATION, DIVISION 15, SPECIAL EDUCATION.” **OARs filed through August 15, 2013:**  
[http://arcweb.sos.state.or.us/pages/rules/oars\\_500/oar\\_581/581\\_tofc.html](http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_581/581_tofc.html)
- Additional required readings may be provided by the instructor, as part of supervision activities.

### **What Activities are required during Practicum?**

These items are taken directly from your practicum handbook. You will be under the supervision and direction of your site supervisor during these experiences:

- Observe, assist and lead in counseling situations with individuals and groups within the school setting
- Observe, assist, and consult in a special needs classroom (or other classroom chosen by your site supervisor) for a minimum of two hours a week
- Attend, observe and contribute to regularly scheduled school-based behavioral or instructional consultation meetings (e.g. Student Study Team, Individual Education Program, Special Education Team, District-wide training opportunities)
- Observe, assist and lead in teaching and classroom presentation situations within the school setting (e.g. Social Skills or Conflict Resolution lessons)
- Observe your supervisor in assessment and consultation tasks as available
- Keep an hourly log of all activities
- Receive one hour of weekly individual supervision from your site supervisor and two hours of group supervision per week as a part of the CPSY 585 class
- Demonstrate appropriate ethical and professional behaviors. Observe, assist and lead in behavioral or instructional consultation with parents, teachers, and other school personnel
- Observe, assist and lead in assessment activities coordinated by your campus and site supervisors
- Take up opportunities to research student problems and the efficacy of your work with them.

### **Course Requirements:**

1. **Attendance/Preparation/Participation:** Practicum and supervision attendance is mandatory. Students are responsible for notifying the instructor or appropriate school personnel in advance of an absence, and for obtaining any materials or assignments given out in class. It is also expected that students will be prepared for practicum activities and supervision meetings (e.g., complete assigned readings, prepare case presentations, bring case notes/materials, etc.), and will actively participate in supervision meetings. In the event that a student must miss a class the student will be given a makeup assignment. If a student misses more than one class during the semester the student will be at risk of failing the course.
2. **Weekly Logs:** Students will submit a weekly log reflecting on weekly activities, cultural considerations, ethical dilemmas, and next steps for the following week.
3. **School-Based Practicum:** Students will work under the supervision of the course instructor and a site supervisor. Students will work with site supervisors to identify practicum activities across a range of domains of professional practice, such as data-based decision-making, consultation and collaboration, student diversity in development and learning. Specific practicum activities will be

determined individually, based upon student needs, school needs, and opportunities available at each practicum site. Examples of common practicum activities include: conduct a functional behavior assessment (FBA) and develop a behavior support plan, monitor progress of a student receiving an academic intervention, participate in special education multidisciplinary team evaluations and reevaluations, assist with crisis response efforts, implement classwide or small group interventions for social and/or emotional behavior. Although site-specific activities will vary for each student, the following requirements apply to all students:

**Students will actively participate in the school community:** Students will take steps to establish relationships with school staff and become members of the school community. Students are encouraged to attend staff meetings and actively participate on school teams/committees, as deemed appropriate by site supervisors.

**Students will comply with program and professional standards:** Students will adhere to the school psychology program policies and standards for professional behavior (see School Psychology Program and Practicum Handbooks). Under the guidance of the supervising school psychologist, students will be knowledgeable about and adhere to school and district policies, state and federal laws (e.g., special education law, child abuse reporting laws, safety procedures). Students will be knowledgeable about and adhere to ethical guidelines for school psychologists (NASP ethical codes). Students will work with their site supervisor to create a document outlining site-specific policies and procedures. Failure to adhere to relevant professional standards, LC Program policies, or site-specific guidelines may result in a failing grade and/or removal from the School Psychology Program.

- **Distribution of Case Reports and/or Assessment Results:** All case reports and summaries of assessment results are reviewed and approved by the course instructor prior to distribution to site supervisors for feedback. Reports must then be approved and co-signed by the site supervisor prior to distribution to other school personnel or parents. Failure to adhere to these procedures may result in a failing grade and/or removal from the School Psychology Program.

**Students will submit satisfactory supervision/evaluation materials**

Students will submit complete signed supervision/evaluation materials (see practicum handbook for rubric) at the end of each semester. Failure to submit required evaluation materials may result in a failing grade in the course.

### **Practicum Supervision and Evaluation**

- **Group Supervision by College Supervisor:** Students will prepare for and actively participate in weekly group supervision meetings. Students are responsible for meeting with the instructor to obtain and complete any work missed due to absence. *More than one absence per semester may result in the student earning a failing grade for the course.*
- **Supervision by Field Supervisor:** Field supervisors provide individualized supervision to the student each week, using a variety of methods. The course instructor will periodically conference with each field supervisor, and the student may be asked to participate in supervisory meetings with both supervisors. At the end of the semester the field supervisor will complete the *LCSP Practicum Site Supervisor Evaluation of Candidate Rubric* and submit to the course instructor. *Failure to obtain weekly field-based supervision by the field supervisor or to complete the LCSP Practicum Site Supervisor Evaluation of Candidate Rubric may result in the student earning a failing grade for the course.*
- **Self Evaluation:** Students will periodically complete written self evaluations.

### **Course Grading**

This is a graded course. Because this course is required to fulfill licensure and certification requirements as a school psychologist, the School Psychology Program requires students to earn a grade of B- or better to pass the course. Please note that a grade of Incomplete will only be given in rare circumstances, according to Lewis and Clark guidelines. When a grade of Incomplete is given, the student and course instructor will develop a contract and timelines for completing any remaining requirements to earn a letter grade. The contract must be signed by the student, course instructor, and site supervisor. A copy of the contract will be sent to the student's academic advisor.

<u>Grade</u>	<u>Grade Explanation</u>
A	Excellent
B	Good
F	Unsatisfactory performance, no credit awarded
I	Incomplete

Because this course involves providing services to children and families in school settings, any failure to adhere to professional legal and ethical standards, the LC Program policies, or school district policies may result in the student earning a failing grade, development of a remediation plan, and/or removal from the School Psychology Program. Similarly, failure to demonstrate professional behavior and personal qualities consistent with professional standards for school psychology certification/licensure may result in the student earning a failing grade, a referral to the LC Counseling Center (or other appropriate service provider), development of a remediation plan, and/or removal from the School Psychology Program.

**Non-Discrimination Policy and Special Assistance:** Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws. If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share please make an appointment with the instructor.

**Professional Standards:** Practicum candidates are expected to follow professional standards, including adherence to legalities and ethics. In addition, practicum students need to show a respectful demeanor towards students, parents, professional peers, and others. Professional dress is expected. Practicum students need to be timely in completing work; they must honor class attendance and hours. Department policy is that students may miss one class each semester, with appropriate make-up work, but if two classes are missed, the student is in danger of failing the class. If students miss or are tardy for a class, their grade will be impacted and they need to discuss required make-up work with the campus instructor. Practicum students are expected to use appropriate professional tools, including technological tools, as needed and appropriate. Practicum students are expected to be aware of and respect diversity and multicultural issues.

**CPSY Departmental Attendance Policy:** Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

**CPSY 585 School Psychology Practicum—Part III, Spring 2014**

\*Note: this schedule is subject to change at the instructor’s discretion

<b>Date</b>	<b>Topics</b>	<b>Assignments Due</b>
Week 1 5/8	Group Supervision Counseling Case Presentation: <b>Kevin &amp; Brent</b>	Weekly Log
Week 2 5/15	Group Supervision Counseling Case Presentation: <b>Miranda &amp; Ingrid</b>	Weekly Log
Week 3 5/22	<b>No Class—Oregon RTI Conference</b>	Weekly Log
Week 4 5/29	Group Supervision Counseling Case Presentation: <b>Emily &amp; Allizon</b>	Weekly Log Counseling Case Written Assignment (Electronic Copy Due 6/2/14)
Week 5 6/5	<b>No Class—Individual Meetings</b> <i>Schedule with instructor</i>	<ul style="list-style-type: none"> <li>• Weekly Log</li> <li>• Final Fieldwork Plan</li> <li>• Final Hours Log</li> <li>• Final Supervisor Evaluation</li> <li>• Student Evaluation of Site</li> <li>• (Internship site agreement)</li> </ul>

**LCSP Practicum CCE Rubric: KA3.3 Counseling**

The Practicum instructor will complete this rubric and go over the results with each candidate, particularly noting areas needed for improvement. During the spring semester, candidates will be responsible for developing a counseling relationship with an individual student or a specific group of students. The candidate will investigate the student, develop a warm and supportive relationship, develop goals for the counseling, plan and use activities during sessions, and use an on-going process of evaluation of the efficacy of the counseling and plans for the future. Permission of the student, the parent, the classroom teacher, and the site supervisor are required. A report will be written based on the rubric below and include a transcript of one or more sessions with context and reflection. An oral report of the progress is required in class, and materials from the counseling sessions, as well as sample audio recordings, are to be shared as part of group supervision. The candidate’s areas of strength and of needed improvement will also be highlighted. The assignment will be further discussed in class.

	<b>Domain</b>	<b>Needs Improvement = 1</b>	<b>Sufficient = 2</b>	<b>Exemplary = 3</b>
<b>3.3.1</b>	Reason for Referral	No documented reason for referral	The reason for referral is identified but unrelated to counseling goals, parent consent is documented	The reason for referral is outlined, is congruent with counseling goals, and the referral source is stated, consent and assent are documented
<b>3.3.2</b>	Relevant Background Information	History is disorganized and/or incomplete	History of the child and presenting problem is adequate	History is thorough and includes relevant background information from multiple points of view, including the child’s perspective

<b>3.3.4</b>	Counseling Goals	Initial goals are not well-established and/or measurable	Initial goals are well-established and measurable	Initial goals are measurable, based on individual needs of the child(ren) and are based on effective practice models
<b>3.3.3</b>	Theoretical Approach and Session Outline	Theoretical approach, planned techniques, and proposed evaluation methods are not described adequately	The theoretical approach, specific techniques, and proposed evaluation techniques including pre-post data are clearly outlined	The theoretical approach, specific evidence-based techniques, and evaluation methods are outlined and presented in depth, with copies of work samples included in the report and summary of pre-post data
<b>3.3.5</b>	Documentation of Sessions	There is inadequate documentation of the sessions	There is complete documentation of the sessions, including termination/follow-up plans	There is complete documentation of the sessions and the parents are informed that the sessions have ended and of what goals have been met, as well as given information if further issues should arise with their child
<b>3.3.6</b>	Counseling Skills and Sample Transcript with Audio	Candidate does not demonstrate basic communication skills effectively and does not implement appropriate interventions	Candidate demonstrates basic listening and communication skills with the client and is able to implement interventions that are connected with the goal(s) for the child	Candidate demonstrates effective listening and communication skills such as reflection, paraphrasing, open-ended questions, attending, and summarization. Candidate also uses interventions appropriate to the goal(s) for the child such as reframing, cognitive restructuring, and support for appropriate behaviors
<b>3.3.7</b>	Personal and Professional Boundaries	Candidate does not consistently show appropriate personal and professional boundaries	Candidate demonstrates appropriate boundaries of self, role-modeling appropriate boundaries for the child	Candidate easily demonstrated appropriate boundaries and is able to teach them easily to children
<b>3.3.8</b>	Use of Supervision	Candidate does not seek supervision in counseling cases and rarely incorporates feedback	Candidate seeks supervision and incorporates some feedback	Candidate regularly seeks supervision, responds well to feedback and incorporates it, demonstrates self-awareness of personal strengths and weaknesses in providing mental health services
<b>3.3.9</b>	Summary and Recommendations	The end of the sessions is abrupt for the child(ren), the review of efficacy is unclear and lacks objective standards, summary is inadequate with no recommendations	The end of counseling is planned with the child(ren), an efficacy review is included in the final report, giving specific examples of how the child has or children have learned and some recommendations provided	The end of counseling concludes with a planned activity and plans for generalization and future goals are discussed. The child(ren) are able to express what they have learned

Three goals from KA3.3 regarding counseling for internship year created by faculty/candidate together:

- 1)
- 2)

3)