

COURSE SYLLABUS COVER SHEET

Lewis & Clark College

Graduate School of Education and Counseling

Course Name	Practicum in School Psychology
Course Number	SPSY 580
Term	Fall 2016
Department	Counseling Psychology
Faculty Name	Pamela Vohnson, EdS, NCSP

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.	X
<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.	X
<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.	X
<u>Connection to Community</u> Design learning and counseling activities that cultivate connections between individuals, families, and their communities and region.	X
<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.	X
<u>Assessment</u> Assess, document, and advocate for the successful learning and living of all people involved in schools and communities.	X
<u>Research and Reflection</u> Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	X
<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.	X
<u>Professional Life</u> Pursue a professional identity that demonstrates a commitment to the legal, ethical, and professional responsibilities of our profession(s).	X

Authorization Levels (for TSPC-approved programs only):

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

SPSY 580 Practicum in School Psychology, 2

**Lewis and Clark College
Graduate School of Education and Counseling
SPSY 580 Course Syllabus
Practicum in School Psychology
Fall 2016**

Instructor:

Pamela Vohnson, EdS, NCSP
Phone: c}503-939-5855
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Office Hours: by appointment

Supervision Meetings

Group: Thursday York 117, section 1 from 3:30-6:30; section 2 from 5:00-8:00
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 450 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 SPSY 580 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

SPSY 580 Practicum in School Psychology, 3
Domain 9: Research and Program Evaluation
Domain 10: Legal, Ethical, and Professional Practice

Required Readings/Materials

1. The 2015-16 School Psychology Program Practicum Handbook
2. The Oregon Administrative Rules “OREGON DEPARTMENT OF EDUCATION, DIVISION 15, SPECIAL EDUCATION.” **OARs filed through August 15, 2016:**
http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_581/581_tofc.html
3. A personal history chosen from a list of memoirs to be read and shared with other class members. See list at the end of the syllabus.
4. Additional readings will be provided online or in class

What Activities are Required During Practicum (Fall Semester)?

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 SPSY 580 class
- Demonstrate appropriate ethical and professional behaviors.

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. **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 must carefully and respectfully choose how they present themselves, in appearance, dress, and all other forms of communication. “Business casual” is therefore a good guideline.

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 Practicum Handbook). 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.*

3. 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.*

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.

Self-Evaluation: Students will periodically complete written self-evaluations.

Course Assignments: Students will complete various supervision assignments assigned by the instructor. Each assignment is designed to facilitate reflective practice, understanding of educational practices across

districts, and development of knowledge and skills related to professional standards for certification/licensure.

Weekly Logs

Students will submit a weekly log **due at the beginning of class each week**. Logs should reflect on weekly activities, cultural considerations, ethical dilemmas, and next steps for the following week. Students should come to class prepared to dialogue in supervision. See moodle for a template.

Getting to Know Your Placement

Using the form provided in class, gather information about the school(s) where you will be completing practicum activities. Come to class prepared to share. As part of this process, review the NASP ethical principles and LC practicum handbook. With your field supervisor, discuss the site expectations for your behavior related to privacy, informed consent, confidentiality, and record keeping. **Prepare a document that outlines site-specific expectations** for privacy, informed consent, confidentiality, and record keeping. You are encouraged to address the questions below. The document may be as detailed as necessary, and should be developed in conjunction with your field supervisor. The final document should be signed by you and your field supervisor, and will constitute a contract for you to follow for the duration of this year.

- What are the procedures for Child Abuse Reporting?
- What information is considered confidential?
- What types of files do you have access to? How are confidential files accessed?
- Who has access to information collected by you as a practicum student?
- What are the district's procedures for obtaining informed consent? Which activities require written and/or verbal consent?
 - Consider special education evaluations, general education assessment, implementing or monitoring interventions, consultation with teachers about a student or group, behavior support planning, observing IEP meetings, etc.
 - How will parents be informed of your role, and that you are a practicum student, when giving informed consent?
- What information can/cannot leave the building? What are the rules when confidential information leaves the building?
- Is there a confidential space where you can work to make phone calls, test students, score protocols, etc.?
- Where should you keep ongoing case information? Is a locked file cabinet available for you to use, or should you keep the case file with you until finished?
- After casework is completed, what should you do with protocols, case notes, etc.? Should they be turned in to the district, shredded, other?
- Who should you contact in the event of an emergency if your supervisor is unavailable?
- Other site-specific guidelines?

Fieldwork Plan

See assignment write up handed out in class and available online for template and full details. The development of the fieldwork plan is a series of goals and outcomes the student plans to meet at the completion of the practicum experience. The fieldwork plan should be developed with National Association of School Psychologist's Domains of Professional Practice, which are linked with the Oregon Teacher Standards and Practices Commission standards. These domains should be addressed in the plan by writing expected activities and outcomes. **Students submit an electronic copy of a draft fieldwork plan**. After review, the supervisor will work with each student to refine the individualized plan. The fieldwork plan is always a work in progress, that is, supervisors and students should continually reflect upon and update goals and objectives to meet training standards.

OSPA Fall Conference or Alternative Assignment

The Oregon School Psychologist Association (OSPA) fall conference is October 13th, 14th, in Bend, Oregon. Students are strongly encouraged to attend this excellent professional development opportunity. For conference details and to register visit: <http://oregonschoolpsychologists.com>

For students who attended the conference: Write a 2 page reflection about the conference including specific elements you found most helpful, how you see sessions you attended aligning with your future practice as a school psychologist, and how you intend to gain additional information in the future.

For students who are unable to attend the training: Write an 8-10 page paper (APA format) on a topic that is presented on at the conference (see conference brochure for session descriptions). Include a 2 page reflection including specific information regarding how you see this information relating to your future practice as a school psychologist and how you will obtain additional information in the future.

File reviews and behavioral observations

Talk with your supervisor to learn about how he or she typically completes file reviews and behavioral observations when required for special education evaluations. Are there specific forms or observation tools you will be expected to use? Practice conducting and writing up a summary (as if it were to be included in a case report) for at least one file review and one behavioral observation. Solicit feedback from your field supervisor about your summaries.

Reflection paper and notes from observations of 3 team meetings

1. IEP meeting (annual review or initial IEP meeting)
2. Special Education Evaluation Results (initial or 3-year re-evaluation)
3. SST/Pre-referral intervention team
4. Schoolwide RTI/PBS team meeting
5. Staff meeting

Arrange with your supervisor to observe at least 3 different types of meetings from those listed above. Be sure you are formally invited to the meetings, if needed, following the procedures specified by your site supervisor. At each meeting, take notes about the following (avoid using any identifying information about students):

- Purpose of the meeting
- Team members involved & roles
- Parent involvement
- Specific issues discussed
- Action plan (What will happen next? Is there a written plan? Is follow-up scheduled?)
- General observations about team functioning
- Other?

You will turn in your notes and a 2-3 page reaction paper describing your reactions to the observations. What did you learn from these observations that will help you to be successful as a practicum student in this school? Include reactions to the meetings, the role of the school psychologist, parent participation, team functioning, etc.

Settling Activity

As part of group supervision each student will lead the class in a “settling activity” that could also be used in group or individual counseling with school-aged students (K-12). The activity could be an icebreaker,

SPSY 580 Practicum in School Psychology, 7

mindfulness-based, hands-on, curriculum-focused, etc. Through the series of activities students will build their professional toolkit and gain resources to use at their practicum site and in the future.

Counseling Curriculum Presentation

In pairs, present an overview of a curriculum that can be used for either individual or group counseling in a school system. Include a 1-page handout that can be used by your classmates as a resource in the future. For ideas of curriculums talk with your supervisor or other school psychologists in your district, review the NASP website and other professional development training resources. Sign up for your topic by week 6 to prevent overlap among groups.

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.

SPSY 580 Practicum in School Psychology, 8

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.

SPSY 580 School Psychology Practicum—Part I, Fall 2016

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

Date	Topics	Readings	Assignments Due
Week 1 9/8 NOTE: both groups will meet at 5:00	Introduction to Practicum Overview of course requirements	Practicum Handbook	<ul style="list-style-type: none"> ● Proof of liability insurance
Week 2 9/15	Introduction to Group Supervision Case management	NASP Position Statement: Supervision in School Psychology	<ul style="list-style-type: none"> ● Weekly Log ● Site Agreement ● Self-evaluation: KA3.4 ● Read course syllabus and practicum handbook and bring questions to class
Week 3 9/22 NOTE: both groups will meet at 5:00	Group Supervision “About your site(s)”		<ul style="list-style-type: none"> ● Weekly Log ● Supervision Assignment: Getting to know your practicum placement
Friday 9/23	Special Topics Class		Invite/remind your supervisor!
Week 4 9/29	Group Supervision Fieldwork Plans	Best Practices V Appendix A	<ul style="list-style-type: none"> ● Weekly Log ● Supervision Assignment: Fieldwork Plan draft ● <i>Sign up for Counseling Curriculum Presentation Topic</i>
Week 5 10/6	Group Supervision	NSSI Reading	<ul style="list-style-type: none"> ● Weekly Log ● Fieldwork Plan (electronic copy)
Week 6 10/13	No Class (OSPA Conference)		<ul style="list-style-type: none"> ● Weekly Log (<i>email</i>)
Week 7 10/20	Group Supervision Book summaries		<ul style="list-style-type: none"> ● Weekly Log ● Conference Reflection or Alternate Assignment

SPSY 580 Practicum in School Psychology, 9

Week 8 10/27	Group Supervision	Counseling case review guest speaker: Mason Rivers	<ul style="list-style-type: none"> • Weekly Log
Week 9 11/3	Group Supervision	article on relationship building guest speaker: David Streight	<ul style="list-style-type: none"> • Weekly Log • Supervision Assignment: File reviews, Behavioral observations
Week 10 11/10	Group Supervision Counseling Curriculum Presentation Book summaries	**	<ul style="list-style-type: none"> • Weekly Log • Supervision Assignment: Reflection paper and notes from observations of 3 team meetings
Week 11 11/17	Group Supervision Counseling Curriculum Presentation	**	<ul style="list-style-type: none"> • Weekly Log
Week 12 11/24	No Class (Thanksgiving)		<ul style="list-style-type: none"> • Weekly Log (<i>email</i>)
Week 13 12/1	Group Supervision Counseling Curriculum Presentation	TBA	<ul style="list-style-type: none"> • Weekly Log
Week 14 12/8	Group Supervision Counseling Curriculum Presentation	TBA	<ul style="list-style-type: none"> • Weekly Log • <i>LCSP Practicum Site Supervisor Evaluation of Candidate Rubric</i> • Fieldwork Plan Updated (electronic copy)
Week 15 12/15	No Class—Individual Meetings Schedule with instructor		<ul style="list-style-type: none"> • Weekly Log • Practicum Hours Summary
Enjoy Winter Break! You earned it!			

MEMOIR/PERSONAL HISTORY

The following is a list of books that recount the personal experience of a parent or other family member, in most cases, whose life has been changed by his or her relationship with a child who is challenged in some way. Because much of our work as school psychologists brings us into close contact with families who are facing hurdles in their lives that we may not have experienced in such a personal way, these narratives can give us an idea of what their lives may be like and how we might use our skills to support them.

Each student will choose one book from the list to read and summarize to the others in the class, highlighting any points you think might be useful to you in your practice as a school psychologist. We will hear the summaries during the full group sessions on October 20 and November 10. Plan to speak no more than 5 minutes after which we will have a couple minutes for questions. Since your books for this program are already quite expensive, I have copies of these books that you are welcome to borrow. Most of the books are also available on Amazon for very little, often \$.01 plus shipping.

Brown, I. (2009). *The boy in the moon: A father's search for his disabled son*. Toronto: Vintage Canada.

Connolly, K. (2010). *Double take: A Memoir*. New York: Harper Collins.

Cutler, E. (2004). *A thorn in my pocket: Temple Grandin's mother tells the family story*. Arlington, TX: Future Horizons.

Dorris, M. (1989). *The broken cord: A family's ongoing struggle with fetal alcohol syndrome*. New York: Harper & Row.

Fadiman, A. (1997). *The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures*. New York: Farrar, Straus, Giroux.

Garvin, E. (2010). *How to be a sister: A Love story with a twist of autism*. New York: The Experiment.

Gilman, P. (2011). *The anti-romantic child: A story of unexpected joy*. New York: Harper Collins.

Grandin, T. (1995). *Thinking in pictures: My life with autism*. New York: Random House.

Greenfeld, K. (2009). *Boy Alone: A Brother's memoir*. New York: Harper Collins.

Haddon, M. (2003). *The Curious incident of the dog in the night-time*. New York: Doubleday.

Hayden, T. (1980). *One child*. New York: Avon Books.

Isaacson, R. (2009). *The horse boy: A father's quest to heal his son*. New York: Little, Brown and Company.

Maloney, B. (2009). *Saving Sammy: Curing the boy who caught OCD*. New York: Crown Publishers.

Mooney, J. (2007). *The short bus: A journey beyond normal*. New York: Henry Holt and Company.

Palmer, G. (2005). *Adventures in the mainstream: Coming of age with Down syndrome*. Bethesda, MD: Woodbine Press.

SPSY 580 Practicum in School Psychology, 11

Shawn, A. (2011). *Twin: A memoir*. New York: Penguin Books.

Sheff, D. (2008). *Beautiful boy: A father's journey through his son's addiction*. Boston: Mariner Books.

Zuckoff, M. (2002). *Choosing Naia: A family's journey*. Boston: Beacon Press.