

## Practicum in School Psychology

Psychology 6380/7350

FALL 2007

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**Overview:** The primary goal of this course is to expose students to school settings and present opportunities to develop and enhance skills and practices that are based on research findings within a school system. Through practicum experience in the public schools, students will be provided with a range of assessment, intervention, and consultation experiences that will provide them with a general framework for relating specialized skills and interests to the field of school psychology. This course is designed to promote student's familiarity with a) the school as a system, b) the teaching processes and the typical functioning of elementary and secondary students, c) the role and function of the school psychologist, and d) collaborative problem-solving with school personnel.

**Course Objectives:** Upon completion of this course with supervision, students should be able to:

1. Integrate skills and knowledge obtained through formal coursework into practice in a field setting.
2. Demonstrate understanding of school systems, IDEA, Utah laws, FERPA and 504.
4. Develop an understanding and use of NASP/ APA ethical guidelines and confidentiality issues.
5. Conduct and analyze systematic classroom observations and functional assessments.
6. Develop and enhance consulting skills with teacher and/or parents
7. Develop and enhance intervention skills including problem identification, problem validation, treatment planning, treatment implementation and evaluation based on objective data.
8. Conduct interviews and record reviews.
9. Utilize standardized tests and curriculum-base measurement procedures in order to assess a student's current academic level of functioning
10. Enhance standardized assessment skills including understanding of its application, procedures and interpretations.
11. Demonstrate an understanding of goals and purpose of meetings including Building Team, IEP, and manifestation determination meetings.
12. Develop a professional philosophy consistent with that of a child advocate.
13. Exhibit professional conduct that is consistent with best practices.

### General Course Requirements

**Practicum Site and class attendance.** Spend 10 hours per week in practicum related activities (minimum total of 150 hours). As part of this requirement you must:

- spend *at least* the equivalent of one full school day at your practicum site for 13 weeks
- attend class or individual meetings. **Attendance in class is required. You are permitted 1 excused absence but are required to make up missed work. Any further absences will result in a reduction of your total grade by half a letter grade per absence**
- complete practicum site and class related activities.

**Supervision.** You will be working closely with your field supervisor and will formally meet for a minimum of two hours per week. I will also be individually meeting with each student and conducting at least one school site visit per year.

**Weekly Practicum Logs.** Students will be required to complete Practicum Logs throughout the semester to log the minimum of 150 hours of professional experiences that is required. Logs are due EVERY class.

**USU Requirements.** Throughout the course, students will be required to complete activities and products designed to familiarize students with professional school psychology activities.

Evaluation. Have your field supervisor complete and review with you the attached practicum evaluation sheet at the end of the semester.

Practicum Professionalism and Ethical conduct: You will be working with real children with real problems. You are expected to act professionally and treat the practicum position as it were a job. Part of your practicum evaluation grade will be acting professionally that includes:

- Professional attire in applied settings.
- Being courteous and respectful of adults and children.
- Respecting experience and knowledge as well as respect for ability and input regardless of rank.
- Following appropriate policies. For example, check into school appropriately.
- Being on time.
- Committing to the placement. Be the person they can count on to do whatever, whenever. If everyone considers your presence a wonderful thing they will want to hire you or write good recommendations for you for internship.
- Keeping a Professional Attitude - Be energetic, enthusiastic and cooperative. In tough situations, stay calm and positive. If you make an error, take responsibility for your actions in a well-mannered way. Always keep the lines of communication open with your supervisor.
- Providing appropriate follow-up. Do not view your activities or cases the same way that you might view a paper or other class assignment. That is, something you need to finish in order to get a grade. As a professional you have a duty to provide a standard of care to adults and children. That means you follow the case to its logical termination regardless of whether you get any class credit for that or not.
- Follow professional ethical guidelines and decision making with supervision

**If someone reports to me about the unethical or unprofessional work of an USU student I will investigate and if you fall below the 100% line, then you will risk receiving an F for the practicum that semester. A remediation and support plan will be written with you, me, and your advisor before you repeat the practicum course.**

Class Participation and Courteous Demeanor: Students will be graded for participation in class discussions regarding professional activities. Because I greatly value student participation in this class, I expect students to respectively listen to fellow students' comments and presentations and provide relevant suggestions or encouragement to fellow student when required. Courteous demeanor also includes arriving and leaving at the scheduled time (unless the instructor is notified and has approved prior to leaving) and listening (not talking or working on another task) during class discussion. Behavior contrary to courteous demeanor will result in significant reduction or forfeiture of all participation points.

Confidentiality: Throughout the course, actual problems will be discussed in class. Please use pseudonyms and appropriately disguise background information so that actual clients are not identifiable.

Timeliness: Your grade will be lowered one grade each day you are late with an assignment.

Course Grades Your grades will be based on the following activities:

Attendance (in class and at site) and Discussion participation	25%
Class presentations	15%
Course USU Requirements	30%
Practicum evaluation*	0%

\*Determined by supervisor evaluation, supervisor interview, professionalism, ethical conduct & required activities

### **USU Requirements:**

Accommodations for Disabled Students: Any student who has a documented disability and is in need of academic accommodations should notify the professor of this course and contact the Director of the Disability Resource Center (DRC). Accommodations are individualized and in accordance with Section 504 of the Rehabilitation /act of 1973 and Americans with Disabilities Act of 1992.

Academic Dishonesty: The consequence for cheating on any assignment or test is a zero grade, and immediate referral to the university's academic standards committee. Cheating includes such behaviors as using or providing others with unauthorized information, materials, or study aids in any academic exercise or activity, substitution for another student or permitting another student to substitute for oneself in taking an examination or in preparing academic work. Further, any talking during the tests will be considered cheating.

Grievance Process (Student Code): Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code: [http://studentlife.tsc.usu.edu/stuserv/pdf/student\\_code.pdf](http://studentlife.tsc.usu.edu/stuserv/pdf/student_code.pdf) (Article VII. Grievances, pages 25-30).

Plagiarism. As per the USU Academic Policies & Procedures Manual (<http://www.usu.edu/policies/>) plagiarism is,

“representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.”

If any student engages in plagiarism during the course, the first offense will result in a zero grade on the assignment and a referral for disciplinary proceedings. Disciplinary proceedings can result in a wide range of outcomes from academic probation to denial or revocation of your degree, and a permanent record of academic dishonesty on the student's transcript (i.e., HV designation on the course grade).

Incomplete (I) Grade. (Quoted from <http://www.usu.edu/provost/Forms/incomplete%20grade%20form.pdf>) Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances. The term “extenuating” circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter course schedule to secure employment, (4) change in work schedule as required by employer, or (5) other emergencies deemed appropriate by the instructor. The student may petition the instructor for time beyond the end of the semester to finish the work. If the instructor agrees, two grades will be given, an “I” and a letter grade for the course computed as if the missing work were zero. Documentation of the circumstances cited to justify an incomplete grade is required. The student is required to complete the work by the time agreed upon with the professor, or no longer than 12 months. If no change of grade is submitted by the instructor within the prescribed period, the “I” will be removed and the letter grade originally submitted with the “I” will remain as the permanent grade for the course.

## Minimum Practicum USU Requirements for Fall Semester

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1. Below are the 8 **minimum requirements activities** that you complete at you your school site. You will complete a product for each of these required activities. Products can be reviewed by me at any time due in the semester as tasks are completed but there are no specific due dates. At the end of the semester, all students will turn in a folder with **4 STUDENT PRODUCTS, SUPERVISOR EVALUATION, and PRACTICUM LOG.**
2. Additional school psychological activities will be delegated to you by your supervisor during your on-site practice. If you complete all USU requirements before the end of the semester, it is expected that you will continue to work with your supervisor at the schools.
3. Finally, there are a **class assignments** with specific due dates.

### **USU ACTIVITIES and FOLDER OF PRODUCTS DUE AT END OF SEMESTER:**

\_\_\_ 2. **Observe an IEP meeting.**

If this is not possible this semester, then additional options may include: manifestation determination, school-parent meeting regarding assessment results, educational, BIP, or transitional planning.

**Student Product 1:** Summary (half page single spaced) of your reflections that include meeting goal, outcomes, assessment-IEP goal linkage, parent support, flow, time span, and who participated.

\_\_\_ 3. **Conduct an RTI, evaluation or reevaluation case** with supervisor support that requires observation, standardized testing, and/ or progress monitoring. This evaluation should include appropriate tests (i.e., academic achievement, intellectual, behavior, or adaptive), classroom observation, or any other required district procedures. This evaluation should be completed towards the end of the semester. You are responsible for producing a written report, co-signed by your supervisor. You also present the assessment results to parents and/or teachers, as appropriate, with your supervisor.

**Student Product 2:** Evaluation report with confidentiality considerations and co-signed by your supervisor.

\_\_\_ 4. **Participate in a consultation/intervention case** with parents or teachers of a student who exhibits learning or behavioral problem. Your role will be to work with the teacher and/or parent to assess the function of the problem, discuss multiple solutions, implement the solution, collect and interpret data, and provide problem solving support. Following the Consultation Case Checklist that includes the following school site activities:

- \_\_\_ Activity 4a: Teacher interview (estimated time: 20-30 minutes)
- \_\_\_ Activity 4b: Record review (estimated time: 30 minutes)
- \_\_\_ Activity 4c: Class observation of behavior environmental context. (Estimated time: 60 min)
- \_\_\_ Activity 4d: CBA with peer comparison (estimated time: 20 minutes)
- \_\_\_ Activity 4e: Brief Treatment trials and preparations with child (estimated time: 20 to 30 minutes) (for performance deficit, test out hypothesis based tx, reinforcement survey)
- \_\_\_ Activity 4f: Review of data and intervention planning with teacher (estimated time: 30 minutes)
- \_\_\_ Activity 4g: Intervention Student and Teacher Training (estimated time: 30 minutes)
- \_\_\_ Activity 4h: Data collection and review (estimated time: 10 minutes per week of intervention)
- \_\_\_ Activity 4i: Follow-up teacher support meetings (estimated time: 10 min. / week of intervention)

**Student Product 3:** Complete the Power point presentation and written report. Put a copy of the presentation in your folder.

- \_\_\_ 5. Conduct a functional assessment for a child who is exhibiting a frequent disruptive behavior problem. This includes an interview, class and office record review, and an observation session.

**Student Product 4:** Complete the power point presentation that summarizes observation results, hypothesis, and recommendations for intervention. Put a copy of this presentation in your folder.

- \_\_\_ 8. **EVALUATION:** Have your field supervisor complete and review with you the attached practicum evaluation sheet at the end of the semester.

- \_\_\_ 9. **LOG:** Practicum Notebook/Log indicating 150 clock hours of practicum experience which includes one on site school day per week (minimum of 13 days) throughout the semester.

**CLASS ASSIGNMENTS AND DUE DATES (also on chart below)**

- Sept 13*            *Rathvon Chapter on Reading interventions. Complete assignment given in class*  
*Turn in your completed **Review activities of USU Requirements** form*
- Oct 4*              *Rathvon Chapter on Math interventions. Complete assignment given in class*
- Oct 11*             *Rathvon Chapter on Behavioral interventions. Complete assignment given in class*
- Nov 1*              *Intervention Script and presentation. Develop a 1 to 2 page intervention script from an empirically based school based article.*
- Nov 15*             *Portfolio Resources*
- Nov 29*             *Preventative or family program. Find out information on a preventative or family program in your school system that provides services to child or family. Report program details to the class with any available handouts supplied by program manager or internet.*

## Review activities of USU Requirements

**With your field-supervisor, complete the following:**

1. Review the USU requirements and decide how to fit these experiences in your practicum site. Your supervisor is a superb source of information for assisting you with timelines and how to get these different experiences.
  
2. List the district requirements for RTI, evaluations, reevaluations and typically tests used. Ask your supervisor for any specific examples or requirements for how to interview, observe, test, etc.
  
3. Ask your supervisor about interesting or pilot preventative academic or behavioral student or family programs that is currently in place or available to their school district. This program does not have to be extensive but seems to be effective. For example, some districts have great reading, transitioning, homework, after school, or peer mentoring programs.
  
4. What is one of your personal goals this year? Your supervisor may also list several additional experiences that you should have within their school system. (e.g., working with deaf population, child search, head start, training teachers).
  
5. List any pre-requisite skills that you and your supervisor feels that you should acquire for the specific goals/ experiences you have identified or that they would like you to have.

Product: Bring this sheet responses to your next practicum class.

### Syllabus for Practicum Fall 2007

DATE	TOPIC	ASSIGNMENTS
Aug 30	Review of course requirements How to maintain effective supervision experiences	
Sept 6	Suicide and abuse procedures IDEA Classifications	<i>Start bringing logs at each class session</i>
Sept 13	Reading interventions	<i>Rathvon Chapter on Reading interventions Complete assignment given in class  Please bring your completed Review activities of USU Requirements</i>
Sept 20	No class	
Sept 27	State speaker on Positive schoolwide interventions	
Oct 4	Math interventions	<i>Rathvon Chapter on Math interventions  Complete assignment given in class</i>
Oct 11	Individual Meetings	<i>We meet so I can help you organize needed materials and plan for future work on your cases. At meetings bring all collected assessment and intervention data and plan for next 2 weeks</i>
Oct 18	Classwide interventions	<i>Rathvon Chapter on behavior interventions Complete assignment given in class</i>
Oct 25	Least restrictive interventions and FBA	
Nov. 1	Intervention scripts	<i>Bring your intervention scripts to class</i>
Nov. 8	Individual Meetings	<i>We meet so I can help you organize needed materials and plan for future work on your cases. At meetings bring all collected assessment and intervention data and plan for next 2 weeks</i>
Nov. 15	Resources for portfolio <i>Ideas: suicide / crisis support, interventions (cutting, running away), , groups, permission slips, parent handouts,, reinforcer surveys, behavior contract or charts, behavior management programs</i>	<i>Bring a professional resource for School Portfolios. This is something that is in addition to information you have not received other USU classes. You can get this from you school based supervisor, books, or professional internet sites. This can be hard copy or a computer copy. Bring and/or send a copy for classmates and instructor.</i>
Nov. 22	Thanksgiving	
Nov. 29	Family and Preventative programs	<i>Present your practicum site family or preventative program with relevant materials</i>
Dec. 6	Consultation cases	<i>DUE: Completed folder with the 8 products</i>

**UTAH STATE UNIVERSITY  
SCHOOL PSYCHOLOGY TRAINING PROGRAM  
PRACTICUM EVALUATION FORM**

Name of Intern \_\_\_\_\_ Semester/Year \_\_\_\_\_

Internship Site \_\_\_\_\_ Field Supervisor \_\_\_\_\_

**To be Completed by Field Supervisor:**

For each item, please rate this intern's performance during the past semester, using numerical ratings according to the following scale:

- 5 = Outstanding
- 4 = Good to Very Good
- 3 = Satisfactory or Expected
- 2 = Needs Some Improvement
- 1 = Unsatisfactory
- NA = not applicable this semester

**Skills:**

- \_\_\_\_\_ Ability to administer and interpret standardized assessment and Curriculum based assessment procedures
- \_\_\_\_\_ Ability to conduct and interpret functional assessment procedures
- \_\_\_\_\_ Ability to integrate data in making decisions
- \_\_\_\_\_ Ability to effectively consult with parents and teachers
- \_\_\_\_\_ Ability to implement intervention and prevention techniques for students with emotional/behavioral problems
- \_\_\_\_\_ Ability to design academic interventions using effective instructional procedures
- \_\_\_\_\_ Ability to assess and develop interventions for children with Developmental Delays
- \_\_\_\_\_ Ability to work with individuals from diverse backgrounds

**Based on observed practices in school psychology activities:**

- \_\_\_\_\_ Knowledge of social and development bases of behavior
- \_\_\_\_\_ Knowledge of child development and developmental psychopathology
- \_\_\_\_\_ Knowledge of the functioning of schools and the role of the school psychologist
- \_\_\_\_\_ Knowledge and application of ethical and legal issues
- \_\_\_\_\_ Knowledge of research-based practice and ability to translate research into practice
- \_\_\_\_\_ Knowledge of technology and ability to use in day to day practice

**Professionalism:**

- \_\_\_\_\_ Professionalism
- \_\_\_\_\_ Ability to work in a collaborative manner
- \_\_\_\_\_ Ability to use effective interpersonal communication skills
- \_\_\_\_\_ Dependability
- \_\_\_\_\_ Professional Judgment
- \_\_\_\_\_ Ability to work independently
- \_\_\_\_\_ Responsiveness to feedback
- \_\_\_\_\_ OVERALL RATING

If you had to assign a letter grade (A-F) to this intern's work what grade would you assign? \_\_\_\_\_

Please write evaluative comments in the following space (use the back of this form if necessary):

\_\_\_\_\_  
Signature of Field Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of School Psychology Intern

\_\_\_\_\_  
Date

*Fax or have the student return the completed form to the university practicum supervisor. This form should be received no later than one week prior to the end of each semester. If you have any questions or concerns, please contact*

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