

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

Please attach completed cover sheet to course syllabus.

<b>Course Name</b>	<b>Practicum in School Psychology</b>
<b>Course Number</b>	<b>CPSY 585</b>
<b>Term</b>	<b>Fall and Spring 2007-08</b>
<b>Department</b>	<b>Counseling Psychology</b>
<b>Faculty Name</b>	<b>Susan Klapstein, M.S.</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 the skills involved in collecting data for consultation and assessment at the practicum site. In weekly seminars, students review research, theory, and practice. Students also present audio and/or videotapes of their counseling for supervisory review.

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

<b>Guiding Principles/Standards</b>	
<u>Learning and Living Environments</u> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, 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 wellbeing.	<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 wellbeing.	<b>X</b>
<u>Professional Life</u> Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures and a commitment to the legal, ethical and professional responsibilities of our profession(s).	<b>X</b>

**Authorization Levels:**

This course addresses preparation at specific authorization levels through readings and in-class discussions (indicate with an “R” in the appropriate box) and/or through a practicum experience (indicate with a “P” in the appropriate box).

<b>Early Childhood</b>	Pre-Kindergarten-4 <sup>th</sup> Grade in a preprimary school, a primary school, or an elementary school.	
<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>Middle Level</b>	5 <sup>th</sup> -9 <sup>th</sup> Grades in an elementary, middle, or junior high school, or high school.	
<b>High School</b>	9 <sup>th</sup> -12 <sup>th</sup> Grades in Subject/Dept. Assign. in a High School.	

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

**Student Performance:**

Student performance criteria appear on page(s) 5 of this syllabus (student performance includes goals, evidence, and levels of performance).

Lewis and Clark College  
Fall and Spring terms 2007-2008

**CPSY 585 (section 1)**  
**School Psychology Practicum**

Susan Klapstein, M.S.  
503 768 6072, pmortola@lclark.edu  
Wednesday, 1:00 – 3:00 p.m.

**Required Text**

Best Practices in School Psychology IV, (2002). Edited by Alex Thomas and Jeff Grimes. NASP Publications, Washington DC

**Catalogue Description**

Didactic class instruction, practicum placement, and clinical training. The course covers the application of psychological therapies with children, adolescents, and families, and presents a seminar reviewing research, theory, and practice. Students present transcribed audio tapes of their counseling for supervisory review. Prerequisite: CPSY 579, 581, and consent of adviser. Credit: 2 semester hours.

**Further Description and Objectives**

This course is designed to provide supervision to students in their school psychology and mental health placements. This class provides supervisory experiences in addition to the on-site supervision each student will receive. Class activities will primarily be organized around student case presentations and direct supervision. Issues directly related to the importance and awareness of diversity in the counseling and consulting experience in school and community settings will be addressed throughout the year. Class discussions will provide each student with support, critical feedback, and recommendations. Additionally, the discussions address topics concerning theory exploration, personal concerns, and interpersonal communication. It is of fundamental importance that the contents of group discussions be regarded as strictly confidential.

**Requirements of the Practicum**

During your Practicum year, your Practicum Site Supervisor will help you gain experience in the following specified areas:

**Fall Semester:**

- 1) Observing, helping, and leading in counseling situations with individuals and groups within the school setting.
- 2) Assisting, observing, and consulting in a special needs classroom (or other classroom chosen by your supervisor) for a minimum of two hours a week.
- 3) Attending, observing and contributing to regularly scheduled school consultation meetings (i.e. Student Study Team (SST), Individual Education Plan (IEP), Special Education Team (SET), or District-wide Discipline specific meetings).
- 4) Assisting your supervisor or other school personnel in classroom presentations (e.g. Social Skills or Conflict Resolution lessons) and leading a number of these yourself.
- 5) Receiving one hour of individual supervision from your site supervisor and two hours of group supervision per week as part of the CPSY 585 Class.

**Spring Semester:**

- 1) Continuing with experiences listed above for the Fall Semester.
- 2) Involvement in behavioral or instructional consultation with parents, teachers, and other school personnel.
- 3) Engaging in assessment activities coordinated by your CPSY supervisor and negotiated with your on-site supervisor.

**Requirements of the Course**

**Attendance and participation**

Regular attendance and active participation is required. Self-regulation is expected in terms of appropriately addressing and discussing issues of personal and professional strength and weakness as the semester unfolds. More than one absence from class per semester may result in a grade of "no credit". Please call me in advance if you have any problems making it to a class.

**Class Readings**

Readings from the class text and other sources will be assigned throughout the terms by the Instructor.

### **Site visits**

Students will assist the Instructor in setting up at least one site visit per year to meet on-site supervisors. During this visit, we will discuss ways in which you have developed and can still develop your skills as a school psychologist in training.

### **In Class Presentations**

#### Fall term

1) Site Report: Based on a self-selected topic describing something you learned at your site about a particular population, program, intervention or best practice approach of interest to other practicum students. Please prepare a 2-3 page typed report summarizing your presentation, including a bibliography of three or more references relating to your topic.

2) Mini-inservice: Choose from one of the following and prepare a brief in-class presentation and a 1-2 page information sheet addresssing the following: What do the acronyms stand for? What is its history? What is its function? What is its impact on schools, children and school psychologists? Choices of topics include: ICWA, FERPA, QMHP, HIPPA, ADA, FAPE, NCLB, NIMAS, TSPC, PRAXIS, CARES-NW, PBS, SCF, GED, Title 1, Title 9, etc...

#### Spring term

3) Transcript Presentation: During the spring semester, students will be responsible for presenting one audio-taped work sample in class. You are asked to transcribe at least 10 minutes of this session with a group or individual, highlighting both strengths and areas of improvement.

4) Agency Report: Choose from one of the following community based child or adolescent programs (or check with your instructor for a different site) and prepare a brief in-class presentation and a 2-3 page information sheet: Christie School, Children's Farm Home, Edgefield, Kerr Center, Parry Center, Waverley Children's Therapeutic School, Morrison Center, OHSU Day Treatment Center, McClaren, Hillcrest, etc. Include the following in your report: What is the name of your contact (intake coordinator or director)? What is the population served and not served? What is the school district in which program is located? How are

placements made and by whom? What is the typical length of stay? Who pays for placement? Is it a day program or residential? Is there an on-site school or do students attend public school? Does the placement require an IEP and/or Three Year Evaluation and by whom?

### **Forms and documents**

The following documents are all turned in to your 585 Instructor and will be further elaborated upon in class:

Form 585/1: Record of Daily/Weekly Activities (Due: First week of Spring term)

You will need to make multiple copies of this form in order to keep a close record of the way you spend your time in your practicum. You will turn in as many pages of this form as you need to at the end of the Fall Semester and at the end of your Practicum in June.

Form 585/2: Fall Semester Report (Due: First week of Spring term)

On this form, you will total up the hours from your Fall Semester practicum experience, have it signed by both your site-supervisor as well as your campus supervisor before turning it in.

Form 585/3: Spring Semester and Year End Report (Due: Second week of June)

On this form, you will total up the hours from your Spring Semester practicum experience, add that total to your Fall Semester total, have it signed by both your site-supervisor as well as your campus supervisor before turning it in.

Forms 585/4 & 5: Practicum Student Evaluation Form

Mid-Year (Due: First week of Spring term)

End-of-Year (Due: First week of June)

In December and June of your practicum year, you will provide a copy of this form to your site-supervisor and fill one out about your own performance as well, comparing notes with your supervisor when you meet to discuss it. These forms are then signed and turned in.

Form 585/6: Practicum Site Evaluation Form (End-of-Year) (Due: First week of June)

Please fill out one of these forms at the end of your practicum experience, evaluating your experience at your practicum site. These forms provide valuable information for future practicum students.

Form 585/7: Practicum Student Professional Standards Evaluation

Mid-Year (Due: Last week of Fall term)

End-of-Year (Due: First week of June)

This form will be filled out by both you and your 585 Instructor, evaluating your performance in the class in regards to professional standards in the field.

### Grading

Although this class is graded on the basis of credit/no credit, completion of all requirements at a satisfactory level of competence is necessary to obtain credit. Each student will be evaluated in the areas of counseling and consultation competence, self-awareness, theoretical knowledge, integration and application, ethical considerations, effectiveness of oral and written communication, and openness to feedback. Judgements about what constitutes satisfactory performance will be made by the campus instructor in collaboration with the on-site supervisor. Final decisions will be made by the campus instructor. Failure to complete the required number of direct service hours in the spring semester may result in a deferred grade. In regards to the Americans with Disabilities Act, any student who requires some special arrangement in order to meet course requirements should contact the professor as soon as possible to make necessary accommodations.

### Course Calendar

Fall Term (26 class hours total)	Spring Term (40 class hours total)
1. 9/5	1. 1/9
2. 9/12	2. 1/16
3. 9/19	3. 1/23
4. 9/26	4. 1/30
5. 10/3	5. 2/6
10/10 (no class/OSPA)	6. 2/13
6. 10/17	7. 2/20
7. 10/24	8. 2/27
8. 10/31	9. 3/5
9. 11/7	10. 3/12
10. 11/14	11. 3/19
11. 11/21	3/26 (no class/Spring break)
11/28 (no class/Thanksgiving)	12. 4/2
12. 12/5	13. 4/9
13. 12/12	14. 4/16
	15. 4/23
	4/30 (no class/no practicum)
	16. 5/7
	17. 5/14
	18. 5/21
	19. 5/28
	20. 6/4

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