

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

Course	CPSY 585: School Psychology Practicum
Term	Fall, 2012; Spring and Summer, 2013
Department	Counseling Psychology
Faculty Name	Ruth Gonzalez, PhD, NCSP gonzalez@lclark.edu

Catalog 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. Five semester hours over the course of a year.

Guiding Principles/Standards Addressed in Course:

Guiding Principles/Standards	
Learning Environments Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.	X
Content Knowledge Integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners' experience and enhance their own and students' capacity to solve problems.	X
Teaching Approaches Engage students and school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	X
Connection to Community Design educational activities that cultivate connections between learners and their communities and region.	X
Educational Resources Incorporate a wide range of teaching and technological resources from the school and community into experiences that support learning.	X
Assessment Assess, document, and advocate for the successful learning of all students and school stakeholders.	X
Research and Reflection Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	X
Leadership and Collaboration Lead and collaborate with others to plan, organize, and implement educational practices and programs that confront the impact of societal and institutional barriers to academic success and personal growth.	X
Professional Life Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures.	X

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).

Early Childhood: Age 3-4 th Grade	P, R
Elementary: 3 rd -8 th Grades in an Elementary School	P, R
Middle Level: 5 th -9 th Grades in a Middle or Junior High School	P, R
High School: 7 th -12 th Grades in a Mid- or Sr.-High School	P, R

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

**CPSY 585 Course Syllabus
Practicum in School Psychology
2012-2013**

Wednesdays, 5:30-7:30 pm; Rogers Hall

Instructor and Clinical Director:
Ruth Gonzalez, PhD, NCSP
Rogers Hall #433 503-768-6068
gonzalez@lclark.edu

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Expanded Course Description: The practicum experience is designed to provide supervision and training to students working in their public school practicum placements in addition to the supervision received at their practicum sites. Class activities will be organized around case presentations and the design and practice of interventions. Issues directly related to the impact of multiculturalism and diversity in school systems will be addressed throughout the school year. Class discussions will provide support, critical feedback, and recommendations. Class will also be an opportunity to discuss ethical issues, theory exploration, personal concerns, and interpersonal communications. The content of group discussions will not be discussed outside of class and supervision sessions, as confidentiality is vital.

Practicum students will observe and practice school psychology services in consultation, counseling, assessment, intervention development, and program evaluation. In addition, as the year progresses, students will prepare for internship. This syllabus is to be used in conjunction with the 2012-2013 Practicum Handbook.

Textbooks: Both of these texts can be ordered at nasponline.org.

- Canter, A.S. & Carroll, S.A. (Eds). (2005). *Helping children at home and at school II or III*. Bethesda, Maryland: NASP. (opt)
- Thomas, A. & Grimes, J. (Eds.) (2008). *Best practices in school psychology V*. Bethesda, Maryland: NASP.

NASP Domains

These ten domains of practice will be discussed and intertwined with practical work in schools:

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

Course Structure: The practicum class is a year-long class. The on-campus seminar is offered on Wednesday evenings from 5:30-7:30. Part I is offered in the fall for two semester hours. Part II and III are offered in the spring and summer for three total semester hours and will continue what was begun in the fall.

There will be at least one on-site meeting during the fall semester, including the student, the on-site supervisor, and the campus supervisor. Thereafter site meetings will be held as needed to meet individual learning goals as determined by either supervisor or by student request.

Course Calendar

Fall	Spring	Summer
Sept. 5 Bring Practicum Handbook and syllabus to class. At school this week, obtain an identification badge, introduce yourself to staff, teachers, and administrators, ask about sign-in procedures and access to records, establish a weekly schedule with your supervisor, and review the school's disciplinary policy.	Jan. 9 Jan. 16 Jan. 23 Jan. 30 Counseling or Class Report Feb. 6 Bring cc. of hours/log.	May 1 Ethics report May 8 May 15 May 22 May 30
Sept. 12 Read all of Handbook and Syllabus. Bring your supervisor's phone number and a good day/time for meeting.	Feb. 13 Feb. 20 Feb. 27	June 6 (opt) Note: The last two class sessions will be reserved for individual meetings with the instructor. All paperwork, forms, and documentation for completion of practicum will be turned in at this time, including copies of all Forms from the Handbook. Any paperwork that is late will result in additional assignment(s).
Sept. 19	Mar. 6 Bring cc of hours.	
Sept. 26	Mar. 13 Counseling or Class report	
Oct.3	Mar. 20	
Oct. 10 Bring cc. of hours/ log.	Mar. 27----Spring Break-----	
Oct. 17 Community Services Report	April 3 Bring cc. hours.	
Oct. 24	April 10	
Oct. 31	April 17	
Nov. 7 Bring cc. of hours/log.	April 24	
Nov. 14		
Nov. 21 -----Thanksgiving Break-----		
Nov. 28		
Dec. 5 Bring cc. of hours/log, Form 4		
Dec. 12		

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.

Goals and Requirements:

1. Assessment and Intervention: Students will observe and assist assessment activities as approved by both site and campus supervisors. Individual logs and daily hours will be reviewed at the first class session of every month. A minimum of 10 hours is required for each term: Fall and Spring/Summer). Special attention will be paid to diversity and multi-cultural factors. (NASP Domains 1, 8)
2. Intervention: Students will observe, assist and lead a variety of classroom presentations, such as Social Skills or Conflict Resolution. Individual logs and daily hours will be reviewed at the first class session every month. In addition, a written and oral report of classroom work (Class Report) will be due March 13. (NASP Domains 3, 4, 6, 9)
3. Consultation Goal: Students will observe, assist, and consult in a special needs classroom (or other classroom as chosen by your site supervisor) for a minimum of two hours a week. 25 hours per term are required. Individual logs and daily hours will be reviewed at the first class session of every month. (NASP Domains 2, 3, 5)
4. Consultation Goal: Students will attend, observe, and contribute in regularly-scheduled school consultation meetings (eg: Child Study Team, Evaluation Planning, Individual Education Program reviews, Special Education Team, and District-Wide training opportunities). Overall, 20 hours of consultation work is required each term. Daily hours will be reviewed at the first class session of every month. (NASP Domains 1, 2, 3, 7)
5. Consultation: Students will observe and participate in behavioral and instructional consultation with parents, students, teachers, and other staff members. Individual logs and daily hours will be reviewed at the first class session of every month. (NASP Domains 2, 4, 5, 7, 8)
6. Consultation: Students will choose a community-based services site such as The Morrison Center Child and Family Services, Waverly Children's Home (Trillium Family Services), Albertina Kerr Center, Parry Center, or Lifeworks NW. Other sites will need to be approved by the course instructor. Students will prepare a brief in-class oral presentation as well a one-page summary of services for their chosen site, with copies for everyone in class, by Oct. 17. Please include the name, phone, location, and program director of each site. Please include a description of the population served, how placements are made, how services are paid for, and provision of educational services. (Community Services Report) (NASP Domains 2, 6, 9)

7. Counseling Expectations Goal: Students will observe, help and lead a variety of counseling situations with individuals and/or groups within the school setting. A minimum of ten hours per term is required. Students will consider diversity and multi-cultural issues in providing services. Appropriate data gathering, written permission, and case notes will be completed. Individual logs and daily hours will be reviewed at the first class session of every month. One counseling case presentation will be required by Jan. 30. Students first will arrange to complete at least 8 weekly hours of counseling with one student for the formal presentation. Written parent permission is absolutely necessary. Please include the following in your written and oral reports: History/goals,/reason for referral, approach and techniques, challenges, progress notes, a transcript of one session, communication/interventions, display of boundaries, and supervision/feedback. (Counseling Report) (NASP Domains 1, 4, 6, 8)

8. Supervision: Students will receive one hour a week of individual supervision from the site supervisor and two hours a week of group supervision from the campus supervisor. Individual logs and daily hours will be reviewed at the first class session of every month. Regular communication between the site supervisor and class supervisor are necessary. Students will help arrange an on-site supervision meeting with both supervisors during the early fall. Further meetings will be scheduled as needed throughout the year. We will discuss your current and future development as a school psychologist in training. (NASP Domain 10)

8. Supervision: Students will research one specific ethical dilemma, possibly based on a site-based issue, and will write a paper on why this issue is a concern, what NASP Ethical Standards address the issue, and practical ways of addressing the issue. Due May 1. (Ethics Report) (NASP Domain 10)

9. Attendance and Participation: Regular weekly attendance and active participation is required. Self-regulation is expected in terms of appropriately addressing and discussing professional and personal strengths and challenges. More than one absence during the fall semester or during the spring/summer semester may result in a grade of "No Credit." Makeup work will be assigned for any missed class time. (NASP Domain 10).

Please note any written assignments will need to be re-written if necessary until they are of acceptable professional quality.

Please note that successful completion and documentation of all Practicum Handbook Forms 1 – 13 are required to pass this course. Specifically, Forms 4 (Site Supervisor Evaluation of Candidate), 5 (Assessment and Intervention Expectations, completed by instructor for CPSY 543), 6 (Consultation Expectations, completed by Instructors in CPSY 573 and 574), and 7 (Counseling Expectations, completed by the practicum instructor) must have a mean score of at least 2.0 out of 3.0 in order to start Internship.