

**Lewis and Clark College**  
**Graduate School of Education and Counseling**  
**SPSY 580 Course Syllabus**  
**Practicum in School Psychology**  
**Spring/Summer 2019**

**Instructor:**

**Section 1.** Elena Diamond, PhD, NCSP  
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**Section 2.** Colleen Hanson, EdD  
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**Supervision Meetings**

Group: Thursdays from 3:30-6:30; section 1 (Diamond) will meet in Rogers 217, and section 2 (Hanson) will meet in Rogers 108.

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

Domain 9: Research and Program Evaluation

Domain 10: Legal, Ethical, and Professional Practice

### **Required Readings/Materials**

1. The 2018-19 School Psychology Program Practicum Handbook
2. The Oregon Administrative Rules “OREGON DEPARTMENT OF EDUCATION, DIVISION 15, SPECIAL EDUCATION.”
3. Additional readings will be provided online or in class

### **What Activities are Required During Practicum (Spring & Summer Semesters)?**

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 three 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 class wide 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, approved and co-signed by the site supervisor *prior to distribution to other school personnel or parents. Additionally, the course instructor is available to review and provide feedback on documents. 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.

### **1. Weekly Logs**

Students will submit a log 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.

**Students in section 1 (Diamond).** Submit electronically copy of log via google drive due each Monday by 9:00am for the previous week's activities.

**Students in section 2 (Hanson).** Submit hard copy of log in class each week for the previous week's activity.

### **2. Fieldwork**

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. 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.

### **3. Brain-a-Round**

It is important to look outside of our texts and see how current events and activities apply to our professional worlds as school psychologists. As such, students will identify and share a current news story, current event, reading, and/or upcoming professional development opportunity in a short (5 minute) informal (no PowerPoint) presentation to the class and identify how this applies to you as a school psychologist.

### **4. Formal Observations**

Per TSPC, students will be observed engaging in service delivery by both their field and university supervisors on multiple occasions throughout the year. Students are responsible for working with their field supervisor to identify appropriate activities for observation and for scheduling the observation. Possible observations include, but are not limited to: conducting assessments, completing an observation, leading or co-leading a counseling group, teaching social skills, consulting with teachers, presenting evaluation results, or leading professional development/in service. When selecting an activity for observation, students and supervisors should consider the NASP domains of practice, the student's personal goals for professional development, and any areas of need.

**Prior to the observation,** the student and observing supervisor (field or university) will hold a pre-observation meeting to discuss the planned activity and identify any specific areas for feedback (e.g., standardization of test administration, fidelity of intervention implementation, accuracy and clarity when explaining evaluation results, etc.). After the observation, the student and supervisor will hold a post-observation meeting to debrief the observation, and the student will receive written and verbal feedback regarding (1) what went well, and (2) suggestions for improvement. Both the field supervisor and university supervisor will complete at least one direct observation during fall semester and one during spring/summer semesters.

It is the practicum student's responsibility to work with their supervisors to schedule the direct observations, including pre-observation and post-observation meetings. To request an observation from a University supervisor, students should:

1. Work with the field supervisor to identify an appropriate activity, obtain appropriate consent, and identify the date, time, and location (classroom, office, conference room, etc.).
2. Email the university supervisor a request for observation at least one week in advance, with the following information:
  - a. Date, time, and location of observation
  - b. Description of activity to be observed
  - c. Specific aspects of service delivery on which you would like feedback
3. The university supervisor will confirm whether the requested date/time is available for observation.

**5. Counseling Project and Presentation (see Key Assessment 3.3 in Practicum Handbook)**

Candidates will develop a counseling relationship with an individual student or 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 (see practicum handbook) and include a sample transcript of one or more sessions with context and reflection. An oral report of the case will be presented in class (20 minute presentation with Q&A), 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.

**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.

**SPSY 580 School Psychology Practicum—Spring and Summer 2019**

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

<b>Date</b>	<b>Topics</b>	<b>Activity/Reading</b>	<b>Assignments Due</b>
Week 1 1/10	Group Supervision Review Requirements and Counseling Rubric	Practice Interviews	<ul style="list-style-type: none"> <li>• Weekly Log</li> <li>• Sign up for presentations</li> </ul>
Week 2 1/17	Group Supervision	Case Scenarios/ Role Play	<ul style="list-style-type: none"> <li>• Weekly Log</li> </ul>
Week 3 1/24	Group Supervision	Adaptive Measures	<ul style="list-style-type: none"> <li>• Weekly Log</li> </ul>
Week 4 1/31	Group Supervision	Brain-A-Round	<ul style="list-style-type: none"> <li>• Weekly Log</li> </ul>
<b>Friday 2/1</b>	<b>Special Topics Class — SPSY Alumni Event</b>		<ul style="list-style-type: none"> <li>• Come ready to network!</li> </ul>
Week 5 2/7	Group Supervision Counseling Case Presentation	Social-Emotional Measures	<ul style="list-style-type: none"> <li>• Weekly Log</li> </ul>
Week 6 2/14	Group Supervision Counseling Case Presentation	TBD	<ul style="list-style-type: none"> <li>• Weekly Log</li> </ul>
Week 7 2/21	Group Supervision Counseling Case Presentation	Brain-A-Round	<ul style="list-style-type: none"> <li>• Weekly Log</li> </ul>
Week 8 2/28	<b>No Class—NASP Conference</b>		<ul style="list-style-type: none"> <li>• Weekly Log</li> </ul>
Week 9 3/7	Group Supervision Counseling Case Presentation	Crisis Preparedness	<ul style="list-style-type: none"> <li>• Weekly Log</li> </ul>
Week 10 3/14	Group Supervision Counseling Case Presentation	Case Scenarios/ Role Play	<ul style="list-style-type: none"> <li>• Weekly Log</li> </ul>
Week 11 3/21	Group Supervision Counseling Case Presentation	Brain-A-Round	<ul style="list-style-type: none"> <li>• Weekly Log</li> </ul>

Week 12 3/28	<b>No Class—Spring Break</b>		• Weekly Log
Week 13 4/4	Group Supervision Counseling Case Presentation	TBD	• Weekly Log
Week 14 4/11	Group Supervision Counseling Case Presentation	TBD	• Weekly Log
Week 15 4/18	Group Supervision Counseling Case Presentation	Case Scenarios/ Role Play	• Weekly Log
Week 16 4/25	Group Supervision Counseling Case Presentation	Brain-A-Round	• Weekly Log
5/2	<b>No Class—May Break</b>		• Weekly Log
Week 1 5/9	Group Supervision Counseling Case Presentation	PRAXIS Prep	• Weekly Log
Week 2 5/16	Group Supervision Counseling Case Presentation	PRAXIS Prep	• Weekly Log
Week 3 5/23	Group Supervision Counseling Case Presentation	PRAXIS Prep	• Weekly Log
Week 4 5/30	Group Supervision Counseling Case Presentation	Brain-A-Round	• Weekly Log

Week 5 6/6	Group Supervision Counseling Case Presentation	Reflections and Wrap Up	<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> </ul>
Week 6 6/13	<b>No Class—Individual Check Out Meetings</b>		<ul style="list-style-type: none"> <li>• Final Weekly Log</li> </ul>

Congratulations on a Successful Practicum Year!!  
 Have a wonderful Summer Break and Best of Luck on Internship!