

**Lewis & Clark College**  
**Graduate School of Education and Counseling**  
**SPSY 580 Course Syllabus**  
**Practicum in School Psychology**  
**Spring/Summer 2021**

**Instructor:**

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**Supervision Meetings**

Group Supervision Class: Both sections will meet online via zoom on Mondays from 1:00pm –4:15pm.

Zoom links to access class can be found on the course moodle site.

On-Site Supervision: Weekly appointment arranged with site supervisor

**Expanded Course Description and Objectives:**

This year-long integrated school-based practicum in which candidates 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. Candidates will work with pre-school and/or K-12 school-aged children and their families with a variety of educational and behavioral difficulties, using prevention and intervention models. Candidates receive extensive formative evaluation through close college and field-based supervision.

Candidates 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 approximately 10 hours a week at the school site. During this practicum, candidates 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 candidates in their school psychology public school practicum placements. This class provides supervisory feedback in addition to the school-based supervision each student will receive. Class activities will primarily be organized around 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 content 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 2020-21 School Psychology Program Practicum Handbook
2. Fisher, E. S. & Kennedy, K. S. (2017). *Counseling Special Populations in Schools*. New York: Oxford University Press.
3. The Oregon Administrative Rules “OREGON DEPARTMENT OF EDUCATION, DIVISION 15, SPECIAL EDUCATION.”
4. Additional readings will be provided online.

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

These items are taken directly from your practicum handbook. Candidates will be under the supervision and direction of their site supervisor during these experiences:

- Observe, assist and lead in counseling sessions 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)
- 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
- Demonstrate appropriate ethical and professional behaviors
- 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
- Keep an hourly log of all activities

### **Course Requirements:**

1. **Attendance/Preparation/Participation:** Practicum and supervision attendance is mandatory. Candidates are responsible for notifying the instructor and appropriate school personnel in advance of an absence, and for obtaining any materials or assignments given out in class. It is also expected that candidates 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 candidate must miss a class the candidate will be given a makeup assignment. If a candidate misses more than one class during the semester the candidate will be at risk of failing the course.
2. **School-Based Practicum:** Candidates will work under the supervision of the course instructor and a site supervisor. Candidates 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: complete student observations,

conduct student file reviews, 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 candidate, the following requirements apply to all Candidates:

**Candidates will actively participate in the school community:** Candidates will take steps to establish relationships with school staff and become members of the school community. Candidates are encouraged to attend staff meetings and actively participate on school teams/committees, as deemed appropriate by site supervisors. Candidates 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.

**Candidates will comply with program and professional standards:** Candidates 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, candidates 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). Candidates will be knowledgeable about and adhere to ethical guidelines for school psychologists (NASP ethical codes). Candidates 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:** Candidates will prepare for and actively participate in weekly group supervision meetings. Candidates 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 candidate each week, using a variety of methods. The course instructor will periodically conference with each field supervisor, and the candidate 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 candidate earning a failing grade for the course.*

**Candidates will submit satisfactory supervision/evaluation materials**

Candidates will submit completed and 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:** Candidates will periodically complete written self-evaluations.

**Course Assignments:** Candidates 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**

Candidates will submit a log each week. Logs should reflect on weekly activities, cultural considerations, ethical dilemmas, and next steps for the following week. Candidates will also reflect on the weekly supervision topic assigned for the given week. Candidates should come to class prepared to dialogue in supervision. See moodle for a template. Logs will be submitted electronically prior to class. Candidates in section 1 will submit logs via a running google doc shared with Dr. Diamond. Candidates in section 2 will email weekly logs to Dr. Hanson prior to class each week. Details will be shared in class.

### **Book Club**

Each candidate will sign up to co-lead a class discussion on a chapter from the Fisher & Kennedy (2017) text. On the week of the designated chapter all candidates are expected to have read the chapter and come prepared to engage in a conversation about the text, specifically about how the topic relates to school systems and the role of the school psychologist. The lead candidates for the week will facilitate the discussion and come prepared with questions for the group and highlights from the text. The discussion should last approximately 20 minutes.

### **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 presentation (**no PowerPoint**) to the class and identify how this applies to you as a school psychologist.

### **Formal Observations**

Per TSPC, candidates will be observed engaging in service delivery by both their field and college supervisors on multiple occasions throughout the year. Candidates 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, 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, candidates and supervisors should consider the NASP domains of practice, the candidate's personal goals for professional development, and any areas of need.

**Prior to the observation**, the candidate and observing supervisor (field or college) 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 candidate and supervisor will hold a post-observation meeting to debrief the observation, and the candidate will receive written and verbal feedback regarding (1) what went well, and (2) suggestions for improvement. **Both the field supervisor and college supervisor will complete two direct observations during the year. For college supervisors, the first observation should be completed before spring break and the second observation should be completed before June.**

It is the candidate's responsibility to work with their supervisors to schedule the direct observations. To request an observation from a college supervisor, candidates should:

1. Work with the field supervisor to identify an appropriate activity, obtain appropriate consent (e.g., parent consent to attend an evaluation meeting), and identify the date, time, and location (classroom, office, conference room, etc.).

2. Email the college 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 college supervisor will confirm whether the requested date/time is available for observation.

**Counseling Project (see Key Assessment 3.3 in Practicum Handbook)**

Candidates will complete a counseling project over the course of their practicum experience. The counseling project requirements could be fulfilled by conducting group or individual counseling. The project can be time-specific (e.g., an 8-week social skills group) or ongoing (e.g., meet weekly with a student who has psychological services listed on their IEP over the course of the year). The candidate can run the sessions solo, or co-lead the sessions (e.g., with a supervisor, school counselor, another practicum student). The project should be with the same student(s) over the course of several weeks (as opposed to drop-in counseling with rotating students). The candidate will talk with their site supervisor to identify a counseling project that meets the needs of the school/students and aligns with the candidate's interests and skill development. Regardless of the configuration of the group, the candidate is responsible for the following:

- Obtain necessary consent and assent prior to the start of the counseling sessions including permission to audio/video record sessions
- Identify reason for referral for counseling services
- Identify relevant background information of the student(s)
- Identify/create operationally defined SMART counseling goals (Note: if the student(s) come to counseling with IEP goals, translate the IEP goals into SMART goals or create a supplemental goal that aligns with the IEP goals and purpose of counseling.)
- Identify a theoretical orientation and approach to counseling (e.g., cognitive-behavioral, solution focused, child-led, etc.)
- Select and/or develop a curriculum and structure for sessions that align with the counseling goals
- Document sessions and reflect on how the actual session was similar/different from the planned session
- Audio/video record sessions and share in case presentation and for supervision
- Identify data-collection methods to measure progress toward counseling goals
- Collect and interpret data that align with the counseling goals including baseline data, progress monitoring data, and post-intervention data
- Address and reflect on personal and professional boundaries related to counseling services
- Utilize site- and college-based supervision
- Identify recommendations for student(s) at the completion of the counseling project

**Class Presentation.** Following the completion of the counseling project, candidates will present their counseling case to the class in a pre-recorded video (due via online submission 5/17/2021). The presentation will include an overview of the case including the items bulleted above. Candidates will share sample audio recordings and de-identified materials from the counseling sessions (e.g., worksheets, activities, curriculum). The presentation should last 20-30 minutes including Q&A. See project rubric in practicum handbook for more details.

**Counseling Case Report.** Following the completion of the counseling project, candidates will write a summary report with the following headings: (1) reason for referral, (2) relevant background information, (3) counseling goals, (4) summary of sessions, (5) summary of data, and (6) recommendations. The report should be approximately 3-5 pages single spaced and could be a useful tool for a future counselor to understand the work that the student has already completed in counseling. See project rubric in practicum handbook for more details.

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 candidates 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 & 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.

Grade   Grade Explanation

A	Excellent performance at site and on assignments
B	Satisfactory performance at site and on completion of assignments
C, D, F	Unsatisfactory performance at site an/or on assignments, 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:** Candidates are expected to follow professional standards, including adherence to legalities and ethics. In addition, candidates need to show a respectful demeanor towards students, parents, professional peers, and others. Professional dress is expected. Candidates need to be timely in completing work; they must honor class attendance and hours. Department policy is that candidates may miss one class each semester, with appropriate make-up work, but if two classes are missed, the candidate is in danger of failing the class. If candidates 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. Candidates are expected to use appropriate professional tools, including technological tools, as needed and appropriate. Candidates 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. Candidates 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 2021**

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

Date	Topics	Activity/Reading	Assignments Due
Week 1 1/11	<p><b>Guest Presenters:</b> Northwest Regional ESD and David Douglas School District</p> <p><b>Supervision Topic:</b> Review syllabus, course requirements, and expectations; review Counseling Project requirements and rubrics</p> <p><b>Supervision Activity:</b> Preparing for Interviews</p> <p><b>Read:</b> Course syllabus</p> <p><b>Task:</b> Sign up for Brain-a-Round and Book Club presentations</p>		
Week 2 1/18	<p><b>No Class—MLK</b></p> <p><b>Due:</b> Weekly Log</p>		
Week 3 1/25	<p><b>Supervision Activity:</b> Case Scenarios/ Role Plays</p> <p><b>Read:</b> Fisher &amp; Kennedy (2017) Chapter 1</p> <p><b>Due:</b> Weekly Log</p>		
Week 4 2/1	<p><b>Supervision Topic:</b> Supporting Students who are Houseless</p> <p><b>Supervision Prompt:</b> What stood out from the readings and how might you integrate this information and/or resources into your work as a school psychologist? Do you know of any resources at your school and/or district that are available for students who are experiencing houselessness?</p> <p><b>Read:</b> See Padlet; Fisher &amp; Kennedy (2017) Chapter 2</p> <p><b>Supervision Activity:</b> Brain-A-Round</p> <p><b>Due:</b> Weekly Log</p>		
Week 5 2/8	<p><b>Supervision Topic:</b> Supporting Students Living in Foster Care</p> <p><b>Supervision Prompt:</b> What stood out from the readings and how might you integrate this information and/or resources into your work as a school psychologist? Do you know of any resources at your school and/or district that are available for students who are in Foster Care?</p> <p><b>Read:</b> See Padlet; Fisher &amp; Kennedy (2017) Chapter 3</p> <p><b>Due:</b> Weekly Log</p>		
Week 6 2/15	<p><b>Supervision Topic:</b> Supporting Students Involved with the Juvenile Justice System</p> <p><b>Supervision Prompt:</b> What stood out from the readings and how might you integrate this information and/or resources into your work as a school psychologist? What liaisons, relationships, or resources does your district have for students involved with the juvenile justice system?</p>		

	<p><b>Read:</b> See Padlet; Fisher &amp; Kennedy (2017) Chapter 4</p> <p><b>Due:</b> Weekly Log</p>
Week 7 2/22	<p><b>No Class—NASP Conference</b></p> <p><b>Due:</b> Weekly Log</p>
Week 8 3/1	<p><b>Supervision Topic:</b> Supporting Students who are LGBTQ+</p> <p><b>Supervision Prompt:</b> What stood out from the readings and how might you integrate this information and/or resources into your work as a school psychologist? What supports are resources are you aware of through your school and/or district?</p> <p><b>Read:</b> See Padlet; Fisher &amp; Kennedy (2017) Chapter 5</p> <p><b>Supervision Activity:</b> Brain-A-Round</p> <p><b>Due:</b> Weekly Log</p>
Week 9 3/8	<p><b>Supervision Topic:</b> Supporting Students who are Pregnant or Parenting</p> <p><b>Supervision Prompt:</b> What stood out from the readings and how might you integrate this information and/or resources into your work as a school psychologist? What liaisons, relationships, or resources does your district have for students who are pregnant or parenting?</p> <p><b>Read:</b> See Padlet; Fisher &amp; Kennedy (2017) Chapter 6</p> <p><b>Due:</b> Weekly Log</p>
Week 10 3/15	<p><b>Supervision Topic:</b> Supporting Students Who are Gifted</p> <p><b>Supervision Prompt:</b> What stood out from the readings and how might you integrate this information and/or resources into your work as a school psychologist? What programs/resources/supports does your school and/or district have for students who are gifted?</p> <p><b>Read:</b> See Padlet; Fisher &amp; Kennedy (2017) Chapter 7</p> <p><b>Due:</b> Weekly Log</p>
Week 11 3/22	<p><b>No Class—Spring Break</b></p> <p><b>Due:</b> Weekly Log</p>
Week 12 3/29	<p><b>Supervision Topic:</b> Supporting Students with Incarcerated Parents</p> <p><b>Supervision Prompt:</b> What stood out from the readings and how might you integrate this information and/or resources into your work as a school psychologist? What liaisons, relationships, or resources does your school and/or district have for students with incarcerated parents?</p> <p><b>Read:</b> See Padlet; Fisher &amp; Kennedy (2017) Chapter 8</p> <p><b>Supervision Activity:</b> Brain-A-Round</p>



	<p><b>Due:</b> Weekly Log</p>
<p>Week 13 4/5</p>	<p><b>Supervision Topic:</b> Supporting Students in Military Families</p> <p><b>Supervision Prompt:</b> What stood out from the readings and how might you integrate this information and/or resources into your work as a school psychologist? What liaisons, relationships, or resources does your school and/or district have for students in military families?</p> <p><b>Read:</b> See Padlet; Fisher &amp; Kennedy (2017) Chapter 9</p> <p><b>Due:</b> Weekly Log</p>
<p>Week 14 4/12</p>	<p><b>Supervision Topic:</b> Student Motivation and School Completion</p> <p><b>Supervision Prompt:</b> What stood out from the readings and how might you integrate this information and/or resources into your work as a school psychologist? What supports does your school have to support student motivation and school completion?</p> <p><b>Read:</b> See Padlet; Fisher &amp; Kennedy (2017) Chapter 10</p> <p><b>Supervision Activity:</b> Brain-A-Round</p> <p><b>Due:</b> Weekly Log</p>
<p>Week 15 4/19</p>	<p><b>Supervision Topic:</b> Working with Translators and Interpreters</p> <p><b>Supervision Prompt:</b> What stood out from the readings and how might you integrate this information and/or resources into your work as a school psychologist? If you have had the opportunity to work with translators and interpreters at your school what have been your observations?</p> <p><b>Read:</b> See padlet</p> <p><b>Due:</b> Weekly Log</p>
<p>Week 16 4/26</p>	<p><b>Supervision Topic:</b> Spring Wrap Up</p> <p><b>Supervision Prompt:</b> What has been the most rewarding thing about practicum thus far? The hardest thing? What has surprised you the most? What are three goals that you have for the remainder of your practicum experience?</p> <p><b>Supervision Activity:</b> Brain-A-Round</p> <p><b>Due:</b> Weekly Log</p>
<p>5/3</p>	<p><b>No Class—May Break</b></p> <p><b>Due:</b> Weekly Log</p>
<p>Week 1 5/10</p>	<p><b>Supervision Topic:</b> Preparing for the PRAXIS Exam</p> <p><b>Due:</b> Weekly Log</p>

Week 2 5/17	<p><b>Supervision Topic:</b> TBD</p> <p><b>Due:</b> Weekly Log; Counseling Case Presentations Due (pre-recorded)</p>
Week 3 5/24	<p><b>No Class—Review Counseling Case Presentations on your own</b></p> <p>Due: Weekly Log; Counseling Case Report Due</p>
Week 4 5/31	<p><b>No Class—Memorial Day</b></p> <p><b>Due:</b> Weekly Log</p>
Week 5 6/7	<p><b>Supervision Topic:</b> Practicum Wrap Up</p> <p><b>Supervision Prompt:</b> What are three things that you are proud of about your practicum work this year? What are three goals for your internship year?</p> <p><b>Due:</b> Weekly Log</p>
Week 6 6/14	<p><b>No Class—Individual Check Out Meetings</b></p> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li>• Final Weekly Log</li> <li>• Final Hours Log</li> <li>• Final Evaluation completed by supervisor</li> <li>• Candidate evaluation of practicum site/supervisor</li> </ul>
<p><b>Congratulations on a Successful Practicum Year!!</b>  <b>Have a wonderful Summer Break and Best of Luck on Internship!</b></p>	