

**California State University, Fresno**  
**College of Science and Mathematics**  
**Department of Psychology**

**Psychology 287-1: Practicum in School Psychology**

Fall 2019	Monday: 1:00-1:50pm	Science II – 238
<b>Dr. Hong Ni</b>	Office Hours: M & T 10 am– 12:00 pm; TR: 2-3:00 pm	
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**Course Description and Objectives**

Psychology 287-1 is a one-unit course designed to provide school psychology graduate students with the opportunity to discuss school psychology topics in the context of their practicum experience in the schools.

- Students will demonstrate introductory level knowledge of special education federal and state eligibility criteria for special education handicapping conditions (e.g., intellectual disability, emotional disorders, learning disabilities).
- Students will demonstrate mastery of the administration of Dynamic Indicators of Basic Early Literacy Skills (DIBELS).
- Students will conduct structured observation protocols, including ABC, event recording, and time sampling.
- Students will investigate and familiarize with the roles of general and special education personnel, and their interactions with school psychologists.
- Students will demonstrate understanding of, respect for, and responsiveness to cultural and individual differences at practicum sites, and in class discussions of practicum experiences.
- Mastery of these objectives will be measured by class discussion, written assignments, and evaluation reports from field supervisors.

**Course Prerequisite:** The student must be admitted to the School Psychology Program.

**COURSE GOALS LINKED TO NASP STANDARDS**

[Domain 1: Data-Based Decision Making and Accountability](#)

[Domain 2: Consultation and Collaboration](#)

[Domain 5: School-Wide Practices to Promote Learning](#)

[Domain 7: Family–School Collaboration Services](#)

[Domain 8: Diversity in Development and Learning](#)

[Domain 10: Legal, Ethical, and Professional Practice](#)

**Course Components**

Psychology 287-1 consists of interrelated activities:

- |                           |                                    |
|---------------------------|------------------------------------|
| 1. Field-based experience | 4. Workshop attendance             |
| 2. Mini-experiences       | 5. Behavioral observations         |
| 3. Class discussion       | 6. Evaluations of field experience |

*Emphasis will be on use of problem solving skills and critical thinking.*

### Note to Students with Special Needs

California State University, Fresno, complies with the Americans with Disabilities Act of 1990 and Section 504 of the Federal Rehabilitation Act of 1973. The University recognizes its responsibility for creating an educational climate in which students with disabilities can thrive. If you need accommodations due to a documented disability, please contact the Services to Students with Disabilities Office in the University Center, room 5, at (559) 278-2811 or TTY (559) 278-3084. If you have any type of disability for which you require special accommodations to promote your learning in this class, please contact me as soon as possible to discuss your needs.

### Professional Etiquette

Students are expected to conduct themselves in a responsible manner that reflects ethics, honor, and good citizenship. They are also expected to abide by the regulations of the University. It is the student's responsibility to maintain academic honesty and integrity, and to manifest his/her commitment to the mission of the University through his/her conduct and behavior. All students are expected to treat other students and the instructor in a professional and respectful manner. The opinions of all individuals in the course are considered valuable contributions.

### Course Policies:

Students are expected to come to class on time. Cell phones should be turned off before the beginning of class. Students are expected to not interrupt each other and/or talk while the professor is instructing. Although students may collaborate with each other, ALL assignments must be individually completed unless otherwise specified by the professor.

### Course Ethics:

Confidentiality is a non-negotiable criterion of this course. CASP, NASP, and APA Ethical Guidelines will apply to all aspects of this course. Students must not share confidential information about assessments (e.g., names or identities of children, parents, teachers, community persons, etc.) with each other or anyone else outside of the course. Students also are expected to be confidential about issues and individual cases discussed in the classroom.

### Attendance:

Students are expected to attend, prepare for, and participate in all class sessions. It will be the student's responsibility to obtain material missed from the class session from other students in the class.

### Dress:

Professional dress is expected on practicum. That would be slacks or skirt with nice shirt or sweater. Shoes should be comfortable but not tennis shoes; flats or loafers are suggested. Consult with your practicum supervisor on particular school dress codes. Exceptions are if you are assigned to SD site where your supervisor recommends jeans and functional shoes and casual Fridays.

### Disruptive Classroom Behavior(s):

The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of

others seeking to learn; respect for the professionalism of the instructor; and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms that are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct that disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.

Cell phones should be turned off before coming to class. Talking in class while the professor or someone else is talking is unacceptable. Computers should not be on the table or open unless it is a web-based class activity. You may work together on assignments; however, written work that is turned in must be your own. Coffee, water, soda, etc. are allowed in class but no food unless it is a treat for the entire class or permission is given by the instructor (e.g., lunch time).

### **Academic Standards/Integrity**

#### *Honor Code:*

Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engage in university work and related activities.

You should:

- a) Understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism, and inappropriate behavior).
- b) Neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) Take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

#### *Cheating and Plagiarism:*

Students must adhere to academic standards for all coursework. This includes but is not limited to cheating, plagiarism, or any other forms of academic dishonesty.

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it includes any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work.

Any substantiated proof of cheating can result in penalties ranging from a zero or F on a particular assignment, through an F for the course, to expulsion from the University. Cheating includes acts such as cheating on exams, plagiarism, downloading complete text/papers from the Internet, and any other demonstration of a student not completing his or her own work on any assignments. Please review the Class Schedule (Legal Notices on Cheating and Plagiarism) and University catalog (Policies and Regulations) for further information regarding this matter.

#### *Computers*

At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including modem and printer) with all the recommended software. The minimum and recommended standards for the workstations and software are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and necessary communication links to the University's information resources.

**Copyright policy:** Copyright laws and fair use policies protect the rights of those who have produced the material. Materials provided in this course are provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of the work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page:

<http://www.csufresno.edu/library/libraryinformation/campus/copyright/copyrtpolicyfull.pdf>

For copyright Questions & Answers:

<http://www.csufresno.edu/library/libraryinformation/campus/copyright/faqcopyright.pdf>

### **Emergency**

In the event of an emergency, call 911 from a campus phone, or 278-8400 from a cell phone. During class (or at any other time you are in the Science II Building), if the fire alarm sounds, exit the building and reassemble at the South East corner of the band practice field. Do not leave the assembly point until advised to do so by emergency response personnel. At the assembly point report to emergency responders any missing persons or physically challenged persons requiring rescue. If you have concerns about other emergencies or if you have special circumstances relevant in the event of an emergency, please speak to the instructor after class.

### **Assignments**

Over the course of the semester students will be expected to document the following:

1. **HOURS:** Students must complete supervised practice of 600-clock hours of practice prior to internship. In order to achieve at least 600 hours, students complete a minimum of 120 hours per semester during the first year, and 180 hours per semester during the second year. During the first semester, each first year student will spend approximately 8 hours per week in the field for 15 weeks (number of weeks may vary slightly, depending on practicum site assignment; it is the student's responsibility to adjust as necessary to achieve 120 hours per semester). Approximately 40 hours will be your service placement for Psychology 274S, and 80 hours will be with a school psychologist. You will be expected to spend at least 5 to 6 hours per week at the school assignment (assuming 15 weeks). One half-hour of commute time may be included. Assignments of students to field supervisors and schools will be made by the school psychology faculty in August. You will need to arrange a weekly schedule with your field supervisor(s). DIBELS benchmarks data collection and attending workshops qualifies for practicum time and

these activities are encouraged and in some cases, required (e.g., DIBELS and workshop).

2. **LOGS:** You will need to log your practicum experiences; **turn these in each week**. Logs are to be signed by field supervisors. Logs are in the School Psychology Handbook; you will need to make copies for each week.
3. **READINGS:** Students will read any assigned material and come prepared to participate in class discussions.
4. **MINI-interviews and shadowing:** During practicum each student, with the help of their field supervisor, will arrange the following experiences: attend an Individual Education Plan meeting; spend time with and shadow a speech therapist, a school nurse etc. – see list. These may be conducted in any order. Students will complete a one-page bullet-point format list of things they learned from EACH interview and shadowing experience for class discussion. Students will turn in their typed list of learning for each interview and shadowing experience for credits. Each experience list should have at least **5 bullet points** about what you have learned from the experience. All lists are expected to be typed and double spaced. (5.0-P, A)

**Bring a hard copy of your list to class for discussion and turn in to me after discussion.**

5. **WORKSHOP:** School psychology students are to attend one workshop (1/2 day) or conference each semester. Please turn in a **one page summary** by the last class. Submit your workshop summary to Canvas.
6. **OBSERVATIONS:** Students will turn in 3 structured observations (see dates on syllabus). Observations are to be conducted at your practicum site. Please write **a one page narrative of each observation** including the following: (1) referral concerns, (2) student's age or grade, gender, (3) target behavior, (4) type of observation and rationale for type of observation, (5) observation setting (e.g., classroom, playground, large group instruction, one-to-one), (6) numerical/statistical summary of data, (7) anecdotal or real-time observations to supplement quantitative data. The narrative should be a paragraph or two that could be inserted into a psycho-ed or intervention report. Attach original data collection sheet. (1.0-P, A)

**Submit your observations to Canvas.**

- Observation #1: ABC observation; turn in recording form and narrative with description of student, target behavior, environment, and hypothesized function of behavior
- Observation #2: Event recording; turn in recording form and narrative with description of student, target behavior, environment, and statistical summary of behavior
- Observation #3: Time sampling; turn in recording form and narrative with description of student, target behavior, type of time recording chosen and rationale, environment, and statistical summary of behavior

It is strongly suggested that you proofread each writing before submitting it. Errors of spelling, grammar, and punctuation are considered unacceptable and will result in **a loss of 1 point per**

**error.** Elementary errors such as mixing up “their” and “there” and “your” and “you’re” will result in zero points for the paper.

**Required Texts:**

Harrison, P., & Thomas, A., (2014). *Best practices in school psychology*. Bethesda, MA: National Association of School Psychologists.

Additional readings may be assigned by the professor as needed. The professor has the right to make any necessary changes to this syllabus due to extenuating circumstances at his discretion.

<b>POINTS</b>		
Attendance	5 points per week	Missed class = 0
Logs	5 points per week	Late logs = 0
Mini-interview and shadowing experience list and discussion (5.0-I, A) 1) Bring a hard copy of your experience list/notes to class 2) Student discussion in class 3) Submit your hard copy of your experience list/notes after discussion	11 @ 10 points each 1. School Psychologist 2. RSP special education teacher 3. SDC/SH special education teacher 4. Speech Pathologist 5. School Nurse 6. Assessment 7. School counselor or school social worker 8. School Administrator 9. IEP meeting 10. Consultation or SST meeting 11. Bilingual School Psychologist, Teacher or Aide	Late list = 5 points
Observations (1.0, 1.1-A)	10 points data 10 points narrative 0 points for any section that is not acceptable (20 points per observation)	Must redo sections that are not acceptable; if rewrite is adequate can earn 5 points
Field supervisor evals	15 points	Your eval of supervisor and supervisor’s eval
Workshop summary	10 points	
Grading	80% for credit in course	

**Schedule of Assignments**

Course assignments and schedules are subject to change

	Date	
1	Mon., Aug 26	<b>Course orientation and practicum assignment review, logs</b> <a href="https://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance">https://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance</a>
	Mon., Sept 2	<b>NO CLASS-Holiday</b>
2	Mon., Sept 9	<b>DIBELS Practice (1.0, 1.1-I, P)</b> Harrison, P., & Thomas, A., (2014). <i>Best practices in Data-based and Collaborative Decision Making</i> Ch.7. p. 121-131.
3	Mon., Sept 16	Site sharing –1. Talk about any challenges in getting started at your school practicum site. 2. Report on your site (school/district, number of students, special education programs, diversity, SES / free & reduced lunch – data available on CDE website. <a href="http://www.cde.ca.gov/ds/sd/">http://www.cde.ca.gov/ds/sd/</a> ) (1.0, 1.1-I)
4	Mon., Sept 23	Systematic behavior observations(1.0, 1.1-I)
5	Mon., Sept 30	Graphing observation data/ bx observation cont. (1.0, 1.1-I)
6	Mon., Oct 7	<b>Observation #1 Due - ABC observation (1.0, 1.1-P)</b>
7	Mon., Oct 14	Feedback on ABC observation(1.0, 1.1-A) Relation of school psychology and special education (5.0-I) <b>ASSIGNMENT: Mini-experience list #1, 2, 3</b>
8	Mon., Oct 21	Multi-tiered systems of support, assessment and intervention at your site (5.0-I) <b>Mini-experience list: #4, 5</b>
9	Mon., Oct 28	Assessment role of school psychologists (5.0-I) <b>ASSIGNMENT: Mini-experience list # 6</b>
10	Mon., Nov 4	Counseling role of school psychologists(5.0-I) <b>ASSIGNMENT: Mini-experience list # 7</b>
	Mon., Nov 11	NO CLASS- HOLIDAY
11	Mon., Nov 18	Site sharing <b>Observation #2 - Event recording(1.0, 1.1-P, A)</b>
12	Mon., Nov 25	Consultation role of school psychologists (5.0-I) <b>ASSIGNMENT: Mini-experience list # 8, 9, 10</b>
13	Mon., Dec. 2	Discussion of Mini-experiences of 6 and 7
14	Mon., Dec 9	Services at your site for students from diverse cultural and linguistic backgrounds (8.0-I) <b>ASSIGNMENT: Mini-paper #11</b> Note: Give your field supervisors practicum evaluations before Thanksgiving
15	Mon. Dec 16	<b>Observation #3 - Time sampling (1.0,1.1-P, A)</b> <b>Field supervisor evaluations (theirs and yours)</b> Practicum evaluation meetings

SCHOOL PSYCHOLOGY PRACTICUM STUDENT EVALUATION – YR 1  
CALIFORNIA STATE UNIVERSITY, FRESNO  
Field Supervisor Form

Practicum student: \_\_\_\_\_ Date: \_\_\_\_\_

Field Supervisor: \_\_\_\_\_

Placement: \_\_\_\_\_

*Circle the number corresponding to the observed behaviors according to the following scale:*

3. **Accomplished**  
Exhibits evidence of knowledge and competence that exceed expectations for a beginning practicum student.
2. **Emerging**  
Beginning to function more independently.
1. **Not Met**  
Competence below the level expected of a practicum student<sup>1</sup>

**NA.** Not applicable or observed

<b>Consultation and Behavioral Intervention Skills (P, A 2.0)</b>					
1.	Practicum student works with teacher as consultee to identify target problem. (P, A 2.1)	1	2	3	NA
2.	Practicum student works with parent/family to support individual student goals. (P, A 2.1, 7.0)	1	2	3	NA
3.	Practicum student considers culture when developing interventions. (P, A 4.0, 8.0)	1	2	3	NA
4.	Practicum student works with consultee to analyze baseline data, develop intervention plan, and helps obtain necessary materials. (P, A 2.0, 9.1)	1	2	3	NA
5.	Practicum student displays skills in using technology to monitor progress and graph results. (P, A 9.4)	1	2	3	NA
6.	Practicum student utilizes data for intervention evaluation. (P, A – 4.2)	1	2	3	NA
7.	Practicum student displays knowledge of biological, cultural, developmental, and social influences on behavior and mental health (P, A – 4.0, 8.1)	1	2	3	NA
8.	Practicum student displays knowledge of empirically based behavioral interventions and techniques.) (P, A – 4.0, 6.1)	1	2	3	NA
9.	Practicum student effectively interviews teachers, parents, and students. (P, A – 2.1)	1	2	3	NA
<b>Assessment and Academic Interventions (P, A – 3.0)</b>					
10.	Practicum student displays knowledge of biological, cultural, developmental, and social influences on development and learning. (P, A – 3.0)	1	2	3	NA
11.	Practicum student displays knowledge of learning principles (e.g., reinforcement, repetition) and how these can be used to support students. (P, A – 3.3)	1	2	3	NA



12.	Practicum student displays skills in observations of students. (P, A – 1.0)	1	2	3	NA
13.	Practicum student participates in system-wide academic data collection (e.g., DIBELS). (P, A – 5.0, 5.1)	1	2	3	NA
<b>Therapeutic Skills (P, A – 4.0, 6.0)</b>					
14.	Practicum student establishes rapport with students. (P, A – 4.4)	1	2	3	NA
15.	Practicum student displays skills in conducting groups. (P, A – 4.4)	1	2	3	NA
16.	Practicum student is sensitive to cultural and linguistic diversity of students and families. (P, A – 8.0, 8.2)	1	2	3	NA
<b>Legal , Ethical, and Professional Behaviors (P, A – 10.0)</b>					
17.	Practicum student displays knowledge of legal procedures. (P, A – 10.0, 10.2)	1	2	3	
18.	Practicum student report sections are thorough and well written.	1	2	3	NA
19.	Practicum student demonstrates understanding of school culture and systems. (P, A – 5.0)	1	2	3	
20.	Practicum student contributes to staffing conferences and IEP meetings (P, A – 2.1)	1	2	3	NA
21.	Practicum student demonstrates confidentiality and ethical behavior in counseling. (P, A – 10.1)	1	2	3	NA
22.	Practicum student engages in appropriate actions when confronted with an ethical dilemma. (P, A – 8.4)	1	2	3	
<b>Professional Characteristics (P, A 10.3) (I – 10.3)</b>					
<i>4 = Exemplary; 3 = Average; 2 = Needs Improvement; 1 = Unacceptable</i>					
a.	Interactions with staff in terms of pleasantness, cooperation, courtesy.	1	2	3	4
b.	Assertive and tactful in stating concerns and asking questions.	1	2	3	4
c.	Initiative and enthusiasm for the field.	1	2	3	4
d.	Rapport and respect with students.	1	2	3	4
e.	Professional dress.	1	2	3	4
f.	Responds appropriately to feedback	1	2	3	4
g.	Organization, reliability, punctuality, responsibility.	1	2	3	4

What would you consider to be the practicum student's major strengths?

In what areas could the practicum student show improvement?

In what area(s) has progress been most marked during practicum?

Other comments relevant to evaluation of this student's practicum experience.

\_\_\_\_\_  
(Supervisor) (Date)

\_\_\_\_\_  
(Practicum student) (Date)