

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

**Psychology 287: School Psychology Practicum (1 Unit), Spring 2020  
Science 2 Building, Room 238  
Tuesday: 4:00pm-4:50pm**

<b>Dates</b>	<b>Instructor</b>	<b>Email</b>
January 21-May 12, 2020	Cy Hiyane	cyhiyane@cusd.com

**Office Hours:** By Appointment; available via email and/or before or after class.

**Course Description**

Psychology 287 is a one-unit course designed to provide students with the opportunity to discuss readings and topics in the context of their practicum experience in the schools. Students will demonstrate knowledge of special education rules and regulations by listing and operationalizing the federal and state eligibility criteria for special education handicapping conditions (i.e., mental retardation emotional disorders, learning disabilities). Students will demonstrate critical thinking by critiquing current assessment and identification procedures and describing alternative assessment methodologies. Students will apply this knowledge to field experiences in discussion and presentation of cases. Students will show understanding of, respect for, and responsiveness to cultural and individual differences on practicum sites and in discussion of practicum experiences. Mastery of these objectives will be measured by class discussion, quiz, and evaluation reports from field supervisors.

**Course Prerequisites**

The student must be admitted to the School Psychology Program.

**Course Goals and Objectives**

1. Students will participate in practicum and internship in a diverse range of settings including inner city, suburban, and rural settings.
2. Students will develop knowledge of and competencies in assessment
3. Students will be able to summarize conclusions in consultation meetings, assessment reports and IEP meetings.
4. Students will demonstrate a scientific problem-solving approach in their work
5. Students will be able to judge the value of new theories, practices, and materials in school psychology.
6. Students will be able to justify practices in assessment, intervention, counseling, and prevention/intervention.
7. Students will demonstrate commitment to the welfare of children.
8. Students will adhere to NASP and APA standards for assessment, intervention, and counseling.
9. Students will demonstrate industry, punctuality, and responsibility in practicum and internship.
10. Students can show understanding of, respect for, and responsiveness to cultural and individual differences by describing the perspectives of those of other ages, abilities, gender, or ethnicities.

### **Required Course Materials and Text**

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

Students must have access to a computer and internet tools such as e-mail and the Madden library.

### **Course Requirements**

Students will work as a practicum student throughout the regular public-school calendar at two practicum sites: a general and special site. Students are expected to log 8 hours per week between the two sites, for a minimum of 120 practicum hours per semester in order to receive credit for the practicum course. DIBELS benchmarks or attending workshops qualifies for practicum time. You will need to log your practicum experiences; **turn these logs in each week**. Students will work jointly with their Site Supervisors at the beginning of the practicum to establish and review expectations for the experience and will meet with the University Supervisor at the end of the semester for purposes of evaluation. At a minimum, a practicum student will complete the following activities on-site during this semester of practicum: conduct behavioral observations, conduct interviews (parents/teachers/students), attend student-centered educational meetings (SST/504/IEP), and shadow/participate in additional school psychologist roles/responsibilities as determined by their practicum supervisor and course instructor. Each student's individualized practicum plan may include activities that are not specified here.

### **Overarching Assignments and Expectations**

- 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.
- You are expected to observe the evaluation process: query your field supervisor about why certain measures are chosen, etc.
- If possible, attend the IEP meetings for the students whose reports you worked on. Share information from your observations.
- You will attend regularly scheduled practicum meetings with the University Supervisor and will participate actively in these meetings by completing the assignments and class discussions.

### **Special Site Assignments**

- Behavioral observation: conduct a formal observation (time sampling, ABC, etc.) of student behavior. Derive a narrative with an embedded graphic of behavior data. Present behavioral observation procedures and findings in a mock IEP.
- Special site reflection: submit a two to three-page paper regarding your experience at your special site. The content should include (but is not limited to) general culture of the site or classrooms, assessment practices, behavior management, academic and functional instruction, special accommodations, challenges, and differences from the regular site.
- Student case presentation: Present one student case via power point to the class. The student case should include an overview of the student's unique circumstances, their educationally relevant needs, related services, goals, and means for data collection.

**General Site Assignments**

- **(P – 6.5)** You will conduct an interview with your practicum supervisor regarding Threat/Suicide Risk Assessments; consider assessment measures, procedures, safeguards, and documentation.
- **(P – 1.0)** You will write two “pre-psych-ed” reports for/with your field supervisor on actual students that your practicum supervisor is evaluating. Your parts for submission will be:
  - Record review: Educational, family, developmental, and health history. Previous interventions or assessment results.
  - Current information: grades, CELDT/ELPAC, state test, attendance data as appropriate.
  - Parent and teacher interview
  - Observations

<b>Pre-psych Grading Rubric</b>	<b>Points</b>
Rational for reevaluation – must include eligibility categories to be considered; if initial – referral source	5
Background – Health, family, language (ELPAC if ELL), schools attended, if retained, recent state tests, current grades	10
Previous interventions (for initials) and assessments (for reevaluations)	10
Student contribution – interview	Bonus 5
Parent contribution – interview	10
Teacher contribution - interview	10
Observations (Classroom) – <b>two</b> observations for initials; one for reevaluation. Must be conducted in relevant context with <u>appropriate</u> data.	20
Minus typos, grammatical errors, names (student or parent) left in	
<b>Total</b>	<b>65</b>

**Overall Course Grading Rubric**

<b>Grade</b>	<b>Percentage Based on Total Points Possible</b>
Credit	80-100 in addition to required practicum hours

<b>Assignment</b>	<b>Points</b>
Attendance (5 points per week, 16 weeks)	80
Logs (5 points per week, 14 weeks)	70

Observation Narrative and Presentation	25
Threat/Suicide Risk Assessment Interview	10
Special Site Reflection	25
Pre-psych-ed reports (2 @ 65 points each)	130
Workshop summary	15
Evaluations (Your eval and of supervisor)	20
Total	375

### **Tentative Schedule and Deadlines**

Class assignments are to be completed according to the Course Schedule, which is included in this syllabus. The instructor understands that students do become ill or life activities may interfere; and school events are often out of your control. However, you should plan your assignments in advance. Please notify the professor when you are encountering challenges in completing an assignment by the date indicated.

*\*\*This syllabus and schedule are subject to change in the event of extenuating circumstances.*

Date	Topic	Assignment
January 21, 2020	Course Overview Review of Practicum Assignment	
January 28, 2020	Introduction to Report Writing	Read report examples on Canvas
February 4, 2020	Report Writing Continued	
February 11, 2020	Practicum Share	
February 18, 2020	Behavioral Observation Presentation (mock IEP)	Behavior observation report due.
February 25, 2020	Behavioral Observation Presentation (mock IEP)	
March 3, 2020	Behavioral Observation Presentation (mock IEP)	Threat/Suicide risk assessment interview due.
March 10, 2020	Threat/Suicide Risk Assessments	

March 17, 2020 (CASP Spring Institute in Sacramento: March 19-21)	Conducting and Narrating Interviews	1 <sup>st</sup> pre-psych-ed report due
March 24, 2020	SSTs and Consultation	
March 31, 2020	Holiday-No Class	
April 7, 2020	Spring Break-No class	
April 14, 2020	1 <sup>st</sup> Report Writing Feedback w/ Q and A	
April 21, 2020	Student Case presentations via Power Point	Special site reflection due
April 28, 2020	Student Case Presentations via Power Point	2 <sup>nd</sup> pre-psych-ed report due
May 5, 2020	Student Case Presentations via Power Point	
May 12, 2020	Finals Week	Practicum log summary due Practicum evals (theirs & yours) due Workshop summary due
<b>Individual meetings will be scheduled with Program Faculty during Finals Week.</b>		

### University Policies

#### 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.

#### 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.

### **Academic Standards/Integrity**

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. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this 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>

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### **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.

### **University Drop Policy**

Please note new procedures for dropping courses this semester. Those dropping courses late for serious & compelling reasons must have a *documented* serious and compelling reason (e.g., doctor's note for illness). Reasons such as "I am failing the course?" or "I have had a change in work schedule" will not be considered serious and compelling. Students who drop a course late without an accepted serious and compelling reason will receive a failing grade in the course.

### **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. Protocols may be reviewed and scored with another classmate, but each student must turn in his/her own work. In addition, all assessments are completed individually.

### **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. In addition, accusations of racism, prejudice, or bias are considered intolerable by the Professor. Any suggestions or evidence of such may result in dismissal of the student from the course and the program. Due process will be afforded to the student in question. All identifying information should be deleted from case summaries and reports. Use only a first name or initial.

### **Attendance**

Students are expected to attend all class sessions, arrive to class on time, be prepared, and participate in class discussions. If you are absent from class, it is your responsibility to check on announcements made while you were away and obtain notes from the other students in the class. If you miss a class due to a medical excuse, family death, or an unforeseen event, you are responsible for discussing the absence with the instructor so that you are not penalized.

### **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.

It is expected that student on practicum experiences will conduct themselves in a professional manner, including appropriate dress, cooperation, tact, and punctuality. Appropriate dress is professional, not trendy. Avoid skirts that are too short, tops that are too low, pants that are too skinny or tight. High heels are not particularly functional. Jeans are allowed only at special sites or casual Fridays as recommended by your field supervisor. Supervision, consultation, and review will be provided by a university supervisor and field personnel. Failure to adhere to the policy of confidentiality or unprofessional conduct on practicum will result in a review with the school psychology faculty and a determination of whether the student should be allowed to continue in the School Psychology Program.

### **Completion of Class Assignments, Presentations, and Exams**

Class assignments are to be completed according to the Course Schedule, which is included in this syllabus. The instructor understands that students do become ill or life activities may interfere; and school events are often out of your control. However, you should plan your assignments in advance. Please notify the professor when you are encountering challenges in completing an assignment by the date indicated.

## 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

**NA.** Not applicable or observed

<b>Consultation and Behavioral Intervention Skills (P, A 2.0)</b>					
	Practicum student works with teacher as consultee to identify target problem. (P, A 2.1)	1	2	3	NA
	Practicum student works with parent/family to support individual student goals. (P, A 2.1, 7.0)	1	2	3	NA
	Practicum student considers culture when developing interventions. (P, A 4.0, 8.0)	1	2	3	NA
	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
	Practicum student displays skills in using technology to monitor progress and graph results. (P, A 9.4)	1	2	3	NA
	Practicum student utilizes data for intervention evaluation. (P, A – 4.2)	1	2	3	NA
	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
	Practicum student displays knowledge of empirically based behavioral interventions and techniques.) (P, A – 4.0, 6.1)	1	2	3	NA
	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>					
	Practicum student displays knowledge of biological, cultural, developmental, and social influences on development and learning. (P, A – 3.0)	1	2	3	NA
	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
	Practicum student displays skills in observations of students. (P, A – 1.0)	1	2	3	NA
	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>					

	Practicum student establishes rapport with students. (P, A – 4.4)	1	2	3	NA
	Practicum student displays skills in conducting groups. (P, A – 4.4)	1	2	3	NA
	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>					
	Practicum student displays knowledge of legal procedures. (P, A – 10.0, 10.2)	1	2	3	
	Practicum student report sections are thorough and well written.	1	2	3	NA
	Practicum student demonstrates understanding of school culture and systems. (P, A – 5.0)	1	2	3	
	Practicum student contributes to staffing conferences and IEP meetings (P, A – 2.1)	1	2	3	NA
	Practicum student demonstrates confidentiality and ethical behavior in counseling. (P, A – 10.1)	1	2	3	NA
	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)</b>					
<i>4 = Exemplary; 3 = Average; 2 = Needs Improvement; 1 = Unacceptable</i>					
	Interactions with staff in terms of pleasantness, cooperation, courtesy.	1	2	3	4
	Assertive and tactful in stating concerns and asking questions.	1	2	3	4
	Initiative and enthusiasm for the field.	1	2	3	4
	Rapport and respect with students.	1	2	3	4
	Professional dress.	1	2	3	4
	Responds appropriately to feedback	1	2	3	4
	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)