Psychology 287-2: PRACTICUM IN SCHOOL PSYCHOLOGY
Time Thursday- 1:00-1:50pm S2 238
Fall

Dr. Hong Ni	Office Hours: Monday & Tuesday: 10 am– 12:00 pm; Thursday: 2-3:00 pm Email consultation any time
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Course Description and Objectives: Psychology 287 is a two-unit course designed to provide students with opportunities to discuss readings and topics in the context of their practicum experience in the schools.
- Students will demonstrate knowledge of special education Federal and state eligibility criteria for special education handicapping conditions
- Students will demonstrate knowledge of special education assessment by administering and interpreting measures in evaluations.
- 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.

Outcomes Assessment of Student Learning: Ed.S. Graduate Program Goals
- Students will participate in practicum and internship in a diverse range of settings including inner city, suburban, and rural settings.
- Students will demonstrate a scientific problem solving approach in their work
- Students will be able to judge the value of new theories, practices, and materials in school psychology.
- Students will be able to justify practices in assessment, intervention, counseling, and prevention/intervention.
- Students will demonstrate commitment to the welfare of children.
- Students will adhere to NASP and APA standards for assessment, intervention, and counseling.
- Students will demonstrate industry, punctuality, and responsibility in practicum and internship.
- 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.

COURSE GOALS LINKED TO NASP STANDARDS
Domain 1: Data-Based Decision Making and Accountability
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 consists of interrelated activities:

1. Field based experience
2. Assigned readings
3. Class attendance and class discussion.
4. Workshop attendance
5. Evaluations of field experience
6. Assessment
7. Assessments
8. Psycho-educational reports

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

Course Ethics: CASP, NASP, and APA Ethical Guidelines will apply to all aspects of this course. Thus, names or identities of children, parents, teachers, and other school and community persons will be kept strictly confidential. All identifying information should be deleted from case summaries and reports. Use only a first name or initial. 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.

It is expected that student on practicum experiences will conduct themselves in a professional manner, including appropriate dress, cooperation, tack, and punctuality. Failure to adhere to the policy of confidentiality or reviews indicating 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.

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in University Center Room 5 (278-2811).

Honor Code: "Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged 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 collaboration)
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: "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 include 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." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and

plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Disruptive Classroom Behavior: "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 which 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 and understanding of the community in which they live . . . Student conduct which 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).

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 a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, 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 the necessary communication links to the University's information resources." **CHECK YOUR CSU EMAIL EACH DAY!!!!**

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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
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1. Each second-year student will spend approximately 12 hours (2 days) per week in the schools for a minimum of 180 hours per semester. 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). You will need to log your practicum experiences and code by activity; turn these in each week. Logs are to be signed by field supervisors.

2. Students will read assigned material and come prepared to participate in class discussions.

3. Students will practice observation, consultation and assessment skills, behavior management, counseling, and develop interventions on practicum as opportunities are assigned by a professor for a class assignment or by their field supervisor. (2.0, 2.1, 2.3-P) Cases will be discussed in practicum class.

4. Students will turn in a bi-weekly learning journal (bullet point format) regarding the following:
   a. A brief description of main professional activities that you participated or observed, e.g., observation, consultation, assessment, behavioral management, counseling, IEP/504/SST/manifestation determination meeting, 51/50, etc. (1.0, 2.0, 2.1, 2.3-P)
   b. A brief note about supervision with your site supervisor, e.g., topics and cases discussed, dates and time
   c. A brief reflection on those activities (e.g., concerns, questions, new knowledge, new skills, etc.

5. School psychology students are to attend one half day workshop or conference per semester. Please turn in a one-page summary and handouts by the last class.

5. Evaluations(1.1, 1.2, 1.3, 1.4, 1.6, 3.2, 4.2, 5.0, 7.0, 7.1, 8.0, 8.1, 8.2, 8.4-P, A): Each student will complete and/or assist in **two** evaluations at their school site. The first report should be reevaluation. Utilize information from a variety of data sources including the classroom teacher; parent/guardian; pupil; and direct observations in multiple settings. The evaluations must include a written report. **For both class reports, identify the pupil by first name, grade, and age only.** Please remove all identifying information "professionally" – blackout or X on computer rather than blacked out with a marker; you will want these reports for your internship portfolio.

The following assessments are required in the evaluation:
        Child Background (e.g., academic history; health history; discipline)
        Structured Classroom Observation by the practicum student
        Parent and Teacher input

The following assessments are recommended in the evaluation when appropriate;
        General/Cognitive Ability test (e.g., KABC; WISC-IV)
        Adaptive Behavior Assessment (e.g., ABAS-2; Vineland)
        Curriculum Based Measurement, Progress Monitoring (e.g., DIBELS)
        Academic Assessment data (e.g., WIAT-II, or WJ-III)

Add a reflection to each report critiquing the assessment and reflecting on your experience –

<u>questions, concerns, what went well, what you could have done differently.</u>

6. For both reports, write and turn in a 1 to 2-page parent friendly summary of both reports.

7. Presentation at 2 IEP meetings. Turn in a reflection paper on your IEP experience. (1.0, 2.3, 7.3-P)

TEXT

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

POINTS (80% required for credit in course)

Attendance: -5 for each missed class; -10 if I was not notified in advance
Logs: 5 points per week (14 wks)
Assessments: 100 points each
IEP reflection paper: 10 points each
Bi-weekly learning/experience journal: 10 points each
Parent friendly report summary: 50 points each
Evaluations: 15 points (Your eval of supervisor and supervisor's eval)
Workshop summary: 10 points

Report Rubric	Points
Rational for reevaluation – *must include eligibility categories to be considered; if initial – referral source*	**5**
Background – *Health, family, language (CELDT if ELL), schools attended, if retained, recent state tests, current grades*	**10**
Previous interventions *(for initials)* and assessments *(for reevaluations)*	**5**
Parent contribution – *interview for all; rating scales as appropriate. Partial credit if attempts to contact parent are noted even though no contribution available.*	**5**
Teacher contribution - *interview for all; rating scales as appropriate*	**5**
Observations (Classroom) – **two** *observations for initials; one for reevaluation. Must be conducted in relevant context, must have <u>appropriate</u> data (e.g., # peer interactions, % time on task, % fidgeting). Testing – observations re the validity of assessment*	**20**
Assessment (e.g., cognitive, adaptive, social/behavioral, academic/DIBELS) – *all relevant areas assessed, appropriate measures used, no unnecessary assessments*	**10**
Interpretation – *Narrative does not repeat the information in table; additional information/examples are provided; is not written in technical jargon; information from multiple sources are integrated*	**15**
Recommendations – *go beyond "IEP team will decide," feasible for teacher to implement (reasonable to do, not too many), address ALL areas of concern discovered in assessment*	**10**
Reflection - *Critical reflection on what went well and what could have been improved in assessment and report, how you felt about the process and IEP.*	**15**
Minus typos, grammatical errors, names (student or parent) left in	**0**
TOTAL	**100**

- Logs must be submitted by 5 pm on class day for credit. Logs must be submitted weekly.
- Late reports will receive zero points unless (1) I have been notified in advance this could not be completed by the due date and (2) I have confirmed there was nothing you could have done to complete the report on time with your field supervisor.
- IEP reflections are due following the IEP meeting.
- Both report and IEP reflections should be a minimum one page, maximum two pages double-spaced.

Schedule of Assignments
Course assignments and schedules are subject to change

		Topic	Reading	Assignment
1	8/ 22	Course orientation and practicum assignment; About writing practice: revise within district template using your last semester and this semester reports.		Make sure to talk to your supervisor about assessment planning;
2	8/ 29	Current issues in psychoeducational reports and the C.L.E.A.R. Model; Comparison of district report writing templates (1.0, 1.2, 1.6-I)	Mastoras, Climie, McMrimmon, & Schwean (2011). A C.L.E.A.R. approach to report writing	Bring your last semester semi-evaluation report
3	9/ 5	Child-centered report writing; Writing practice(1.0, 1.2, 1.6-I)	Schwean et al. (2006). Report writing: A child-centered approach	Learning journal/experience sharing: Megan Learning journal 1 due
4	9/ 12	Solution-focused report writing; Assessment planning and writing practice(1.0, 1.2, 1.6-I)	Brown-Chidsey & Steege (2006). Solution-focused psychoeducational reports	Learning journal/experience sharing: Elbria Report 1 assessment plan;
5	9/ 19	Consumer-responsive approach to report writing(1.0, 1.2, 1.6-I)	Lichtenstein (2013): writing consumer responsive reports: parts 1, 2, and 3	*Special education quiz 1* Learning journal 2 due
6	9/ 26	ED identification and report writing(1.0, 1.2, 1.6, 4.0-I) Report analysis	Hanchon & Allen (2017). Identification of students with emotional disturbance: Moving the field toward responsible assessment practice	Learning journal/experience sharing: Roya Report 1 first section (prior to assessment) due
7	10/3	LD identification and report writing (1.0, 1.2, 1.6, 3.0-I) Report analysis	Maki & Adams (2018). A current landscape of SLD identification: Training, practices	Learning journal/experience sharing: Natalie PM Learning journal 3 due

		Report 1 1st section feedback	and implications	
8	10/10	Report writing discussion Writing practice		Report 2 assessment plan; Learning journal/experience sharing: Audrey and Laura Report 1 assessment part due
9	10/17	Guest speech: Dr. Jackson Special education law (10.1-I) Collaborating with other professionals Report 1 assessment part feedback		*Special education quiz 2;* Learning journal /experience sharing: Brandon Complete Report 1 due Learning journal 4 due
10	10/ 24	IEP parent friendly summary; writing practice (1.0, 1.2, 1.6-I)		Learning journal/experience sharing: Hanah.
11	10/31	Report 1 feedback Dr. Wilson comes and talks about internship		Learning journal/experience sharing: Halley Report 1 parent friendly summary due Learning journal 5 due
12	11/ 7	IEP Meetings and practice (7.1, 7.3, 8.4-I)		Learning journal/experience sharing: Clarissa Report 2 due
13	11/ 14	Site sharing and reflection Parent friendly report summary feedback		Learning journal/experience sharing: Bryce Learning journal 6
14	11/21	Guest panel session: PSW		
15	12/ 5	Preparing for internship interviews (Aleta Wolfe from Career Services		Workshop/conference report Learning journal/experience sharing: Natalie R.
16	12/ 12	Report 2 feedback Wrap up and feedback		field supervisor evaluations (theirs and yours) Learning journal 7 due
17	12/15	**Final Week:** Practicum eval meetings		

NASP DOMAIN	DESCRIPTION	ACTIVITY
1. Data based decision	Use assessment and data collection results to design,	Evaluations; Data for

making and accountability	implement, and evaluate response to services and programs	interventions
2. Consultation and Collaboration	Demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.	Consultation, intervention, and evaluation
3. Interventions and Instructional Support to Develop Academic Skills	Use assessment and data collection methods to implement and evaluate services that support cognitive and academic skills	As appropriate re 285; rest will be accomplished in Psych 286 in spring
4. Interventions & Mental Health Services to Develop Social and Life Skills	Use assessment and data collection methods to implement and evaluate services that support socialization, learning, and mental health	For 278 and 283T; 282 in spring
5. School-Wide Practices to Promote Learning	Ability to work with individuals and groups to develop and implement practices to create and maintain effective and supportive learning environments for children and others.	286 in spring, RTI or PBIS as available
6. Preventive and Responsive Services	In collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery	PREPaRE training in 278
7. Family-School Collaborative Services	In collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership / interactions with community agencies for enhancement of academic and social-behavioral outcomes for children	Assessment and intervention
8. Diversity in Development and Learning	Demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds, with respect for diversity in development and learning and advocacy for social justice.	Assessment and Intervention
9. Research and Program Evaluation	Demonstrate skills to evaluate and apply research, for service delivery; use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels	Thesis, project, and case studies Participation in program evaluation
!0. Legal, Ethical, and Professional Practice	Provide services consistent with ethical, legal, and professional standards, engage in ethical and professional decision-making, collaborate with other professionals, apply professional work characteristics (e.g., respect for diversity and social justice, communication skills, interpersonal skills, responsibility, adaptability, initiate, dependability, and technology skills)	Always!!

SCHOOL PSYCHOLOGY PRACTICUM STUDENT EVALUATION – YR 2
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. **<u>Accomplished</u>**
   Exhibits evidence of knowledge and competence that exceed expectations for a beginning practicum student.

2. **<u>Emerging</u>**
   Beginning to function more independently.

1. **<u>Not Met</u>**
   Competence below the level expected of a practicum student.

NA. Not applicable or observed

Consultation and Behavioral Intervention Skills (P,A, 2.0)				
1.	Practicum student effectively communicates and collaborates with teachers, parents, and other school professionals. (P, A 2.1)	1 2 3 NA		
2.	Practicum student works with teacher/parent as consultee to identify target problem. (P, A 2.1, 7.0)	1 2 3 NA		
3.	Practicum student considers culture in consultation process, e.g., identifying and analyzing problems and developing interventions. (P, A 4.0, 8.0)	1 2 3 NA		
4.	Practicum student works with consultee to analyze baseline and progress monitoring data, develop intervention plan, and helps obtain necessary materials. (P, A 2.0, 6.1, 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 and intervention integrity. (P, A 4.2, 9.3)	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 displays knowledge in systems level consultation and intervention, e.g., classroom, grade level, and school-level. (P, A 2.1, 5.0, 5.2)	1 2 3 NA		
10.	Practicum student effectively interviews teachers, parents, and students. (P, A 2.1)	1 2 3 NA		
Assessment and Academic Interventions (P, A 3.0)				
11.	Practicum student displays knowledge of biological, cultural, developmental, and social influences on development and learning. (P, A 3.0)	1 2 3 NA		
12.	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		
13.	Practicum student displays skills in systematic observations of students. (P, A 1.0)	1 2 3 NA		
14.	Practicum student displays knowledge in selecting appropriate assessment measures for the purpose of identifying educational strengths and needs, and special education eligibility (P, A 1.0, 1.3)	1 2 3 NA		

15.	Practicum student conducts valid and reliable assessments for the purpose of identifying student's eligibility for special education services and/or intervention. (P, A 1.0, 1.1, 1.4)	1	2	3	NA
16.	Practicum student displays knowledge in synthesizing assessment information for intervention development. (P, A 1.0,1.4, 9.2)	1	2	3	NA
17.	Practicum student participates in system-wide data collection (e.g., DIBELS). (P, A 5.0, 5.1)	1	2	3	NA
Therapeutic Skills (P, A 4.0, 6.0)					
18.	Practicum student establishes rapport with students. (P, A 4.4)	1	2	3	NA
19.	Practicum student displays effective skills in individual counseling. (P, A 4.4)	1	2	3	NA
20.	Practicum student integrates behavioral support and mental health services with academic and learning goals for students. (P, A 3.4, 4.4)	1	2	3	NA
21.	Practicum student facilitates the design and delivery of interventions to help students to develop effective social and life skills. (P, A 4.0, 4.1, 4.4)	1	2	3	NA
22.	Practicum student displays skills in conducting groups. (P, A 4.4)	1	2	3	NA
23.	Practicum student displays knowledge and/or skills in counseling culturally and linguistically diverse students and families. (P, A 8.0, 8.2)	1	2	3	NA
Legal , Ethical, and Professional Behaviors (P, A 10.0)					
24.	Practicum student displays knowledge of legal procedures. (P, A 10.0, 10.2)	1	2	3	
25.	Practicum student report sections are thorough and well written.	1	2	3	
26.	Practicum student demonstrates understanding of school culture and systems. (P, A 5.0)	1	2	3	
27.	Practicum student contributes to staffing conferences and IEP meetings. (P, A 2.1)	1	2	3	
28.	Practicum student demonstrates confidentiality and ethical behavior in counseling. (P, A 10.0, 10.1)	1	2	3	NA
29.	Practicum student engages in appropriate actions when confronted with an ethical dilemma. (P, A 8.4)	1	2	3	
Professional Characteristics (P, A 10.3)					
4 = Exemplary; 3 = Average; 2 = Needs Improvement; 1 = Unacceptable					
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)

Practicum Log Summary

CODE	ACTIVITY	DATE	DATE	add columns		Total
1a	Cognitive Assessment					
1b	Social emotional Assessment					
1c	Academic Assessment					
1d	CBA/DIBELS					
2	File review					
3a	Interview - teacher					
3b	Interview - parent					
4	Report writing					
5	IEP meetings					
6	Behavioral observations					
7a	Consultation/SST - teacher					
7b	Consultation/SST - family					
8	Intervention					
9a	Individual counseling					
9b	Group counseling					
10	Professional development					
13a	Supervision (field - formal)					
13b	Supervision - informal					
14	Travel					
15	Other					
Total						