



**COLLEGE OF HUMANITIES AND SOCIAL SCIENCES, DEPARTMENT OF
PSYCHOLOGY AND PHILOSOPHY
PSYC 6396 PRACTICUM IN SCHOOL PSYCHOLOGY I – 3 HOURS
FALL 2017**

Instructor: Courtney S. Banks ¹ , Ph.D., SSP, LSSP ²	Time: 12:00pm – 2:50pm
Office: CHSS 324	Classroom: CHSS 249
Office Phone: 936.294.2435	Office Hours: Wednesday 11-12pm and 3-4pm or appt.
Email: csb028@shsu.edu	Credits: 3

Course Overview:

This course is designed to provide students with an opportunity to develop interviewing skills, provide an introduction to psychotherapy and counseling, and bring together theory and practice as a developing practitioner of psychology. It is assumed that the student has had little to no practice-based experience in this domain. Ethical issues involved in both clinical and school-based practice are thoroughly explored.

The approach taken in the course includes lectures, group discussions, demonstrations, role plays, mock interviews and counseling sessions, observation, audio/video recordings and reviews, individual and group supervision, volunteer placements, logs and journals, creative work products, other written assignments, and research presentations.

Textbooks:

Harrison, P. & Thomas, A. (Eds.). (2014). *Best practices in school psychology* (6th ed.). Bethesda, MD: NASP.

Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2010). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (7th ed.). Belmont, CA: Thomson Brooks/Cole.

Recommended:

Plotts, C. A., & Lasser, J. (2013). *School psychologist as counselor: A practitioner's handbook*. National Association of School Psychologists.

¹ Courtney Banks, PhD is currently under the supervision of Amanda Venta, PhD, LP #36450.

² – Licensed Specialist in School Psychology

All information on SHSU's Academic and Related Policies can be found at:
<http://www.shsu.edu/syllabus>

Goals/Objectives:

Course Objectives	Assessment Approaches
To provide students with a systematic approach to the development of basic individual interviewing and psychotherapy skills	Audio and Video Recordings, Logs, Individual and Group Supervision, Transcriptions, and Journals
To review ethical standards of practice regarding psychotherapy	Applied Progress Assessments/Exams and Individual and Group Supervision
To examine some of the most basic theories of psychotherapy and the basic psychotherapy skills associated with them as they relate to direct intervention	In-Class Assignments and Applied Progress Assessments/Exams
To observe, practice, and demonstrate competency in basic individual interviewing and psychotherapy skills	Audio/Video Recordings, In-Class Exercises, Transcriptions, Applied Progress Assessments/Exams, and Individual and Group Supervision
To provide at least 100 supervised clock hours	Logs, Individual and Group Supervision
To develop an awareness of special issues in psychotherapy with special populations, including the areas of cultural diversity and individual differences	Audio/Video Recordings, Individual and Group Supervision, Cultural Brochures, and Applied Progress Assessments/Exams
To demonstrate the ability to use technology in creating documents, preparing presentation materials for colleagues, students, families, administrators, and the community, and using e-mail effectively	Communication with Instructor, Cultural Brochures, and Audio/Video Recordings
To review current research related to psychotherapy	Research Article Summary and Presentation

This course is aligned with the Rules and Regulations of the Texas State Board of Examiners of Psychologists and the Ethical Principles of Psychologists and Code of Conduct (Ethics Codes) of the American Psychological Association (APA) and the National Association of School Psychologists (NASP).

TIME REQUIREMENT:

In a typical graduate class, for each hour attempted at least three hours outside of class is expected. This 3-credit hour course will meet 3 hours each week. That leaves roughly 9 hours each week outside of class in which to read and complete assignments. Given that this course has an applied component, more time is required. *It is expected that if you enrolled in this course, you can meet the time requirements.*

ACADEMIC DISHONESTY:

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials

ATTENDANCE POLICY:

Regular and punctual attendance is expected. SHSU policy is that no student will be penalized for three or fewer hours of absence. However, a student may be penalized for more than three hours of absences. Students may miss one class without penalty to their grade, but missing two classes could result in a failing grade for the class. The three hours of absence provided by university policy should be used carefully for serious illness and emergencies. If a student has a conflict with a scheduled class, he/she must meet with me to determine an appropriate plan of action. It is the student's responsibility to contact the instructor regarding make-up work, and arrangements must be arranged with the instructor PRIOR to the absence.

RELIGIOUS HOLIDAYS:

Section 51.911 (b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for the absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. "Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code.

CLASSROOM RULES OF CONDUCT:

Students should review, and adhere to, the Code of Student Conduct and Discipline at <https://www.shsu.edu/students/guide/dean/codeofconduct.html>.

In addition, please turn off **ALL** electronic devices, including cell phones, and keep them in a case and/or totally out of view, unless special arrangements have been made ahead of time with the instructor.

PROFESSIONALISM:

Attendance, punctuality, adherence to standards for appropriate classroom behavior, and the quality and the quality of your academic performance are all related to your observable "professionalism", which in turn, signals your readiness to advance in your degree program.

Please note that *punctuality is a particularly important habit*. It is a show of respect for instructors, peers, and even for your own education. Habitual tardiness is a demonstration of quite the opposite.

ACADEMIC INTEGRITY:

The university expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action.

The university and its official representatives, acting in accordance with Subsection 5.32, may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating, plagiarism, collusion and the abuse of resource materials.

STUDENTS WITH DISABILITIES:

It is the policy of SHSU that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs, nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located at the Lee Drain Annex (next to the Farrington Building). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If a student has a disability that may affect adversely his/her work in this class, then the student is encouraged to register with the Services for Students with Disabilities and talk with the instructor about how best deal with the situation. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until the student registers with the Services for Students with Disabilities, and there are *no retroactive* accommodations.

VISITORS IN THE CLASSROOM:

Only registered students may attend class. Exceptions can be made on a case-by-case basis by the instructor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

COURSE REQUIREMENTS:

Overview:

- Students will be required to practice the basic interviewing and psychotherapy skills with a minimum of 10 hours of face-to-face contact with volunteers from the SHSU Psychology Research Pool. Thirty-six hours of school-based practice are also required. You will be assigned cases through local public schools. The total of 100 hours (minimum) will include these and other class hours/activities and supervision.
- Presentations and additional projects will also be required of each student.

Class Participation:

- Participation in role plays and class discussions is expected as an avenue to meet the course objectives.

Supervision:

- A portion of your evaluation consists of your ability to receive supervision and make necessary adjustments. Preparation for supervision sessions with recordings queued, transcriptions completed correctly, and all other paperwork completed is imperative. The ability to accept and make adjustments through supervision is extremely important in training. Your readiness to advance in your program will be determined, in part, by your response to supervision. Failure to follow supervisor's directives may result in course failure.

Outside Research:

- You must review a research article published within the past five years related to use of counseling or therapy with children/adolescents, write a critique of the article using not more than four pages (APA format), and present the article orally to the class.

Presentations:

- Two individual presentations will be required. One is a cultural/ethnic values brochure; the other is the research article presentation. Rubrics and/or further instructions/guidelines regarding these will be provided.

Competency Examinations:

Two competency examinations will occur during the semester. Each of these will be presentation-based, and are designed as a platform for you to demonstrate your ability to critically evaluate your own practice in front of an audience of your peers. More detailed information regarding the format will be provided during the course of the semester.

1. The first examination will be a critical self-evaluation of a videotaped interview with a SHSU

Volunteer. The instructor will select a 15-minute segment of a videotaped session with one of your volunteers. On your designated examination day, your peers will view this segment in a group setting. The segment will be embedded within the following presentation framework. For your examination, you will be required to:

- Report general demographic information about the volunteer (names should be avoided)
 - Age, academic progress, relationship status, etc.
 - Describe general aspects of the session
 - Should include discussion of variables such as rapport, tempo, affect, volunteer's presentation, etc.
 - Identify area(s) of concern/focus of interview session
 - For your segment, identify the basic Listening/Communication Skills
 - Indicate one example of all skills that are observed and the specific time on video
 - Summarize the session
 - Conclusions and further directions
 - Problem areas of the interviewer
2. The final examination will be a 20-minute case presentation from your school-based counseling caseload. You will be required to select *one* student (either elementary or secondary level) and present the following basic information:
- Reason for Referral
 - Identified Problem(s)/Concern(s)
 - Background Information
 - Academic History, Family, School Behaviors
 - Assessment Methods
 - Goals/Objectives
 - Outcomes
 - Future Directions (etc.)

Evaluation/Grading Plan:

Activity	Hours Required
Face-to-Face with SHSU Volunteers	10
School-Based Hours	36
Supervision	13
Class	41
Total Activity Hours	100

Assignment/Project	Points Possible
Total Activity Hours X 3	300
Cultural Brochure Presentation	50
Research Article Review/Presentation	50
Competency Examination #1	75
Competency Examination #2	75
BlackBoard Reading Preview Quizzes (12)*	25
Class Participation/Professionalism	25
Total Points Possible	600

*All Blackboard Reading Preview Quiz scores will be averaged and converted to out of 25 points.

Points Earned	Grade Assigned ³
540—600	A
480—539.99	B
420—479.99	C
< 420	F

³Please note that, in order to complete this course, you MUST acquire ALL of the required hours (i.e. 100 minimum) prior to finals week.

INSTRUCTOR EVALUATION: You will be asked to complete a course/instructor evaluation form toward the end of the semester.

Course Outline				
Session	Date	Topic	Readings	Assignments/Projects Due
1	8/23	Introduction	Ivey Ch. 1 BP-F Ch.2	
2	8/30	Ethics; Cultural Diversity, Multicultural Competence	Ivey Ch. 2 BP – F Chs. 1 and 4	
3	9/6	Basic Communication; Note Taking Assessment of Behavior	Ivey Ch. 3 Plotts Chapter (Will Provide)	
4	9/13	Opening Communication and Observation Skills; Practitioner Competence; Mental Status Exam	Ivey Ch. 4 & 5	
5	9/20	Active Listening; Privacy/Confidentiality	Ivey Ch. 6 BP- Student Lvl Serv Ch. 20	
6	9/27	Interviews; Report Writing; Writing Goals and Objectives	Ivey Ch. 7 & 8 Assigned Article	
7	10/4	Assessment from Multiple Perspectives Genogram	Ivey Ch. 9	Research Article Discussion
8	10/11	Risk Assessment,; Assault, Suicide; and other Potentially Dangerous Behaviors	BP-SysLvServ Ch. 15, 16,18,19	
9	10/18	Introduction to Working with Families	Ivey Ch. 10 BP-SysLvlServ Ch. 32 Assigned Article	
10	10/25	Family-Based Interventions (cont.)	Ivey Ch. 11 BP.SysLvlServ Ch. 33	Competency Exam #1
11	11/1	Fundamental Issues in Group Counseling for Children and Adolescents	BP Student LvlServ Ch. 21 Article	Competency Exam #1
12	11/8	Social Skills Training and Anger Management for Children and Adolescents; Influencing Skills	Ivey Ch. 12 BP-StudentLvlServ Ch. 15	
13	11/15	Special Topics	Ivey Ch. 13	Cultural Brochures/Presentations
No Class on 11/22 Thanksgiving Break				
14	12/1	Multicultural Counseling; Research and Practice	Ivey Ch. 14 BP-F Ch. 33	
Finals	Week of 12/4	Competency Exam # 2		