



SAM HOUSTON STATE UNIVERSITY
COLLEGE OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF PSYCHOLOGY & PHILOSOPHY

**PRACTICUM IN
SCHOOL PSYCHOLOGY II**
PSYC 6397
Spring 2018

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Time: Thursday 9:00am—11:50am
Classroom: CHSS 249
Office Hours: Thursday- 1pm to 3pm or appt.

COURSE OVERVIEW:

This course is designed to be the culminating *intervention* practicum experience for SHSU school psychology students. Students will gain applied experience (i.e., an average of 8 hours per week over the semester; total of *at least* 125 practicum hours) within a school district placement conducting and monitoring interventions (e.g., counseling and consultation). The instructor for this course will serve as the university supervisor¹, while one or more licensed practitioners will serve as field (on-site) supervisors.

The approach taken in the course includes lectures, group discussions, demonstrations, role plays, observation, audio/video recordings and reviews, individual and group supervision, and logs. Students will also gain experience in presenting didactic materials to their peers on a given contemporary topic in school psychology.

REQUIRED TEXTS:

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

Jacob, S., Decker, D. M., & Hartshorne, T. S. (2016). *Ethics and law for school psychologists* (7th ed.). Hoboken, NJ: John Wiley & Sons, Inc.

Joyce-Beaulieu, D. & Sulkowski, M. (2015). *Cognitive behavioral therapy in K-12 school settings: A practitioner's toolkit*. New York, NY: Springer Publishing Company, LLC.

¹ Unless other *clearly specified* arrangements are made between the district and the university.

McGinnis, E. (2011). *Skillstreaming the Adolescent: A Guide for Teaching Prosocial Skills* (3rd ed.). Champaign, IL: Research Press.

McGinnis, E. (2011). *Skillstreaming the Elementary School Child: A Guide for Teaching Prosocial Skills* (3rd ed.). Champaign, IL: Research Press.

PSYC 6397 OBJECTIVES:

Course Objectives for PSYC 6397.01
To review ethical standards of practice regarding the applied practice of school psychology
To observe, practice, and demonstrate competency (under supervision) in the basic practices of direct/indirect intervention.
To provide at least one work day per week (i.e., 8 hours) of applied intervention practice in a school setting.
To develop an awareness of special issues in school psychology with special populations, including the areas of cultural diversity and individual differences
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
To review current research related to a variety of social, emotional, behavioral, and academic difficulties in youths within the context of the school setting

In this course, students must complete the following activities:

- Facilitation, or co-facilitation, of at least one small therapy/counseling group. The group must contain a minimum of 3 clients. Further, the group should contain no more than 8 students
- Gain experience with the day-to-day operations within a school district, including some familiarity with scheduling, special education procedures, and case management

Further, based on the availability of unique training opportunities at the individual site(s), students will complete the following activities (under supervision):

- Individual Counseling (both Elementary and Secondary levels)
- Behavioral and/or Academic Assessment² and Intervention (i.e., Consultation)
- Crisis Assessment and/or Prevention/Intervention

² This does not indicate assessment (either partial or full) for special education eligibility. Rather, the assessment procedures referenced herein are those that are components of an intervention (i.e., problem-solving consultation) process. Traditional assessment practices (e.g., those conducted to determine special education eligibility) are conducted in the PSYC 6394 Practicum Course.

All information on SHSU's Academic and Related Policies can be found at:

<http://www.shsu.edu/syllabus/>

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 will be required. Specifically, students in this course are required to complete at least one work day per week (i.e., approximately 8 hours) within a school setting. Students must begin practice in their specified school setting during the second week of the semester. *It is expected that if you enrolled in this course, you can meet the time requirements.*

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.

Once a schedule has been established at the practicum site, it is extremely important that students maintain regular and punctual attendance. Only very serious illness, death in the immediate family, or events beyond one's control would be cause for absence. Students must notify the practicum site (including appropriate supervisor and the main school office, etc.) and the course instructor of their 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. Please see the link below for additional information.

Observance of Religious / Holy Days

<http://www.shsu.edu/dotAsset/0953c7d0-7c04-4b29-a3fc-3bf0738e87d8.pdf>

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. Please see the link below for additional information.

University Code of Conduct <https://netreg.shsu.edu/mirror/codeofconduct.html>

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. Please see the link below for additional information.

References the University's policy on Academic Dishonesty

<http://www.shsu.edu/dotAsset/728eec25-f780-4dcf-932c-03d68cade002.pdf>

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 in the Counseling Center (294-1720). 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 SHSU Counseling Center 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 Counseling Center, and there are *no retroactive* accommodations. Please see the link below for additional information.

Americans with Disabilities Act – Students with Disabilities

<http://www.shsu.edu/dotAsset/9edd8433-cad5-40d1-b4bf-6a91b08f90e4.pdf>

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:

Class Participation:

ACTIVE class participation is expected. You must be prepared to participate in class, which includes completing the readings, gathering any required research materials, and bringing issues/concerns from your practical experiences for presentation in a professional forum. If you have questions or concerns about a particular issue that you will bring to the class, be sure to do some detailed research into the topic prior to the discussion. (Serious concerns should be brought to the instructor's attention immediately.) Undue absences will result in failure to earn class participation points.

Supervision:

A portion of your evaluation consists of your ability to receive supervision and make necessary adjustments. The ability to respond appropriately to feedback is extremely important in training. You must come to supervision prepared with materials, questions, issues, concerns, successes, and areas for improvement. At this point in your training, supervision is beyond consumer-oriented didactic training. You should be ready to move from a passive receiver to a collaborator in your own development.

Your readiness to perform as a professional has already been supported by your successful completion of the School Psychology program thus far. The information gathered from

supervision in Practicum II will further inform your trainers on your ability to perform as a professional within the work setting.

Outside Research:

Outside research will be required of you periodically throughout the semester, most often through supervision. Not only is this a highly valuable practice for your initial training, but it is also a habit that you should form for the duration of your career as a professional in the field of psychology.

ASSIGNMENTS:

There will not be any traditional examinations required in this practicum course. Students' grades will be based on the completion of applied activities at their practicum site and course assignments, as described below. Guidelines and a scoring rubric for assignments will be handed out in class.

Applied Activities

Clinical Activities

Students will be expected to complete specific clinical activities during the practicum experience. Possible clinical activities include:

- Interviewing parent(s) about their concerns regarding their child
- Interviewing teacher(s) about their concerns regarding a student
- Interviewing a student about problems or concerns raised by a teacher/parent/child
- Completing structured observations of students' behaviors in a classroom
- Observing academic instruction in a classroom
- Completing an academic performance assessment of a student (e.g., CBA, work samples)
- Completing a functional behavioral assessment of student behavior
- Developing an intervention plan for a social, emotional, or behavior concern
- Developing an academic intervention plan
- Implementing a social, emotional, or behavioral intervention plan (directly or through consultation)
- Implementing an academic intervention plan (directly or through consultation)
- Evaluating an academic, social, emotional, or behavioral intervention
- Writing a comprehensive case report (consultation and/or counseling)
- Writing a brief case report summary (consultation and/or counseling)
- Sharing information with parents, teachers, and students
- Additional activities related to class topics and readings may also be assigned.

Group Counseling

Students will be expected to lead, or co-lead, at least one small-group therapy group of 3 to 8 children. Possible topics might include social skills, anger management, divorce, and/or bereavement, depending on the needs of the school district. Students are expected to study the current literature and select and implement evidence-based group interventions. Groups should last for 6-8 weeks and will be conducted under the direct supervision of a school's counselor, the special education counselor, or an LSSP.

Other Experiences as Available

Students must pursue other clinical activities as available. Students should **NOT**, under any circumstances, take on sole (i.e., unsupervised) responsibility for a case. Their work should be directly supervised by an LSSP. **Students' supervisors will complete evaluations of their applied work during the semester.**

Additional Products Required for the Course:

1. Hours Log—Due Dates: 2/15/18, 3/29/18, & 5/3/18

It is the student's responsibility to maintain a log of all practicum hours. Students will submit the logs electronically (via e-mail) to the instructor. It is expected that all students will accrue a minimum of 125 hours during the semester.

2. Teach-In—Due Date: Students will sign up for specific class sessions throughout the semester.

Each student will teach a class session regarding a contemporary topic in school psychology. Topics will vary and are indicated in the course schedule. Each session will last a minimum of 2 hours, and students should integrate multiple methods of instruction (e.g., lecture, discussion, class activities, etc.). Additional resources will be provided. The purpose of these "teach-ins" is to provide students with experience presenting information to peers (as occurs in internship and other practice settings) within a professional forum.

Example Teach-In Topics:

- Contemporary Research in Pediatric Bi-Polar Disorder
 - Must include detailed information on related disorders, differential diagnosis, and pharmacological interventions
- Crisis Intervention
- Traumatic Brain Injury (may include high impact sports within sub-topic)
- Mental Health in the Schools / Emotional Disturbance / Social Maladjustment
- Contemporary Issues in LD Assessment
 - Must include detailed discussion of Cross-Battery as well as other suggested alternative methods of identification.
- Behavioral RTI

3. Ethical Issue Paper—Due Date: 5/3/18

Each student will be required to submit a written paper (i.e., at least 4 pages in length) discussing an ethical issue or concern that they experienced/witnessed etc. during the semester. The content of the paper should include a clear description of the situation, the persons involved, relevant information from the ethical codes, as well as the resolution (or lack thereof) of the issue or concern. Ethical practice should be at the fore of practice throughout the day for all practitioners, yet in the context of this paper, students are asked to present an ethical issue or matter that may require a lengthier discussion/analysis.

4. Case Presentation—Due Date: 4/26/18 or 5/3/18 (depending on the date for which the student volunteers).

The final examination will be a 20-minute case presentation from your caseload. This case may be drawn from any area of intervention practice (e.g., behavioral consultation, academic, consultation, group counseling, and individual counseling). You will be required to select *one* case (or counseling group) at 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, Intervention (with rationale), Goals/Objectives, Assessment Methods, Outcomes, Future Directions (etc.)

5. Self-Evaluation—Due Date: Finals Week (Schedule meeting with the instructor)

At the beginning of the semester (i.e., the first week of classes), you will be required to develop a set of goals and objectives for your training this semester. While you are familiar with the expectations for experiences listed above, you also should have specific ideas for further development (prior to internship) or specific areas in which you may be especially interested. At the end of the semester, each student will meet individually with the instructor to discuss the student's progress related to the goals and objectives. It is understandable that all objectives may not be fully completed. However, active pursuit of this plan of action (via goals and objectives) is essential. A written self-evaluation will be submitted to the instructor at the time of the meeting.

STUDENT EVALUATION PLAN:

Activity	Max. Points
Class Participation	140
Applied Activities (based on supervisor's evaluations [150 points] <u>and</u> successful completion of at least one intervention report [150 points] as outlined by the SHSU SSP Program PIR and FRF) ³	300
Hours Log	60
Case Presentation	100
Teach-In	300
Self-Evaluation (based on goals/objectives)	50
Ethical Issues Paper	50
<i>TOTAL</i>	<i>1000</i>

You can earn a maximum score of 1000. Individuals who score 900-1000 will earn an A, and those scoring from 800-899 will earn a B. Should you earn less than 800 points, you must meet to discuss alternatives with me. C's will not be assigned. If a student is not able to perform at a satisfactory level, an F will be assigned.

³ Although reports/summaries should be written for *all* casework at the end of the term, the instructor of this course is requiring that one (de-identified) report be submitted for the progress evaluation of each student in the course. The Faculty Rating Form and Procedural Integrity Rubric for the chosen intervention area should be thoroughly consulted throughout the process. This requirement is designed to further develop and enhance not only the intervention skills of the practicum students, but also to develop specific skills in preparing a report document for intense portfolio examination during the Internship (PSYC 6371).

In the event that a student appears to be performing at a level *below* expectations, the instructor will call an individual meeting with that student to determine an appropriate course of action for remediation. Given that this is the final practicum prior to the student entering his/her internship, students must satisfactorily pass this course in order to continue on to the internship placement. If, based on performance in Practicum II, a student is not ready to begin internship, intensive remediation will be undertaken.

INSTRUCTOR EVALUATION:

You will be asked to complete a course/instructor evaluation form near the end of the semester.

Course Outline

The course outline is tentative and subject to change. Any changes will be announced in class.

Session	Date	Topic	Readings	Assignments/Projects Due
1	1/18	Introduction to Course	None	-Overview of Supervision Goals and Objectives Statement
2	1/25	Group Therapy	Crespi (2009) Perusse et al. (2009)	-Begin work at Practicum Site (No later than this Week)
3	2/1	-Group Therapy cont./Ethics -Supervision	JDH (Chs. 1-3) Kvarme et al. 2013 Looyeh et al. 2012	
4	2/8	Cognitive Therapy with Adolescents	CBT in K-12 (chs. 1 and 2) Levine & Anshel (2011)	
5	2/15	Developing Quality Goals and Objectives -Outcome Measurement/ARD and IEP Meetings	Cook-Cottone, Anderson, & Kane (2014) Provided by Instructor	Up-to-Date Log Due (electronic submission)
6	2/22	Class Cancelled		
7	3/1	-Ethics in High Risk Scenarios -Supervision	Klose et al. 2012 Mayworm et al. 2014 Walker et al 2017	
8	3/8	Behavioral Consultation Considerations	Diamant & Luiselli (2014) (2 chapters provided by instructor)	
Spring Break ~ March 12th through 16th				
9	3/22	Teach-In 1	Distributed by Presenter	
10	3/29	Teach-In 2	Distributed by Presenter	Up-to-Date Log Due (electronic submission)
11	4/5	Teach-In 3	Distributed by Presenter	
12	4/12	Teach-In 4	Distributed by Presenter	
13	4/19	Teach-In 5	Distributed by Presenter	
14	4/26	Case Presentations	None	
15	5/3	Case Presentations	None	-Ethical Issues Paper Due -Up-to-Date Log Due (electronic submission)
FINALS WEEK		Self-Evaluations Due (Individual Meetings)		