

## Psychology 287-1: PRACTICUM IN SCHOOL PSYCHOLOGY (Fall)

Tuesday 1:00 – 1:50 pm S2 238 - YEAR 1

Dr. Hong Ni

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Office Hours: Monday. 1-3,  
Wednesday: 2-4 Friday: 2-3

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**COURSE DESCRIPTION and OBJECTIVES:** Psychology 287 is a one unit course designed to provide students with opportunity to discuss readings and topics in the context of their practicum experience in the schools. This section is for first year students.

- ♦ Students will demonstrate knowledge of special education Federal and state eligibility criteria for special education handicapping conditions (e.g., mental retardation, emotional disorders, learning disabilities).
- ♦ Students will demonstrate the administration of Dynamic Indicators of Basic Early Literacy Skills (DIBELS).
- ♦ Students will conduct early intervention social skills groups.
- ♦ Students will investigate the roles of special and general education personnel and their interactions with school psychologists.
- ♦ 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, class assignments 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**

1. Students will participate in practicum and internship in a diverse range of settings including inner city, suburban, and rural settings.
2. Students will demonstrate a scientific problem solving approach in their work
3. Students will be able to judge the value of new theories, practices, and materials in school psychology.
4. Students will be able to justify practices in assessment, intervention, counseling, and prevention/intervention.
5. Students will demonstrate commitment to the welfare of children.
6. Students will adhere to NASP and APA standards for assessment, intervention, and counseling.
7. Students will demonstrate industry, punctuality, and responsibility in practicum and internship.
8. 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.

## **NASP STANDARDS ADDRESSED IN COURSE**

- 2.5 Student diversity in development and learning
- 2.6 School and systems organization, policy development, and climate
- 2.10 School psychology 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. Case summary
6. Evaluations of field experience
7. NASP portfolio
8. Practicum checklist
9. Behavioral Observations

*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. 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.

It is expected that student on practicum experiences will conduct themselves in a professional manner, including appropriate dress, cooperation, tack, and punctuality. Supervision, consultation, and review will be provided by a university supervisor and field personnel. 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.

### **University Policies**

**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:

- ♦ understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- ♦ neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- ♦ 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).

**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."

**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."

**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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## Assignments

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

1. Each first year student will spend approximately 7 hours per week in the schools for 100 hours per semester. This may include time spent conducting early intervention social skills groups in Parlier. 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). Collecting thesis data (your own or assisting a fellow student), CBM or DIBELS norming, or

attending workshops qualifies for practicum time and these activities are encouraged and in some cases, required (e.g., DIBELS and workshop). However, in order to learn about school psychology, you need to spend time at a school site with a school psychologist. You will need to log your practicum experiences; **turn these every 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.**

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. Cases will be discussed in practicum class and one case summary written up and presented. Dates are indicated in the syllabus.

4. ***Mini-papers:*** 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 a speech therapist, a school nurse; observe an assessment session and a consultation session; interview an administrator on perceptions of the role of the school psychologist; and interview a bilingual educational professional. Students will complete 1 to 2 page papers on the above experiences. The papers are referred to in the course schedule as **mini-papers**. All papers are expected to be typed and double spaced. It is strongly suggested that you proofread each paper 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- will result in zero points for the paper.

5. ***Case presentations:*** Each student will present one case in class and write a 1-2 page paper for each case. The student does not have to be involved in the case. The case could be one that the school psychologist /speech pathologist/nurse/special education teacher, etc., is working on. The student will be responsible for information collection with the help from their site supervisor, e.g., review the student's file (cumulative file and/or special education file), interview the student's teacher, etc.

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

7. All students will turn in their updated NASP portfolio and practicum checklist prior to finals week.

8. ALL students will turn in 3 structured observations (see dates on syllabus). Observations are to be conducted at your practicum site. Please write up 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. Forms and samples of observations will be provided in class.

#### **TEXT**

Thomas A., & Grimes, J. (Eds.), (2008). *Best practices in school psychology V*, Bethesda, MD: National Association of School Psychologists.

### POINTS

		Note	Points possible
Attendance	5 points per week (14 wks)	Missed class = 0	70
Logs	5 points per week (13 wks)	Late logs = 0	65
Mini-papers	10 @ 10 points each <ul style="list-style-type: none"> <li>♦ <i>School Psychologist</i></li> <li>♦ <i>Speech Pathologist</i></li> <li>♦ <i>School Nurse</i></li> <li>♦ <i>School Administrator</i></li> <li>♦ <i>IEP meeting</i></li> <li>♦ <i>Assessment Session</i></li> <li>♦ <i>Consultation Session or SST meeting</i></li> <li>♦ <i>RSP Special Education Teacher</i></li> <li>♦ <i>SDC/SH Special Education Teacher</i></li> <li>♦ <i>Bilingual School Psychologist, Teacher or Aide</i></li> </ul>	Late paper = 5 points  Points deducted for grammatical and spelling errors.  <b>RSP:</b> resource special program teacher <b>SDC:</b> special daily class teacher <b>SH:</b> severely handicapped	100
Observations	Each observation: 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	60
Case presentation	10 points	The student does not have to be involved in the case. It could be a student who you sat at a meeting for.	10
NASP Portfolio	10 points		10
Practicum Checklist	5 points		5
Field supervisor evals	15 points (1 <sup>st</sup> yr)	Your eval of supervisor and supervisor's eval	15
Workshop summary	10 points		10
Grading	80% for credit in course		276/345

Course assignments and schedules are subject to change

Sessions	Course orientation and practicum assignments;
1	Working in schools: Q & A Introduction to DIBELS Kaminski, R., Cummings, K., Powell-Smith, K., & Good., R. (2008). Best practices in using Dynamic Indicators of Basic Early Literacy Skills for Formative Assessment and Evaluation. In A. Thomas and J. Grimes (Eds.). <i>Best practices in school psychology V</i> , (pp. 1181-1205). Bethesda, MD: The National Association of School Psychologists. ASSIGNMENT: practice DIBELS
2	Relation of school psychology and special education: Q & A ASSIGNMENT: Mini-paper #1 Note: Meet with field supervisor on Sept.9.
3	Social skills training: curriculum ASSIGNMENT: Mini-paper #2
4	Social skills training: working with groups ASSIGNMENT: Mini-paper #3
5	Observation #1 Due [ABC observation; turn in recording form and narrative with description of student, target behavior, environment, and hypothesized function of behavior, see Cooper, Heron, & Heward (2007) Chapter 3.] ASSIGNMENT: Mini-paper #4
6	CASE PRESENTATIONS #1 & #2 ASSIGNMENT: Mini-paper #5
7	Faculty Furlough: Peer discussion case #3 & #4 ASSIGNMENT: Mini-paper #6
8	Review of NASP Portfolio components – in handbook ASSIGNMENT: Mini-paper #7
9	Professional development: NASP, CASP, CVA-CASP CASE PRESENTATIONS #5 & #6 ASSIGNMENT: Mini-paper #8
10	Observation #2 [Event recording; turn in recording form and narrative with description of student, target behavior, environment, and statistical summary of behavior, see Cooper, Heron, & Heward (2007) Chapter 4.] ASSIGNMENT: Mini-paper #9 Note: CSU ABA conference November 6th
11	CASE PRESENTATIONS #7 & #8 Give your field supervisors practicum evaluations before Thanksgiving
12	Diversity: Services at your site for culturally and linguistically diverse students CASE PRESENTATIONS #9 & #10
13	Faculty Furlough Day & Thanksgiving Week      ASSIGNMENT: Mini-paper #10
14	ASSIGNMENTS: 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, see Cooper, Heron, & Heward (2007) Chapter 4] Workshop/conference report CASE PRESENTATIONS #10
15	ASSIGNMENTS: Portfolio, practicum checklist, field supervisor evaluations (theirs and yours)
16	Final Week Practicum eval meetings