

PSYCHOLOGY 287 – 1: PRACTICUM IN SCHOOL PSYCHOLOGY (Spring)

Class Meeting: Monday 9:00 - 10:00 am

SC2 238

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Office Hours: Mon. 3-4;
Wed.9-10; Thurs. 1-4 & by appt.

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 1st year students.

- ♦ 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.

OUTCOMES ASSESSMENT OF STUDENT LEARNING:

Ed.S. GRADUATE PROGRAM GOALS

9. Students will participate in practicum and internship in a diverse range of settings including inner city, suburban, and rural settings.
10. Students will develop knowledge of and competencies in assessment
11. Students will be able to summarize conclusions in consultation meetings, assessment reports and IEP meetings.
12. Students will demonstrate a scientific problem solving approach in their work
13. Students will be able to judge the value of new theories, practices, and materials in school psychology.
14. Students will be able to justify practices in assessment, intervention, counseling, and prevention/intervention.
15. Students will demonstrate commitment to the welfare of children.
16. Students will adhere to NASP and APA standards for assessment, intervention, and counseling.
17. Students will demonstrate industry, punctuality, and responsibility in practicum and internship.
18. 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

2. Data-based decision-making and accountability
3. Student diversity in development and learning
4. School and systems organization, policy development and climate
5. Home/school/ community collaboration
6. School psychology practice and development
7. Information technology

COURSE PREREQUISITES: The student must be admitted to the School Psychology Program.

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, tact, 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

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." Computers will not be used in class except as approved by the professor.

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 in class except in case of family emergency. Students may not eat in class unless this is a treat for the entire 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>

New University Drop Policy:

Please note new procedures for dropping courses this semester. Those dropping courses late (Feb. 18-April 21) 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.

Assignments

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

1. First year students will spent approximately 7 hours per week on practicum for a total of 100 hours per semester. Each student will be assigned to a field supervisor. In addition 1st year students will conduct social skills groups once per week. Assignments of students to field supervisors and schools will be made by the school psychology faculty in January. You will need to arrange a weekly schedule with your field supervisor (1/2 day per week). 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., workshop). You will need to log your practicum experiences; **turn these in each week. Logs are to be signed by field supervisors.**

2. ALL students will turn in 3 structured observations (see dates on syllabus). Observations are to be conducted at your practicum site. One observation should be conducted in conjunction with the on-campus autism clinic. 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 chosen (event, partial-, whole- or momentary-interval, or duration/latency and rationale for type of observation, (5) observation setting (e.g., classroom, playground, large group instruction, one-to-one), (6) 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. Therefore be sure to include quantitative data summaries in the narrative. Attach a computer generated graph and original data collection sheet.

3. Multicultural assignment. Write a 3-page paper comparing your practicum sites regarding diversity and the role of the school psychologist at the site. Consider assessment, consultation with teachers, parental input and collaboration, community and social services, etc. What strategies and skills do you need to serve all students?

4. All students will turn in their updated NASP portfolio and practicum checklist on the date indicated in the syllabus.

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

6. 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.

TEXTS

California Dept. Of Education (A recent ed.) California special education programs: A composite of laws. Sacramento: Author.

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

POINTS

Attendance	5 points per week (13 wks)	Missed class = 0
Logs	5 points per week (12 wks)	Late logs = 0
Observations	5 points data 5 points graph (computer generated) 5 points narrative 0 points for any section that is not acceptable (15 points per observation)	Must redo sections that are not acceptable; if rewrite is adequate can earn 5 points
Multicultural Reflection Paper	15	
NASP Portfolio	15 points	
Practicum Checklist	5 points	
Field supervisor evals	15 points	Your eval of supervisor and supervisor's eval
Workshop summary	15 (Must include write up and handouts)	
Eligibility Quiz	10 points	
1 st Year	Possible points = 245	
Grading	80% for credit in course	

Subject to change: This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

SCHEDULE OF READINGS AND ASSIGNMENTS

- Session 1* *Course orientation and practicum assignments. Make sure your supervisor is aware of all course requirements you will need to complete on practicum.*
- Session 2* *Selecting observation type; Cooper, Heron, & Heward pp 88-93*
- Session 3* *Graphing: Cooper, Heron, & Heward pp 88-93, BP-V, Chapter 134 (Best practices in the display of data) Bring laptop to class.*
- Session 4* *Site discussion: Rural vs Urban school psychology.*

- Session 5* *NASP preview and planning*
Observation 1 Due. Structured observation – multiple behaviors.
- Session 6* *NASP – no class*
- Session 7* *NASP Sharing*
Workshop/conference reports (oral report in class; written due next week)
- Session 8* *Eligibility Review: Mental Retardation*
Case presentations: _____1 + 2_____
- Session 9* *Eligibility Review: Specific Learning Disability*
Case presentations: _____3 + 4_____
- Session 10* *Spring Break*
- Session 11* *University Furlough day*
- Session 12* *Eligibility Review: Emotional Disorder.*
Case presentations: _____5 + 6_____
Observation 2 Due. Peer comparison.
- Session 13* *Site discussion*
Case presentations: _____7 + 8_____
Multicultural paper discussion: Paper due
- Session 14* *Site discussion*
Observation 3 Due. Target behavior is social or behavioral, nottime-on task.
Give out practicum evaluations – these must be returned by May 12
- Session 15* *Site discussion*
Case presentations: _____9 + 10_____
- FYI: Graduate Research Symposium May 6th 1 – 8 pm in library
- Session 16* *Preparing for Yr 2.*
Case presentations: _____11_____
Final logs and practicum evaluations due by May 12.
- Session 17* *Finals week. Eligibility quiz.*
Practicum evaluation meetings.
NASP portfolio, practicum checklist due