
Psychology 287-2: PRACTICUM IN SCHOOL PSYCHOLOGY

Time TBA: S2 238

Fall

Dr. Marilyn S. Wilson S2 354; Ph 278-5129	Office Hours: Mon, 11-1, Thurs. 1-3; Fri. 8-9
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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 second 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 demonstrate knowledge of special education assessment by administering and interpreting measures in two reevaluations.
- 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 Components: Psychology 287 consists of interrelated activities:

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| 1. Field based experience | 7. NASP portfolio |
| 2. Assigned readings | 8. Practicum checklist |
| 3. Class attendance and class discussion. | 9. Behavioral Observations |
| 4. Workshop attendance | 10. Re-evaluation assessment and reports |
| 5. Case summary | |
| 6. Evaluations of field experience | |

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

COURSE GOALS LINKED TO NASP STANDARDS

1. Data-based decision-making and accountability
5. Student diversity in development and learning
6. School and systems organization, policy development and climate
8. Home/school/ community collaboration
10. School psychology practice and development
11. Information technology

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.

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).

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."

Cell phones should be turned off before coming to class. Talking in class while the professor or someone else is talking is unacceptable. 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 food is not unless it is a treat for the entire class or permission is given by the instructor (e.g., lunch time).

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>

Assignments

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

1. Each second year student will spend approximately 10 hours per week in the schools for 150 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). 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 in each 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.

All students will participate and document in logs a minimum of 8 hours of CBM/DIBELS experience for a local district per semester; this can be a combination of training, norming, or scoring. *Highlight this on your logs in yellow.*

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.
4. 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.
5. All students will turn in their updated NASP portfolio and practicum checklist prior to finals week.
6. 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.
7. *Triennial Evaluations (100 points each):* Each student will complete two 3-year re-evaluations at their school site. Utilize information from a variety of data sources including the classroom teacher; parent/guardian; pupil; and direct observations in multiple settings. The re-evaluations must include a written report. **For class reporting purposes, identify the pupil by first name, grade, and age only.** Requirements will be provided.

The following assessments are required in the re-evaluation:

- Student Background (e.g., academic history; health history; discipline)
- Classroom Observation by the student
- Academic Assessment (KTEA, WIAT-II, or WJ-III)
- Parent and Teacher interviews

The following assessments are recommended in the re-evaluation when appropriate;

- General/Cognitive Ability test (e.g., WJ-III COG; WISC-IV)
- Adaptive Behavior Assessment (e.g., ABAS-2; Vineland; SIB-R)
- Curriculum Based Measurement, Progress Monitoring (e.g., DIBELS)

Attach copies of scoring page of protocols or protocols.

Reports must be signed by your field supervisor.

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8. Presentation at an IEP meeting. Turn in brief reflection paper on your experience. If possible please schedule when the practicum field supervisor, Ada Wolff, can observe.

TEXT

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

Resources: Child Development: <http://www.cdc.gov/ncbddd/actearly/downloads.html>

Developmental Disabilities: <http://www.cdc.gov/ncbddd/dd/default.htm>

Birth Defects: <http://www.cdc.gov/ncbddd/index.html>

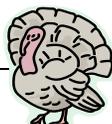
POINTS

5 points per week (15 wks)	Missed class = 0
5 points per week (14 wks)	Late logs = 0
2 @ 100 points	Evaluations
10 points data 10 points narrative 10 points graph 0 points for any section that is not acceptable (30 points per observation)	Must redo sections that are not acceptable; if rewrite is adequate can earn 5 points
10 points	NASP Portfolio
5 points	Practicum checklist
15 points	Your eval of supervisor and supervisor's eval
10 points	Workshop summary
80% for credit in course	

Schedule of Assignments

Course assignments and schedules are subject to change

Sessions	Topics
1.	TOPIC: Course orientation and practicum assignments/expectations
2.	TOPIC: Assessment Planning – Referral Questions, Interviews, Observations, Tests http://www.nasponline.org/resources/principals/nassp_evaluation.aspx ASSIGNMENT: Evidence of NASP & CASP MEMBERSHIPS DUE!
3.	TOPIC: Site sharing CLASS WILL MEET AT 3 PM WITH 1 ST YEARS. Guest = Ada Wolff, our new grant field supervisor
4.	TOPIC: Planning assessment – reevaluations <i>Best Practices in Problem Analysis – BP V, Chapter 9</i> ASSIGNMENT: Observation 1. Off-task behavior measured over 2 sessions. Include data on teacher response to behavior.
5.	TOPIC: Report Writing
6.	TOPIC: Field Supervision READING: Field Supervisor competencies. From Harvey & Struzziero (2008). <i>Professional development and supervision of school psychologists</i> . p. 26 ASSIGNMENT: Assessment plan for reeval #1
7.	TOPIC: Low incidence sites; <i>Best Practices V – Chapter 76</i> CASE PRESENTATION #1 ASSIGNMENT: Observation 2: Peer-comparison (across 2 sessions)
8.	TOPIC: Site sharing CASE PRESENTATION #2
9.	TOPIC: Low incidence: <i>Read either BP 114 (Deaf/HOH) or 115 (Visual Impaired)</i> CASE PRESENTATION #3 ASSIGNMENT: Observation 3. Multiple behaviors (3 behaviors over 2 sessions)
10.	TOPIC: Site sharing CASE PRESENTATION #4 ASSIGNMENT: Assessment plan for reeval #2
11.	TOPIC: IEP Meetings http://www.nasponline.org/families/iep.pdf CASE PRESENTATION #5 Note: CSU ABA conference November 6th – attendance recommended ASSIGNMENT: Re-evaluation 1
12.	TOPIC: ABA conference, Report feedback CASE PRESENTATION #6 Give your field supervisors practicum evaluations before Thanksgiving
13.	TOPIC: Site sharing CASE PRESENTATION #7
14.	Thanksgiving Week – no class
15.	TOPIC: Facilitating meetings with families: <i>Read Best Practices V – Chapter 59</i> CASE PRESENTATION #8



	ASSIGNMENTS: Reevaluation 2; Workshop/conference report
16.	TOPIC: Wrap up, planning for next semester CASE PRESENTATION #9 ASSIGNMENTS: Portfolio, practicum checklist, field supervisor evaluations (theirs and yours)
17.	Final Week Practicum eval meetings