

## ***Psychology 287 - 2: School Psychology Practicum (Spring)***

Science II 238

Monday: 3:00-4:00 pm

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Office hours: Monday & Wednesday: 12:00-1:00; Thursday: 11:00-12:00; Friday: 3:00-4:00pm

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- **Course description**

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 2<sup>nd</sup> 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.

- **Course prerequisites**

The student must be admitted to the School Psychology Program.

- **Required Course Materials and Texts:**

Text books:

California Department of Education (2009). California special education programs: A composite of laws. Sacramento: Author.

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

Students must have access to a computer and internet tools such as e-mail and the Madden library.

- **General Learning Objectives:**

27. Students will participate in practicum and internship in a diverse range of settings including inner city, suburban, and rural settings.
28. Students will develop knowledge of and competencies in assessment
29. Students will be able to summarize conclusions in consultation meetings, assessment reports and IEP meetings.
30. Students will demonstrate a scientific problem solving approach in their work
31. Students will be able to judge the value of new theories, practices, and materials in school psychology.
32. Students will be able to justify practices in assessment, intervention, counseling, and prevention/intervention.
33. Students will demonstrate commitment to the welfare of children.
34. Students will adhere to NASP and APA standards for assessment, intervention, and counseling.
35. Students will demonstrate industry, punctuality, and responsibility in practicum and internship.
36. 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**

14. Data-based decision-making and accountability
  15. Consultation and collaboration
- Socialization and development of life skills
  - Student diversity in development and learning
  - School and systems organization, policy development and climate
8. Home/school/ community collaboration
  10. School psychology practice and development

**VI. Course requirements:**

- Students will work as a practicum student in school psychology for approximately 10 hours per week throughout the regular public school calendar at the practicum site. Students will accumulate 150 practicum hours per semester.
- Students will work jointly with their Site Supervisor(s) at the beginning of the practicum to establish and review expectations for the experience, and will meet with the University Supervisor at the end of the semester for purposes of evaluation.

- Students will write an individual practicum plan consistent with program standards, developed during the early meetings with the practicum supervisor(s) and submitted by February 22, 2010. Students and the practicum supervisor(s) will share responsibility for implementing the plan. Each student's written practicum plan must include the following:
  - The name and a brief description of the school site where the practicum is completed.
  - The name of the Site Supervisor(s) of the practicum.
  - The practicum schedule: the beginning and ending date of the practicum (consistent with the school district calendar), a weekly schedule of the days when the student will be at the site, and the time of day when the student is typically scheduled to arrive on-site and to leave at end-of-day. (Case responsibilities may sometimes require that a student arrive early or leave late so as to be part of before and after school meetings regarding a student or program.) Any anticipated absences by the student should be specified in this section of the plan.
  - A plan of practicum activities that is consistent with activity requirements specified in this practicum syllabus but specific to the site. This plan should include any unique objectives that the practicum student and/or supervisor(s) hold for the practicum over and above those required by the university program. This plan of activities represents a best guess by the student and Site Supervisor, and will be modified as appropriate throughout the practicum year.
  - The schedule for professional supervision that will be provided on-site. A minimal requirement is that students will receive at least half hour of scheduled supervision every week.
  - A brief description of the working conditions (i.e. office space, telephone access, materials, etc.)
  - A plan of action for times when either the supervisor(s) or the student is ill and unable to be at the school.
  - Signatures of student and Site Supervisor(s)
- Suggested and required school-based activities

At a minimum, a practicum student will complete the following activities on-site during this semester of practicum. Each student's individualized practicum plan will include numerous activities that are not specified here.

- I. **Required:** Observe in general education classrooms and special education classrooms for enough time to become familiar with several examples of excellent instruction and instructional difficulties in both kinds of settings. Student will discuss

their observations in class and turn in a 2-page report (double space). The report needs to state the strengths and weakness of the instruction.

- II. Observe the organization and administration of school settings by doing such things attending building meetings (such as a student assistance team, a parent teacher organization meeting, a faculty meeting), and inspecting the record keeping procedures for the school.
- III. **Required:** Participate in and report results of at least two comprehensive psychoeducational evaluations (initial or reevaluation) of students of differing ages, grades and presenting problems. Parental participation in the assessment must be documented. For this course, students turn in two reports and discuss one case in the class. The report may be in the format utilized by the district in which you are completing your practicum. Reports must be signed by you and your field supervisor.
- IV. Participate in the school's Student Assistance Team activities including participation in the response-to-intervention model.
- V. Serve as a co-facilitator of a small group intervention for children, participating in planning the group, participating in securing approval for the group from parents, conducting library research on the topic as needed, planning topics and evaluation procedures, implementing the group plan and evaluating and revising the group as needed.
- VI. **Required:** Provide professional coaching to another practicum student in the program two times during the semester, and be coached by another practicum student in the program at least two times during each semester. Turn in a 2-page report (double space) of coaching experience. In the report,
  - i. Indicate the practicum site, date, and time that coaching occurred,
  - ii. Activities discussed,
  - iii. The coaching activities, e.g., conversations, suggestions, strengths, critiques, etc.
  - iv. What you have learned from your peer.
  - Students will maintain a log of all hours spent in practicum-related activities, will submit totals of their hours every week, and will secure the Site Supervisor's signature on each page of the log to document it.
  - Students will attend regularly scheduled practicum meetings (Monday 3:00-3:50 pm) with the University Supervisor and will participate actively in these meetings by completing the assignments and class discussions.
  - Case discussion: Students will discuss a case during the semester. The case can be counseling, consultation, academic or behavior intervention, home-school collaboration, or a team effort that you are part of.
    - Students will maintain a standard of professional behavior in their practicum sites and at the university that includes being prepared, punctual, accurate, appropriately

maintaining client records and materials, maintaining a professional appearance while in the school setting, respecting the legal and ethical confidentiality of clients and colleagues, and using appropriate sensitivity and concern with colleagues.

- **Grading**

<u>Assignment</u>	<u>Points</u>
Attendance (5 pts per week, 13 weeks)	65
Individual practicum plan	50
Logs (5 pts per week, 12 weeks)	60
Observation report	30
Peer coaching report	30
Case discussion	20
Evaluation reports (2 @ 50 points each)	100
Referral and background: 5 points	
Assessments: 10 points	
Analysis of assessment: 10 points	
Classroom observations: 10 points	
Parental input: 5 points	
Recommendations: 10 points	
<b>Total</b>	<b>325</b>
90-100%    A	
80-89%    B	
70-79%    C	
60-69%    D	
<59%      F	

- **Students with Disabilities:**

California State University, Fresno complies with the Americans with Disabilities Act of 1990 and Section 504 of the Federal Rehabilitation Act of 1973. The University recognizes its responsibility for creating an educational climate in which students with disabilities can thrive. If you need accommodations due to a documented disability, please contact Services to Students with Disabilities in the University Center, Room 5 or call (559) 278-2811 or TTY (559) 278-3084. If you have any type of disability for which you require special accommodations to promote your learning in this class, please contact me as soon as possible to discuss your needs.

- **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.

## **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."

## **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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## **Professional Behavior and Expectations of the Students:**

### **Course Ethics:**

CASP, NASP, AND APA Ethical guidelines will apply to all aspects of this course. Students must not share confidential information (including names or identities) of students, parents, teachers, etc. and/or anyone else outside this course. Students must also not share confidential information about issues and/or individual cases discussed during this class.

### **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."

### **Attendance:**

Students are expected to attend all class sessions, arrive to class on time, be prepared, and participate in class discussions. If you are absent from class, it is your responsibility to check on announcements made while you were away and obtain notes from the other students in the class. If you miss a class due to a medical excuse, family death, or an unforeseen event, you are responsible for discussing the absence with the instructor so that you are not penalized. All other absences will result in a deduction of 10 points per absence.

### **Completion of Class Assignments, Presentations, and Exams:**

Class assignments are to be completed according to the Course Schedule, which is included in this syllabus. The instructor understands that students do become ill or life activities may interfere. Therefore, you should plan your assignments in advance. Assignments that are completed the night before they are due are easy to detect and are not your best work. Assignments are due at the beginning of the class on the due date. Students are expected to be prepared for their case presentations and present their presentation on the date that is assigned. Any exceptions to the Course Schedule will be made on an individual basis and it is the student's responsibility to discuss the possibility of an exception with the instructor. All unexcused, late assignments will result in a 10% deduction in grade per calendar day the assignment is late.

Make-up assignments will only be allowed for medical excuses, death of family member, or an unforeseeable event. The students are responsible for contacting the instructor to make-up a

missed assignment. The instructor of this course has the final determination of acceptable reasons for late assignments and missed exams.

**Discrimination:**

Accusations of racism, prejudice, or bias are considered intolerable by the instructor. Any suggestions or evidence of such behavior will result in dismissal of the student from the course and the program. Due process will be afforded to the student in question.

***Course Schedule***

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

SESSIONS	TOPIC	ASSIGNMENTS
1	Course Overview	Make sure field supervisor is aware of course requirements.
2	Local school system (students introduce their school sites and the culture)	
3	IEP practice: Providing information on parent rights and explaining results with a normal curve	In-class practice
4	Holiday	
5	NASP preview and planning;	Individual practicum plan due
6	NASP—No class	
7	Future in school psychology	NASP sharing and discussions
8	Discussion of observations; SST Team experience discussion	Observation report due Workshop report due
9	Development of professional portfolio	
10	Spring Break—No class	
11	Interview practice	1 <sup>st</sup> report due
12	Manifestation determination; Group intervention discussion	
13	RTI in real life.	Case discussion 1, 2, 3.
14	Writing a conference proposal	Observation report sharing 2 <sup>nd</sup> report due
15	Coaching experience sharing	Coaching report due
16	Preparing for internship Case discussion 4, 5, 6	
17	Case discussion 7, 8, 9	NASP portfolio, practicum checklist due
18	Practicum evaluation meetings	