

COURSE SYLLABUS COVER SHEET
 Lewis & Clark College
 Graduate School of Education and Counseling

Please attach completed cover sheet to course syllabus.

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| Course Name | Practicum in School Psychology |
| Course Number | 585 |
| Term | Spring 2006 |
| Department | CPSY |
| Faculty Name | Susan Klapstein, M.S. |

Catalogue Description (*copy from current catalogue*): Didactic class instruction, practicum placement, and clinical training as related to work as a professional school psychologist. Covers the application of psychological therapies with children, adolescents, and families in educational settings, as well as the skills involved in collecting data for consultation and assessment at the practicum site. In weekly seminars, students review research, theory, and practice. Students also present audio and/or videotapes of their counseling for supervisory review. **Prerequisite:** CPSY 581, consent of adviser.

Credit: 2 semester hours, CR/NC.

Guiding Principles/Standards Addressed in Course:

(please check box to indicate which guiding principles/standards from the Conceptual Framework are addressed in this course)

| Guiding Principles/Standards | |
|--|----------|
| <u>Learning Environments</u> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported. | X |
| <u>Content Knowledge</u> Integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners' experience and enhance their own and students' capacity to solve problems. | X |
| <u>Teaching Approaches</u> Engage students and school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts. | X |
| <u>Connection to Community</u> Design educational activities that cultivate connections between learners and their communities and region. | X |
| <u>Educational Resources</u> Incorporate a wide range of teaching and technological resources from the school and community into experiences that support learning. | X |
| <u>Assessment</u> Assess, document, and advocate for the successful learning of all students and school stakeholders. | X |
| <u>Research and Reflection</u> Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal. | X |
| <u>Leadership and Collaboration</u> Lead and collaborate with others to plan, organize, and implement educational practices and programs that confront the impact of societal and institutional barriers to academic success and personal growth. | X |
| <u>Professional Life</u> Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures. | X |

Authorization Levels:

This course addresses preparation at specific authorization levels through readings and in-class discussions (indicate with an "R" in the appropriate box) and/or through a practicum experience (indicate with a "P" in the appropriate box).

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|--|----------|
| Early Childhood Age 3-4 th Grade | X |
| Elementary 3 rd -8 th Grades in an Elementary School | X |
| Middle Level 5 th -9 th Grades in a Middle or Junior High School | X |
| High School 7 th -12 th Grades in Subject/Dept. Assign. in a Mid- or Sr.-High School | X |

*R = Readings and In-class Discussions *P = Practicum

Student Performance:

Student performance criteria appear on page(s) 2 of this syllabus (student performance includes goals, evidence, and levels of performance).

Lewis and Clark College
Counseling Psychology
School Psychology Practicum
CPSY 585
Spring 2007
January 10 to April 25, 2007

Instructor: Susan Klapstein, M.S.
Contact: Home (503) 295-1039
Cell: (503) 348-2352
Email: sdklapstein@comcast.net

Required Text: Best Practices in School Psychology IV (2002). Edited by Alex Thomas and Jeff Grimes, NASP Publications, Washington D.C.

Additional readings as provided by instructor

Catalog Description

Didactic instruction, practicum placement, and clinical training. The course covers the application of psychological therapies with children, adolescents, and families, and presents a seminar reviewing research, theory, and practice. Students present audio taped transcriptions of their counseling for supervisory review. Prerequisite: CPSY 579, 581, and consent of adviser. Credit: 2 Semester hours.

Further Description/Course Objectives

This course is designed to provide supervision to students in their school psychology and mental health placements. The class provides supervisory experiences in addition to the on-site supervision each student will receive. Class activities will primarily be organized around student case presentations and direct supervision. Issues directly related to the importance and awareness of diversity of counseling and consulting experience in school and community settings will be addressed throughout the semester. Class discussions will provide each student with support, critical feedback, and recommendations. Additionally, the discussions address topics concerning theory exploration, personal concerns, and interpersonal communication. It is of critical importance that the contents of group discussions be regarded as strictly confidential.

Course Requirements

Attendance and Participation

Regular attendance and active participation are required. Self-regulation is expected in terms of appropriately addressing and discussion issues and personal and professional strengths and weaknesses as the semester unfolds. More than one absence from class per semester may result in a grade of "no credit". Please call the instructor if you have any problems making it to class.

Forms and Documents

The following documents are required at different points in spring semester and will be further explained in class:

- 1) Documentation of Hours (spring semester and year-end reports)
- 2) Documentation of On-site Supervision
- 3) Evaluation by On-site Supervisor
- 4) Practicum Site Evaluation

Site Visits

Students will assist the instructor in setting up one spring semester site visit to talk with on-site supervisors. During this visit, we will discuss ways in which you have developed and will continue to develop your skills as a counselor and consultant.

In-class presentation

Research one community-based child or adolescent program (from a list provided by the instructor) and

present information to the practicum class in an oral report and a brief (2-3 page) typed summary. Respond to questions from class. In your presentation please include the following:

- Name and title of person you spoke with
- Agency name, address, telephone number, web site, name of director
- Name, phone number, and email address of intake coordinator
- Population served, plus who should not be referred to this agency.
- School district in which the program is located
- How placements are made (by whom)
- Typical length of stay
- Who pays?
- Day or residential?
- On site school? If not, where do students attend school?
- IEP required? Who does these? Who does 3-year re-evaluations?
- Services offered (in addition to special education), e.g. individual counseling, family counseling, psychiatry consult, treatment plan, etc.
- School psychologist's role (if any) in placement, eligibility, IEP planning, etc.

Other readings as assigned by Instructor

Grading

This class is graded on a credit/no credit basis and completion of all requirements at a satisfactory level of competence is necessary to obtain credit. Each student will be evaluated in the areas of counseling and consultation competence, self-awareness, theoretical knowledge, integration and application, ethical considerations, effective oral and written communication, and openness to feedback. Judgments about what constitutes satisfactory performance will be made by the Lewis and Clark instructor in collaboration with the on-site supervisor. The Lewis and Clark instructor will make final decisions. Failure to complete the required number of direct service hours in the spring semester may result in a deferred grade. In regards to the Americans with Disabilities Act, any student who requires special arrangements in order to meet course requirements should contact the instructor as soon as possible to make necessary accommodations.

Class Schedule:

1/10/07 Class 1 _____

1/17/07 Class 2 _____

1/24/07 Class 3 _____

1/31/07 Class 4 _____

2/7/07 Class 5 _____

2/14/07 Class 6 _____

2/21/07 Class 7 _____

2/28/07 Class 8 _____

3/7/07 Class 9 _____

3/14/07 Class 10 _____

3/21/07 Class 11 _____

3/28/07 SPRING BREAK, no class

4/4/07 Class 12_____

4/11/07 Class 13_____

4/18/07 Class 14_____

4/25/07 Class 15_____