

Lewis and Clark College
Graduate School of Education and Counseling

CPSY 585 Course Syllabus

Practicum in School Psychology

Section 2: Wednesdays, 5:30-7:30 p.m.

Fall, Spring & Summer 2011-2012

Susan Klapstein, M.S.
Adjunct Professor, Counseling Psychology
sdklapstein@comcast.net
Home: (503)295-1039 Cell: (503)348-2352

Catalog Description

Content: 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.

Prerequisite: CPSY 581 and consent of advisor.

Credit: 5 semester hours.

Further Description and Course Objectives

This course is designed to provide supervision to students in their school psychology public school practicum placements. The class provides supervisory feedback in addition to the supervision students will receive at their practicum sites. Class activities will be organized around case presentations and the design and planning of interventions. Issues directly relating to the impact of multiculturalism and diversity in school settings will be addressed throughout the school year. Class discussions will provide support, critical feedback and recommendations, and will also address theory exploration, personal concerns and interpersonal communications. The content of group discussions will at all times be regarded as strictly confidential. This syllabus will be used in conjunction with the School Psychology Practicum Handbook found on the program website: www.lclark.edu/graduate.

The following National Association of School Psychologists training domains will be addressed in the CPSY 585 weekly seminars via assigned readings, class discussions, and other activities:

- Data-based decision making and accountability
- Consultation and collaboration
- Interventions and instructional support to develop academic skills
- Interventions and mental health services to develop social and life skills
- School-wide practices to promote learning
- Preventative and responsive services
- Family-school collaboration services
- Diversity in development and learning
- Research and program evaluation
- Legal, ethical and professional practice

Requirements of the Practicum Year

- Observing, helping and leading a variety of counseling situations with individuals and groups within the school setting.
- Assisting, observing and consulting in a special needs classroom (or other classroom chosen by your site supervisor) for a minimum of two hours a week.
- Attending, observing and contributing to regularly scheduled school consultation meetings (e.g. Child Study Team, Evaluation Planning, Individual Education Program Review, Special Education Team, District-wide Training Activities as available).
- Participating in behavior and/or instructional consultations with parents, teachers and other school personnel.
- Conducting assessment activities as approved by your CPSY campus supervisor and in collaboration with your site supervisor.
- Assisting your supervisor or other school personnel with group/classroom presentations and leading a number of these yourself.
- Receiving one hour of weekly individual supervision from your site supervisor, and two hours of group supervision per week as a part of the CPSY 585 class.

Requirements of the Course

- **Attendance and Participation**

Regular weekly attendance and active participation in the practicum class is required. Self-regulation is expected in terms of appropriately addressing and discussing personal and professional issues over the practicum year. More than one absence from class per semester may result in a grade of "No Credit."

- **Course Readings**

Best Practices in School Psychology V, (2008). Edited by Alex Thomas and Jeff Grimes. NASP Publications, Washington D.C. (selected readings)

Other readings as provided by instructor.

- **First Month of Practicum**

1. Review NASP publications:
 - Model for Comprehensive and Integrated School Psychological Services (2010)
 - Principles for Professional Ethics (2010)
2. Obtain district photo identification badge.
3. Introduce yourself to building administrator(s) and teachers.
4. Introduce yourself to school office personnel; ask about school sign-in procedures, keys, access to records.
5. Establish weekly schedule with your site supervisor.
6. Review the School Improvement Plan (current or most recent).
7. Review the school's disciplinary policy.
8. Locate on www.ode.state.or.us/data/reportcard/reports.aspx your school's most recent AYP rating, met or not met, specific population ratings. (To be discussed in class in October)

- **Site Visits**

Students will assist the campus instructor in scheduling one Fall semester visit with your site supervisors. During this visit, we will discuss your practicum year expectations and ways in which you will develop your skills as a school psychologist in training.

- **In Class Presentations**

Fall Semester – Counseling Case

Arrange to provide once-weekly individual counseling sessions with a student at your site for a duration of 6- 8 weeks. Written parent permission will be required for this assignment. At the

completion of these weekly sessions, give an oral presentation to the practicum class summarizing your work. Please include the following in your presentation:

- Reason the student was referred for counseling;
- Brief developmental and educational history of the student;
- Your counseling goals for the student. What change did you hope to see?
- How (or if) you formed a therapeutic relationship with your student;
- The methodology/approaches that you used;
- Any problems or challenges you experienced, and what you did about these;
- Were your counseling goals attained? Give your hypotheses as to why or why not, plus suggestions to future counselors based on your knowledge of the student;
- Respond to practicum class questions, discussion, feedback.

You will work with the practicum class instructor to schedule your counseling case presentation, and for help with any specific questions you may have. Please prepare a 3-4 page typed summary at the completion of this project.

Spring Semester: NASP Efficacy Project

As part of Lewis and Clark's NASP recertification process, the department has been asked for documentation on measurable positive results you have seen in integrating your knowledge and skills in your work with children and families. For this assignment, please prepare an in-class presentation and 3-4 page typed essay as follows:

1. Leaving out identifying information, describe a child/adolescent with whom you have worked this year.
2. Describe the issues on which you have worked.
3. Describe your interventions, such as IEP implementation, classroom modifications, counseling, consultation, direct instruction, etc.
4. Describe measurable results. Ways you can assess results include: a review of records (attendance/disciplinary referrals/grades/standardized testing), pre-post curriculum-based testing, IEP data, and/or interviews with child, parent, teacher.
5. Provide a bibliography of your readings and resource materials, including at least one article from NASP Best Practices V.

Note: Work with your site supervisor to determine whether written parent permission and/or an IEP review are required for this project.

In class oral presentations of your project will be Wednesday, April 18.

The written summary of your project is due on Wednesday, April 25.

This project addresses the NASP training requirement that "candidates are able to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services as evidenced by measurable positive impact on children, youth and families."

Summer Semester: Ethical Dilemma

Give a class presentation describing an ethical dilemma you have observed at your site. Lead the practicum group in discussing ways this might be resolved. Prepare a 2-3 page (typed) review on this topic, utilizing NASP Ethical Standards as a resource.

In-class presentation of this assignment will be on Wednesday, May 23 and Wednesday, May 30. Written summaries are due Wednesday, May 30.

Forms and Documentation of Practicum Activities

In the School Psychology Practicum Handbook, you will find forms and documents, which must be completed and turned in by the following dates. These forms and documents will be discussed in class:

Fall Semester

SP Practicum Form 2
 SP Practicum Form 3
 SP Practicum Form 4
 SP Practicum Form 5
 SP Practicum Form 6
 SP Practicum Form 7

Due Friday, Dec. 9, 2011

Summary of Hours
 Daily Log of Activities (all pages)
 Practicum Requirements
 Successes and Challenges
 NASP Domains
 Professional Standards

Spring and Summer Semesters

SP Practicum Form 2
 SP Practicum Form 3
 SP Practicum Form 4
 SP Practicum Form 5
 SP Practicum Form 6
 SP Practicum Form 7
 SP Practicum Form 8
 SP Practicum Form 9
 SP Practicum Form 10

Due Friday, June 1, 2012

Summary of Hours
 Daily Log of Activities (all pages)
 Practicum Requirements
 Successes and Challenges
 NASP Domains
 Professional Standards
 Essay
 Effects Project
 Site Evaluation (2 pages)

To Site Supervisors

Please complete your copies of SP Practicum Forms 4, 5, 6 and 7 and return to the practicum student by Friday, December 10, 2011 (Fall semester) and Friday, April 27, 2012 (Spring semester)

Grading

CPSY 585 is graded on the basis of Credit/No Credit, with regular attendance and completion of all requirements at a satisfactory level needed to obtain credit. Each student will be evaluated in the areas of counseling and consultation competence, self-awareness, theoretical knowledge and its integration and application, ethical considerations, effectiveness of oral and written communications, and openness to feedback. Judgments about what constitutes satisfactory performance will be made by the Lewis and Clark campus instructor in collaboration with the school site supervisor. Final decisions will be made by the campus instructor. Failure to complete the required number of direct service hours by the conclusion of spring semester may result in a deferred grade.

In regards to the American with Disabilities Act, any student who is in need of special arrangements in order to meet course requirements should contact the professor as soon as possible to arrange these accommodations.

CPSY 585 Course Calendar 2011-2012**Fall Term (28 class hours)**

1. Sept. 7
2. Sept. 14
3. Sept. 21
4. Sept. 28
5. Oct. 5
6. Oct. 12 [OSPA]
7. Oct. 19
8. Oct. 26
9. Nov. 2
10. Nov. 9
11. Nov. 16
- [Nov. 21-25 Thanksgiving Holiday]
12. Nov. 30
13. Dec. 7
14. Dec. 14
- [Dec. 19-Jan. 6 Winter Break]

Spring Term (30 class hours)

1. Jan. 11
2. Jan. 18
3. Jan. 25
4. Feb. 1
5. Feb. 8
6. Feb. 15
7. Feb. 22
8. Feb. 29
9. March 7
10. March 14
11. March 21
- [March 26-30 Spring Break]
12. April 4
13. April 11
14. April 18
15. April 25
- [April 30-May 4 Semester Break]

Summer Term (10 class hours)

1. May 9
2. May 16
3. May 23
4. May 30
5. June 6

Student practicum forms #2-7 due December 9, 2011 (Fall Term) and #2-10 June 1, 2012 (Summer Term)

Site supervisor practicum forms #4, 5, 6, and 7 due December 9, 2011 (Fall Term) and April 27, 2012 (Spring Term)

