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

Please attach completed cover sheet to course syllabus.

Course Name	**Practicum in School Psychology**
Course Number	**CPSY 585-02**
Term	**GS 2010**
Department	**Counseling Psychology**
Faculty Name	**Sue Klapstein**

Catalogue Description:
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.

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	
Learning and Living Environments Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives are supported.	**X**
Disciplinary Knowledge Integrate fundamental and emergent components of disciplinary knowledge in ways that extend and enhance experiences of the diverse individuals and groups we serve. Use this knowledge to augment our own capacity to solve problems, even as we support individuals and communities in problem solving.	**X**
Professional Practice Engage individuals, families and the professionals who support them in meaningful learning, counseling and therapy, and community-building experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	**X**
Connection to Community Design learning and counseling activities that cultivate connections between individuals, families, and their communities and region.	**X**
Professional and Technological Resources Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community well-being.	**X**
Assessment Assess, document, and advocate for the successful learning and living of all people involved in schools and communities.	**X**
Research and Reflection Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	**X**
Leadership and Collaboration Lead and collaborate with others to plan, organize, and implement educational and counseling practices and programs that confront the impact of societal and institutional barriers to academic success, personal growth, and community well-being.	**X**
Professional Life Pursue a professional identity that demonstrates a commitment to the legal, ethical, and professional responsibilities of our profession(s).	**X**

Authorization Levels (for TSPC-approved programs only):
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).

Early Childhood	Pre-Kindergarten-4th Grade in a preprimary school, a primary school, or an elementary school.	**X**
Elementary	3rd-8th Grades in an elementary classroom or in a self-contained 5th or 6th grade classroom in a middle school.	X
Middle Level	5th-9th Grades in an elementary, middle, or junior high school, or high school.	X
High School	9th-12th Grades in Subject/Dept. Assign. in a High School.	X

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

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

Lewis and Clark College
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CPSY 585:
School Psychology Practicum

Fall, Spring & Summer, 2009-2010

Peter Mortola, Ph.D., Practicum Coordinator
pmortola@lclark.edu
(503)768-6072
Section 1: Wednesdays, 9:30-11:30 a.m.

Susan Klapstein, M.S., Practicum Instructor
sdklapstein@comcast.net
Home: (503)295-1039 Cell: (503)348-2352
Section 2: Wednesdays, 5:30-7:30 p.m.

This Syllabus is to be used in tandem with the School Psychology Program Practicum Handbook found online at:
http://www.lclark.edu/graduate

Catalog Description

Didactic class instruction, practicum placement, and clinical training. The course covers the application of psychological therapies in school settings with children, adolescents and families, and presents a seminar reviewing theory and practice. Prerequisite: CPSY 581, and consent of adviser. 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. This class provides supervisory feedback in addition to the on-site school supervision each student will receive. Class activities will primarily be organized around student case presentations and planning of interventions. Issues directly related to the impact of multiculturalism and diversity in school settings will be addressed throughout the year. Class discussions will provide each student with support, critical feedback and recommendations. Additionally, class discussions address topics of theory exploration, personal concerns and interpersonal communications. It is of fundamental importance that the contents of group discussions be regarded as strictly confidential.
The following NASP training domains will be addressed in the CPSY 585 weekly seminars via assigned readings, class discussions and other activities. For further information on these domains and on the Practicum in general, consult the School Psychology Practicum Handbook.

Data-based decision making and accountability
Consultation and collaboration
Effective instruction and development of cognitive/academic skills
Socialization and development of life skills
Student diversity in development and learning
School and systems organization, policy development and climate
Prevention, crisis intervention and mental health
Home/school/community collaboration

Requirements of the Practicum Year

Fall Semester

1) Observing, helping and leading in counseling situations with individuals and groups within the school setting.
2) 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.
3) Attending, observing and contributing to regularly scheduled school consultation meetings (e.g. Student Study Team, Individual Education Program, Special Education Team, or District-wide Training Opportunities).
4) Assisting your supervisor or other school personnel with classroom presentations (e.g. Social Skills or Conflict Resolution lessons) and leading a number of these yourself.
5) 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.

Spring and Summer Semesters

1) Continuing with those activities listed above for Fall Semester.
2) Involvement in behavioral or instructional consultation with parents, teachers, and other school personnel.
3) Engaging in assessment activities coordinated by your CPSY supervisor and negotiated with your on-site supervisor.

Requirements of the Course

Attendance and Participation

Regular weekly attendance and active participation in the practicum seminars is required. Self-regulation is expected in terms of appropriately addressing and discussing 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."

Course Readings

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

Site Visits

Students will assist the instructor in setting up one site visit during the Fall term to meet with your on-site supervisors. During this visit, we will discuss ways in which you have developed and can continue to develop your skills as a school psychologist in training.

In Class Presentations (assignments will vary for Section 1 and 2)

Fall term

Agency Report: Choose a community-based child or adolescent special school/program (examples below or check with your instructor for a different site) and prepare a brief in-class presentation and 2-3 page information summary. Include the following in your report:

Name of your contact (intake coordinator or director)
The population served and not served
The school district in which the program is located
How placements are made, and by whom
Typical length of stay
Who pays for the placement?
Is it day treatment or residential?
Is there an on-site school or do the students attend public school?
Does placement require an IEP and/or 3 year re-evaluation, and who does this?

- Children's Farm Home (Trillium Family Services)
- Hand in Hand Day Treatment (Morrison Center Child and Family Services)

- Waverly Children's Home (Trillium Family Services)
- Albertina Kerr Center
- Thomas Edison High School (private)
- Christie Care
- Lord High School (MacLaren)
- Herron Creek Academy
- Robert Farrell High School (Hillcrest)
- Quest (Oregon State Hospital)
- Parry Center (Trillium 1. Secure Child Inpatient Unit 2. Residential Treatment Program)
- Lifeworks Northwest (OHSU Psychiatric Day Treatment)
- Edgefield Children's Center
- Gately Academy (private)
- Children's Farm Home (Trillium Family Services)

Spring term

PBS Frontline episode: "The Medicated Child" (2008). Watch DVD or online. Participate in class discussion of this program and the general topic of the use of psychotropic medications and behavior management with children. Gain knowledge of federal and state statutes specific to schools regarding this topic. Prepare a 2-3 page (typed) personal reflection on this topic.

Transcript Presentation: During the spring semester, students will be responsible for presenting one audio-taped work sample in class. You are asked to transcribe at least 10 minutes of this session with a group or individual, highlighting both strengths and areas of improvement. This assignment will be discussed further in class.

Summer term

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

Forms and Documentation of Practicum Activities

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

Fall semester	Due by Friday, Dec. 11, 2009
SP Practicum Form 3	Daily Log of Acitvities (all pages)
SP Practicum Form 4	Summary of Hours
SP Practicum Form 5	Practicum Requirements
SP Practicum Form 6	Successes and Challenges
SP Practicum Form 7	NASP Domains
SP Practicum Form 8	Professional Standards
SP Practicum Form 9	Essay

Summer semester	Due by Friday, June 4, 2010
SP Practicum Form 3	Daily Log of Acitvities (all pages)
SP Practicum Form 4	Summary of Hours
SP Practicum Form 5	Practicum Requirements
SP Practicum Form 6	Successes and Challenges
SP Practicum Form 7	NASP Domains
SP Practicum Form 8	Professional Standards
SP Practicum Form 9	Essay
SP Practicum Form 10	Site Evaluation (2 pages)

Grading

This class is graded on the basis of Credit/No Credit, with completion of all requirements at a satisfactory level of competence 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, effectiveness of oral and written communication, and openness to feedback. Judgments about what constitutes satisfactory performance will be made by the campus instructor in collaboration with the on-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 my result in a deferred grade. In regards to the American with Disabilities Act, any student who may require special arrangements in order to meet course requirements should contact the professor as soon as possible to make necessary accommodations.

CPSY 585 Course Calendar: 2009-2010

Fall semester (28 class hours)	Spring semester (30 class hours)	Summer semester (10 class hours)
1. Sept. 9 2. Sept. 16 3. Sept. 23 4. Sept. 30 5. Oct. 7 (OSPA week) 6. Oct. 14 7. Oct. 21 8. Oct. 28 9. Nov. 4 10. Nov. 11 11. Nov. 18 [Nov. 25: Thanksgiving Holiday] 12. Dec. 2 13. Dec. 9* 14. Dec. 16 [Dec. 19-Jan. 10: Winter Break]	1. Jan. 13 2. Jan. 20 3. Jan. 27 4. Feb. 3 5. Feb. 10 6. Feb. 17 7. Feb. 24 8. March 3 9. March 10 10. March 17 [March 20-28: Spring Break] 11. March 31 12. April 7 13. April 14 14. April 21 15. April 29 [May 5: Semester Break]	1. May 12 2. May 19 3. May 26 4. June 2* 5. June 9 *=Paperwork due