

Lewis and Clark College
Graduate School of Education and Counseling

CPSY 585: School Psychology Practicum

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Fall, Spring & Summer, 2010-2011

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Section 1: Wednesdays, 10:30 a.m.-12:30 p.m.

This Syllabus is to be used in tandem with the School Psychology Program Practicum Handbook found on the program website.

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 with the School Psychology Practicum Handbook.

NASP 2.1 Data-based decision making and accountability
NASP 2.2 Consultation and collaboration
NASP 2.3 Effective instruction and development of cognitive/academic skills
NASP 2.4 Socialization and development of life skills
NASP 2.5 Student diversity in development and learning
NASP 2.6 School and systems organization, policy development and climate
NASP 2.7 Prevention, crisis intervention and mental health
NASP 2.8 Home/school/community collaboration

Requirements and Goals of the Practicum Year

Fall Semester

- 1) Observe, assist and lead in counseling situations with individuals and groups within the school setting (NASP 2.4, 2.5, 2.7)
- 2) Observe, assist, and consult in a special needs classroom (or other classroom chosen by your site supervisor) for a minimum of two hours a week. (NASP 2.2, 2.3, 2.6, 2.8)
- 3) Attend, observe and contribute to regularly scheduled school-based consultation meetings (e.g. Student Study Team, Individual Education Program, Special Education Team, District-wide training opportunities) (NASP 2.2, 2.3, 2.4, 2.5, 2.7)
- 4) Observe, assist and lead in teaching and classroom presentation situations within the school setting (e.g. Social Skills or Conflict Resolution lessons) (NASP 2.3, 2.4, 2.5, 2.6)
- 5) Receive 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 (NASP 2.2, 2.3, 2.4, 2.5, 2.6, 2.7)

Spring and Summer Semesters

- 1) Continue with activities listed above for Fall Semester.
- 2) Observe, assist and lead in behavioral or instructional consultation with parents, teachers, and other school personnel (NASP 2.2, 2.3, 2.4, 2.5, 2.8)
- 3) Observe, assist and lead in assessment activities coordinated by your CPSY supervisor and negotiated with your on-site supervisor (NASP 2.2, 2.3, 2.4, 2.5, 2.6, 2.8)

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." Make up work will be assigned for any missed class time.

Course Readings

Best Practices in School Psychology V, (2008). Edited by Alex Thomas and Jeff Grimes.
NASP Publications, Washington D.C., and 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. A follow up meeting in the Spring term may also be scheduled. During such visits, ways in which you have developed and can continue to develop your skills as a school psychologist in training will be addressed.

In Class Presentations

Fall term

Site and Agency Report: 1) Based on a self-selected topic, verbally report on something you have learned about a particular population, program, intervention or best practice approach at your site.
2) 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 one-page information handout for your classmates. Include the following in your report:

- 1) Name and location of program and program contact (i.e. intake coordinator or director)
- 2) What is the population served or not served?
- 3) Is it day treatment or residential and what is the typical length of stay?
- 4) How are placements made, and by whom (e.g. IEP or 3 Yr. Evaluation? Who pays?)
- 5) Is there an on-site school or do the students attend public school?

Examples of agencies:

- Morrison Center Child and Family Services
- Waverly Children's Home (Trillium Family Services)
- Albertina Kerr Center
- Parry Center
- Lifeworks Northwest (OHSU Psychiatric Day Treatment)

"The Medicated Child" Report.

Watch PBS Frontline episode from 2008 on DVD or on-line. Prepare a 2-3 page (typed) personal reflection in which Best Practices V is referenced. Gain knowledge of federal and state statutes specific to schools regarding this topic. Participate in class discussion of this program and the general topic of the use of psychotropic medications and behavior management with children.

Spring term

Ethical Dilemma

Give an in-class presentation (approx. 10 minutes) describing an ethical dilemma you have observed at your site. Prepare a 2-3 page (typed) review of this topic, utilizing NASP Ethical Standards as a resource. Lead the seminar group in discussing (approx. 20 minutes) ways this might be resolved.

Transcript Presentation: During the spring semester, students will be responsible for presenting in class one audio-taped work sample from a counseling session with a child. 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

Effects On Student Learning and/or Environment Assignment

As a NASP approved program, we are asked to have our students document measurable positive results you have seen through integrating your knowledge and skills in serving children and their families. For this assignment, please write a 2-3 page essay on positive results you have been able to document with a child with whom you have worked. Please also be ready to present this toward the end of the year in Practicum/Internship class. Please use the **SP Practicum Form 9: Effects on Student Learning/Environment** form to complete this assignment. The following is a suggested structure for your paper:

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 (e.g. through IEP implementation and evaluation, counseling, or consultation)
4. Describe measurable results (e.g. a review of records such as attendance/discipline referrals/grades/standardized testing; reports and IEP data; and/or interviews with the child, parents, and/or teachers)

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:

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| Fall semester | Due on the first Wednesday in December |
| Summer semester | Due on the first Wednesday in June |

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 (please see the Professional Standards evaluation form in the Practicum Handbook). 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 summer semester may 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. 8	1. Jan. 12	1. May 11
2. Sept. 15	2. Jan. 19	2. May 18
3. Sept. 22	3. Jan. 26	3. May 25
4. Sept. 29	4. Feb. 2	4. June 1*
5. Oct. 6 (OSPA week)	5. Feb. 9	5. June 8
6. Oct. 13	6. Feb. 16	
7. Oct. 20	7. Feb. 23	
8. Oct. 27	8. March 2	
9. Nov. 3	9. March 9	
10. Nov. 10	10. March 16	
11. Nov. 17	[March 21-25: Spring Break]	
[Nov. 24: Thanksgiving break]	11. March 30	
12. Dec. 1	12. April 6	
13. Dec. 8*	13. April 13	
14. Dec. 15	14. April 20	
[Dec. 19-Jan. 10: Winter Break]	15. April 27	
	[May 4: semester Break]	*=Paperwork due