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	**585**
Term	**GF 2010**
Department	**CPSY**
Faculty Name	**Susan Klapstein**

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	
Learning Environments Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.	**X**
Content Knowledge 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**
Teaching Approaches Engage students and school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	**X**
Connection to Community Design educational activities that cultivate connections between learners and their communities and region.	**X**
Educational Resources Incorporate a wide range of teaching and technological resources from the school and community into experiences that support learning.	**X**
Assessment Assess, document, and advocate for the successful learning of all students and school stakeholders.	**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 practices and programs that confront the impact of societal and institutional barriers to academic success and personal growth.	**X**
Professional Life 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).

Early Childhood Age 3-4th Grade	**X**
Elementary 3rd-8th Grades in an Elementary School	X
Middle Level 5th-9th Grades in a Middle or Junior High School	X
High School 7th-12th 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) _____ of this syllabus (student performance includes goals, evidence, and levels of performance).

Lewis and Clark College

Graduate School of Education and Counseling

CPSY 585

School Psychology Practicum

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

Fall, Spring, & Summer 2010-2011

Susan Klapstein, MS, Practicum Instructor

Adjunct Professor, Counseling Psychology

sdklapstein@comcast.net

Home (503)295-1039 Cell (503)348-2352

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. The class provides supervisory feedback in addition to the on-site school supervision each student will receive. Class activities will 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 school year. Class discussions will provide support, critical feedback and recommendations. Additionally, class discussions will address topics of 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.

1. Data-based decision making and accountability
2. Consultation and collaboration
3. Effective instruction and development of cognitive/academic skills
4. Socialization and development of life skills
5. Student diversity in development and learning
6. School and systems organization, policy development and climate
7. Prevention, crisis intervention and mental health
8. 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. Child Study Team, Evaluation Planning, Individual Education Program Review, Special Education Team, or District – wide Training Opportunities).

Spring and Summer Semesters

1) Continuing with activities listed above for Fall Semester.
2) Participation in behavior and/or instructional consultation with parents, teachers, and other school personnel.
3) Engagement in assessment activities as approved by your CPSY campus supervisor and negotiated with your site supervisor.
4) Assisting your supervisor or other school personnel with group/classroom presentations (e.g. Social Skills or Conflict Resolution lesson) 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.

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. (selected readings)

Other readings as provided by instructor.

- **First month of Practicum**

1) Obtain district photo identification badge.
2) Introduce yourself to building administrator(s).
3) Introduce yourself to school office personnel; ask about school sign-in procedures, keys, access to records.
4) Establish weekly schedule with site supervisor.
5) Review the school improvement plan (current or most recent).
6) Review the school's disciplinary policy.
7) 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 setting up one site visit during the fall term 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/Assignments**

  Fall Term: Agency Report

Choose a community-based child or adolescent special school program 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/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 evaluation, and who does this?

Children's Farm Home (Trillium Family Services)
Hand in Hand Day Treatment (Morrison Child and Family Services)
Waverly Children's Home (Trillium Family Services)
Community Transition School
Albertina Kerr Program
Thomas Edison High School (private school)

Christie Care
Lord High School (Maclaren)
Herron Creek Academy
Robert Farrell High School (Hillcrest)
Quest (Oregon State Hospital)
Parry Center (Trillium Family Services)
-Secure Child Inpatient Unit
-Residential Treatment Unit
Lifeworks Northwest (OHSU Psychiatric Day Treatment)
Edgefield Children's Center
Gately Academy (private school)
Donald E. Long School
St. Mary's Home for Boys (Northwest Regional Education Service District)
Providence Child Center
Rosemont

Spring Term: Assignment #1 NASP Efficacy Project

As part of Lewis and Clark's NASP recertification process, the department has been asked for documentation on measureable 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 oral presentation and 2-3 page 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 through IEP implementation and evaluation, counseling or consultation.
4. Describe measureable results. Ways you can measure results include: a review of records (attendance/discipline referrals/grades/standardized testing), reports and IEP data, and/or interviews with child, parent, teacher.
5. Provide a bibliography of your readings/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 presentation of this project will be Wednesday, April 13.

Written summary of this project is due Wednesday, April 20.

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 measureable positive impact on children, youth and families."

Spring Term: Assignment #2 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 of this topic, utilizing NASP Ethical Standards as a resource.

Summer Term: Counseling Case Presentation

Over the course of your practicum year, arrange to provide once-weekly individual counseling sessions with a student at your site for a duration of at least 8 weeks. Written parent permission will be required for this assignment. At the completion of these weekly sessions you will give an oral presentation to the practicum class summarizing your work. Please include the following in your presentation:

- Reason the student was selected for counseling;
- Brief developmental and educational history of the student;

- Your counseling goals for the student, i.e. What change did you want to see?
- How (or if) you formed a therapeutic relationship with your student;
- The methodology/approach that you used;
- Any problems or challenges you experienced and what you did about these;
- Were your counseling goals attained? If not, give your hypothesis as to 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 presentation and for any specific questions you may have. Please also prepare a one-page typed summary to be turned in at the completion of this project.

- **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	**Due by Friday, Dec. 10, 2010**
SP Practicum Form 2	Summary of Hours
SP Practicum Form 3	Daily Log of Activities (all pages)
SP Practicum Form 4	Practicum Requirements
SP Practicum Form 5	Successes and Challenges
SP Practicum Form 6	NASP Domains
SP Practicum Form 7	Professional Standards
SP Practicum Form 12	Fall Semester Completion

Spring & Summer Semesters	**Due by Friday, June 3, 2011**
SP Practicum Form 2	Summary of Hours
SP Practicum Form 3	Daily Log of Activities (all pages)
SP Practicum Form 4	Practicum Requirements
SP Practicum Form 5	Successes and Challenges
SP Practicum Form 6	NASP Domains
SP Practicum Form 7	Professional Standards
SP Practicum Form 8	Essay
SP Practicum Form 9	Effects on Student Learning (attach paper)
SP Practicum Form 10	Site Evaluation
SP Practicum Form 13	End of Year Completion

To Site Supervisors

Please complete your copies of SP Practicum Forms # 4 5, 6 and 7, and return to the practicum student by Friday, Dec. 10 (Fall semester) and Friday, June 3 (end of the year).

Grading

This class is graded on the basis of Credit/No Credit, with regular attendance and 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 site supervisor. Final decisions will be made by the campus instructor. Failure to complete the required number of direct services hours by the conclusion of spring semester may result in a deferred grade. In regards to the Americans 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 2010-2011

Fall Term (28 class hours)

1. **Sept. 8**
2. **Sept. 15**
3. **Sept. 22**
4. **Sept. 29**
5. **Oct. 6**
6. **Oct. 13**
7. **Oct. 20**
8. **Oct. 27**
9. **Nov. 3**
10. **Nov. 10**
11. **Nov. 17**

[Nov. 22-26 Thanksgiving Holiday]

12. **Dec. 1**
13. **Dec. 8 ***
14. **Dec. 15**

[Dec. 20-Jan. 7 Winter Holiday]

Spring Term (30 class hours)

1. **Jan. 12**
2. **Jan. 19**
3. **Jan. 26**
4. **Feb. 2**
5. **Feb. 9**
6. **Feb. 16**
7. **Feb. 23**
8. **Mar. 2**
9. **Mar. 9**
10. **Mar. 16**

[Mar. 21-25 Spring Break]

11. **Mar. 30**
12. **Apr. 6**
13. **Apr. 13**
14. **Apr.20**
15. **Apr. 27**

[May 2-6 Semester Break]

Summer Term (10 hours)

1. **May 11**
2. **May 18**
3. **May 25**
4. **June 1***
5. **June 8**

***Practicum Forms due Dec. 8, 2010 (Fall term) and June 1, 2011 (Summer term)**