

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

Please attach completed cover sheet to course syllabus.

<b>Course Name</b>	<b>Practicum in School Psychology</b>
<b>Course Number</b>	<b>585-02</b>
<b>Term</b>	<b>Spring 2009</b>
<b>Department</b>	<b>Counseling Psychology</b>
<b>Faculty Name</b>	<b>Susan Klapstein</b>

**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. In weekly seminars, students review research, theory, and practice. Students also present audio and/or videotapes of their counseling for supervisory review. 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)

<b>Guiding Principles/Standards</b>	
<u>Learning and Living Environments</u> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives are supported.	<b>X</b>
<u>Disciplinary Knowledge</u> 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.	<b>X</b>
<u>Professional Practice</u> 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.	<b>X</b>
<u>Connection to Community</u> Design learning and counseling activities that cultivate connections between individuals, families, and their communities and region.	<b>X</b>
<u>Professional and Technological Resources</u> Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community well-being.	<b>X</b>
<u>Assessment</u> Assess, document, and advocate for the successful learning and living of all people involved in schools and communities.	<b>X</b>
<u>Research and Reflection</u> Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	<b>X</b>
<u>Leadership and Collaboration</u> 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.	<b>X</b>
<u>Professional Life</u> Pursue a professional identity that demonstrates a commitment to the legal, ethical, and professional responsibilities of our profession(s).	<b>X</b>

**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).

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

\*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  
 Fall and Spring Terms 2008-2009

CPSY 585:  
**School Psychology Practicum**

**Susan Klapstein, M.S., Practicum Instructor**

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

**REQUIRED READINGS**

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

Other readings provided by instructor.

**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 opportunities 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 importance and awareness of diversity in counseling and consulting experiences in school settings will be addressed throughout the year. Class discussions will provide each student with support, critical feedback and recommendations. Additionally, class discussions will 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 seminar 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 per week.
- 3) Attending, observing, and contributing to regularly scheduled school consultation meetings (e.g., Student Study Team, Individual Education Program, special education team, district-wide discipline-specific meetings).
- 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 Semester**

- 1) Continuing with those activities listed above for Fall Semester.
- 2) Involvement in behavioral and/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**

### **1) 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 issues of personal and professional strength and weakness as the semester unfolds. More than one absence from class per semester may result in a grade of “no credit.”

### **2) Class Readings**

Readings from the class text and other sources will be assigned throughout the term by the instructor.

### **3) Site Visits**

Students will assist the instructor in setting up one site visit per year 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.

### **4) In-Class Presentations**

#### **Fall term**

Site Presentation: Based on a self-selected topic, describe something you learned at your site about a particular population, program, intervention or best practice approach of interest to other practicum students. Please prepare a 2-3 page typed report summarizing your presentation, including a bibliography of three or more references relating to your topic.

#### **Spring term**

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.

Agency Report: Choose one of the following community-based child or adolescent special school programs (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 or 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 Yr. Evaluation, and who does this?

- Children’s Farm Home (Trillium Family Services)
- Christie Care
- Hand in Hand Day Treatment (Morrison Center Child and Family Services)
- Lord High School (Maclaren)
- Waverly Children’s Home (Trillium Family Services)
- Albertina Kerr Center
- Herron Creek Academy
- Robert Farrell High School (Hillcrest)
- Quest (Oregon State Hospital)
- Parry Center (Trillium) 1) Secure Child Inpatient Unit, or 2) Residential Treatment Program
- Lifeworks Northwest (OHSU Psychiatric Day Treatment)

- Edgefield Children's Center

PBS Frontline Episode: "The Medicated Child" (2008). Watch DVD or on line. 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 written personal reflection on this topic.

#### FORMS AND DOCUMENTATION OF PRACTICUM EXPERIENCE

The following documents can be found in the Program and Practicum Handbooks on-line. Their use will be further discussed in class. Due dates for these forms are as follows:

Fall semester: Due by Friday, December 10, 2009

Spring semester: Due by Friday, June 12, 2009

#### SP Form 5: Professional Standards Evaluation Form

This form will be filled out by both you and by your CPSY 585 instructor, evaluating your performance in class regarding professional standards in the field. It can be located online in the School Psychology Program Handbook.

#### SP Form 7: Practicum Daily Log

You will need to make multiple copies of this form in order to keep a close record of the way you spend your time in your practicum. You will turn in all pages of this form at the end of the Fall Semester and at the end of your practicum in June.

#### SP Form 8: Practicum Summary of Hours Report

On this form, you will total up your practicum hours from each semester, totaling them at the year end. This form is to be signed by you, your site supervisor, and your campus supervisor.

#### SP Form 9: Practicum Student Evaluation — Mid year and End of year

In December and May of your practicum year, provide a copy of this form to your site supervisor and fill one out about your own performance as well, comparing notes with your supervisor when you meet for discussion. These forms are then signed and turned in.

#### SP Form 10: Practicum Site Evaluation Form — End of year

Please fill out one of these form at the end of your practicum experience, evaluating your experience and impression of your practicum year. These forms provide valuable information for future practicum students.

#### SP Form 11: Practicum Permission to Record

Use this form to secure permission for the transcript presentation assignment.

#### 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 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.

**COURSE CALENDAR**

**Fall Semester (28 Class Hours)**

1. Sept. 3
2. Sept. 10
3. Sept. 17
4. Sept. 24
5. Oct. 1
6. Oct. 8 (OSPA Oct, 9&10)
7. Oct. 15
8. Oct. 22
9. Oct. 29
10. Nov. 5
11. Nov. 12
12. Nov. 19  
[Nov. 26 Thanksgiving]
13. Dec. 3
14. Dec. 10  
[Dec. 17 - Jan. 7: Winter Break]

**Spring Semester (40 Class Hours)**

1. Jan. 14
2. Jan. 21
3. Jan. 28
4. Feb. 4
5. Feb. 11
6. Feb. 18
7. Feb. 25
8. March 4
9. March 11
10. March 18  
[March 25: Spring break]
11. April 1
12. April 8
13. April 15
14. April 22
15. April 29  
[May 6: End of Term]
16. May 13
17. May 20
18. May 27
19. June 3
20. June 10