

PSYC 7791A

by Larry Hilgert

Syllabus Cover Page

PSYC 7791A

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School Psychology Practicum I
Role Defintions
Summer and Fall 2009
1 Semester Hour

Dewar College of Education
Valdosta State University
Department of Psychology and Counseling
Conceptual Framework: Guiding Principles
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a life-long process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community building, and resource acquisition

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

"Positively Impacting Learning Through Evidence-Based Practices"

Course Information

REQUIRED TEXTBOOKS/SOFTWARE

Merrell, K.W., Ervin, R.A., & Gimple, G.A. (2006). *School psychology for the 21st century: Foundations and practices (1st ed.)*. New York, NY: Guilford Press.

National Association of School Psychologists. (2000). *Professional conduct manual*. Silver Springs, MD: Author.

Valdosta State University, Department of Psychology and Counseling. (2009). *Student handbook 2009-2010*. Valdosta, GA: Author.

Valdosta State University, Department of Psychology and Counseling. (2009). *School psychology practicum and internship manual*. Valdosta, GA: Author.

LiveText, Inc. (2009). *College LiveText edu solutions* [computer software from livetext.com]. La Grange, IL: Author.

COURSE DESCRIPTION

Prerequisite: Admission to the School Psychology program

(Practical supervised experience in observing interviewing, assessment, intervention, and report writing for the remediation of school-related difficulties at approved practicum sites.)

COE Conceptual Framework: Standards

COE/NCATE Standards Addressed in this Course

Teacher professional standards:

II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.

III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

NASP Objectives

NASP Standards Addressed

2.2 School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

2.5 School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

2.8 School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

2.10 School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

Course Objectives (CO):

M.S. Clinical Counseling Objectives

No.	Students will demonstrate:

6	skill in conducting interviews in several formats including intake, diagnostic, crisis, and termination
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National Association of School Psychology Objectives

No.	NASP Objective
2.2	School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.
2.5	School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.
2.8	School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.
2.10	School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development .
4.1 VSU	Demonstrate self-motivation, constantly seeking to improve products and services provided to others.
4.2 VSU	Demonstrate self-reflection, constantly examining interactions with children, parents, teachers, & other service providers concerned with

the psychological and educational needs of youth.
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Other General Course Objectives

1. Students will observe psychological and/or intellectual evaluations as required by their individual practicum site.
2. Students will read coherent interpretive reports based on evaluations, making responsible treatment recommendations and diagnostic decisions where appropriate. Purchase of LiveText may be required to complete this process.
3. Students will observe counseling skills honed in prior class work with clients.
4. Students will follow appropriate professional and institutional guidelines regarding ethical standards and procedures available in part through WebCT links.
5. Students will observe the presentation of a case study by fellow students who use research-validated interventions.

While students in the initial school psychology practicum (PSYC 7791) need only attend practicum class meetings, students in practicum or internship (PSYC 7792-5 and 8891-4) may be presenting on various topics related to individual case studies, psychodiagnostics, and interventions. Objectives are largely experiential in nature. General provision of intensive experience, under supervision, in a school setting should give rise to competent performance of a full range of psychological services. This shall include experience with various categories of students with a wide variety of behavioral and learning problems and require practicum students to utilize a wide array of skills, techniques, and strategies. Individual supervisory sessions are required in addition to class sessions, where some students will present. Log entries should be validated by signature with any/all supervisors, including class meetings.

Students should complete a pre-registration form prior to enrollment in practica or internship.

Course Activities/Assignments/Requirements

General Requirements

Practicum I (Role Definitions) represents 100 hours of experience (minimum). Any off-campus, voluntary field experience shall be essentially no more than a part-time responsibility; and no more than 2 hours (200 total on-site hours) of field experience/practicum are taken concurrently.

Students must document in a printed log all activities relating to course requirements and occurring outside of regular class meetings (i.e., administration, scoring, and interpretation of assessment instruments; report writing; counseling; and consultation for remediation of school-related difficulties). All practica require a printed log validated by all supervisors' signatures.

Students usually take PSYC 7791 concurrently with PSYC 7000 for 1 semester hour credit and then take practica beyond PSYC 7791 concurrently with assessment and intervention coursework. Students enrolled in Practicum and Internship usually convene as a group. Students in the advanced sections of practicum (PSYC 7793-5) or internship (PSYC 8891-4) present various topics related to individual case studies, psychodiagnostics, and interventions; students in PSYC 7791 must attend these technical field experience class meetings for observational purposes only.

A minimum of 50% of the practicum experience (approximately 250 hours) shall be completed in a SCHOOL SETTING. During the initial practica, supervision is provided more directly by departmental faculty. Throughout the final phase of practicum students provide school psychology services under the supervision of an on-site supervisor (usually in a public school setting). Practica may be taken concurrently for no more than 2 semester hours credit.

Classroom and weekly meetings with the faculty supervisor allow students to share experiences and learn from one another as well as provide further guidance to students and training in working in a professional setting and presentation of cases to other mental health workers. While PSYC 7791 may be taken by non-school psychology majors, Practica II-V (PSYC 7792-5) are generally taken by school psychology majors only.

Specific Requirements

General requirements are necessary for completion of the entire practicum experience. Following site approval (see site approval form) specific requirements are outlined. Evaluation of specific requirements determine the grade and are as follows:

1. **Summaries** Completion of TWO WRITTEN SUMMARIES of the student's perception of the role of school psychologist (a summary will be completed at the midterm of the semester and at the end of the semester). For each day late, 10% will be deducted from each total on both the on-site and instructor's evaluation.

2. **Taped Interview** Completion of ONE AUDIO TAPED INTERVIEW of a School Psychologist. The interview must be transcribed in typewritten form. The soft copy of the TEXT FILE and paper copy of the transcript are to be submitted with the audio tape. As with the written summary, for each day late 10% will be deducted from this assignment.

3. **Attendance** This requirement is based on the schedule outlined below and is to ensure timely completion of assignments. For each unexcused absence a deduction of one letter grade for the overall course will result. As per Board of Regents policy, students missing more than three meetings will receive a failing grade in the course. Ten points will be added to a student's grade for attendance at all meetings outlined in the schedule. One percent (1%) will be deducted for each 15 minutes late. A visit may be necessary to complete this process.

4. **Practice** Students are required to work for 100 total hours in a practicum setting approved by the departmental practicum committee. The on-site supervisor will complete evaluations of the student at the midterm and final week of the semester.

5. **Journal** Students will complete a practicum log based on their individual practicum experience. Responses will be graded on completeness and insightfulness. Late responses will result in a penalty of 20% of assignment grade for each day late. On-site supervisors in the school setting must have 3 years experience and hold at least 6th-year certification or Ed.S. degree. A practicum log will document hourly experiences and must be signed by student and practicum supervisor/instructor(s). If a signed practicum log is not maintained, credit will not be awarded for the course. **STUDENTS SHOULD MAINTAIN A COPY OF THE LOG FOR THEIR RECORDS.**

6. **On-Site Supervisor's Evaluation** The on-site supervisor will complete an evaluation form at least once during the practicum experience (at its conclusion). On-site supervisors in the school setting must have 3 years experience and hold a minimum of 6th-year certification or the Ed.S. degree in school psychology. Licensed psychologists with at least 3 years experience also qualify as on-site supervisors. For students completing practicum experiences outside the school setting, an appropriately credentialed individual with at least 3 years experience may provide on-site supervision.

Outcome Measures

ED.S. SCHOOL PSYCHOLOGY OBJECTIVES (Outcome Measures)			
No.	NASP Objective	Activity	Evaluation
2.2	School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.	Lecture/Discussion Interviews Readings Observations Supervision	Summaries Log Supervisor ratings
2.5	School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or	Lecture/Discussion Interviews Readings Observations Supervision	Summaries Log Supervisor ratings

	adapted based on individual characteristics, strengths, and needs.		
2.8	School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.	Lecture/Discussion Presentations Supplemental readings	Summaries
2.10	School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.	Lecture/Discussion Presentations Supplemental readings	Summaries
4.1	Demonstrate self-motivation, constantly seeking to improve products and services provided to others.	Lecture/Discussion Presentations Supplemental readings	Summaries
4.2	Demonstrate self-reflection, constantly examining interactions with children, parents, teachers, & other service providers concerned with the psychological and educational needs of youth	Working closely with and the Observations of on-site Supervisor	Audio taped interview of a School Psychologist (Supervisor) and Practicum Student Summary Statements Supervisor ratings

Course Evaluation

Evaluation Areas and Grading Scale

AREA OF COURSE EVALUATION		PERCENTAGE
1.	Summaries (also logged)	10%
2.	Interview (also logged)	10%
3.	Practicum Attendance	10%
4.	Practicum Hours (Using the Internet Logging System © 2006)	50%
5.	Journal or Practicum Log	10%
6.	Student Evaluation by Supervisor	10%

Grade Criterion $\geq 90\%$ =A, 80-89%=B, 70-79%=C, 60-69%=D, below 60%=F

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Attendance Policy

Attendance Requirements

VSU policy requires class attendance. Class attendance is important in doing well. Changes to the schedule topics may be announced in class, and students will be expected to be aware of them.

Course Withdrawal Policy

Students withdrawing from the course BEFORE mid-term will be assigned a nonpunitive W. After midterm, a W or punitive WF, based on course performance, is assigned by the instructor and forwarded to the Registrar's Office for processing. **Please note that if you stop attending class, this does not constitute withdrawing from the course.**

Policy Statement on Plagiarism and Cheating

Plagiarism and Cheating

Students are required to be familiar with Valdosta State University's Policy on plagiarism and cheating (see *VSU Student Handbook*, Appendix A, p. 39). Excerpts from this policy follow:

1. No student shall receive or give or attempt to receive or give assistance not authorized by the instructor in the preparation of any essay, laboratory report, examination, or other assignment included in any academic course.

2. No student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner any material pertaining to the conduct of a class, including but not limited to tests, examinations, laboratory equipment, and roll books.

3. No student shall sell, give, lend, or otherwise furnish to any unauthorized person material which can be shown to contain the questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the University, without authorization from the University.

4. Plagiarism is prohibited. Themes, essays, term papers, tests, and other similar requirements must be the work of the student submitting them. When direct quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper they must be appropriately acknowledged.

Academic dishonesty is taken very seriously and the range of academic actions that can be taken range from a much lower letter grade to expulsion. The full text of this policy is also available in the College of Education Dean's Office, EC room 227. The following penalties will be enforced, as stated in the Policy:

FIRST OFFENSE: The student will earn a "0" on the assignment, test, project, etc.

SECOND OFFENSE: The student will earn the letter grade "F" for the course.

THIRD OFFENSE: The student will earn the letter grade "F" for the course, and further action involving referral of the matter (with documentation) to the appropriate college (university) officials within the administrative structure will be taken. (Please see page 39 of the VSU Student Handbook.)

Special Needs Statement

Special Needs Statement

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin, handicap, veteran status, or sexual orientation of the individual. It is the intent of the institution to comply with Title VI of the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX and Section 504 of the Rehabilitation Act of 1973. Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities, 1115 Nevins Hall [<http://www.valdosta.edu/ssp/>]. Telephone 229-245-2498 (voice) and 229-219-1348 (TTY).

Instructor Information

Instructor Name

Larry D. Hilgert, Ph.D., Associate Professor

Office Address

Psychology Building (Next to the Continuing Education Building on Patterson Street)
Office #1

Office Telephone Number

Direct Line: (229) 333-5616

Secretary: (229) 333-5930

Fax: (229) 259 -5576

E-mail Address

lhilgert@valdosta.edu

Office Hours

Office Hours for Summer: Monday to Wednesday
2:30 pm - 3:30 pm or *by appointment* - *Please note that I will be away from the office from July 7th and 8th.* Office Hours for Fall: TBA.

Course Schedule

Summer Semester 2009

PSYC 7791 COURSE SCHEDULE FOR SUMMER 2009		
Class	Date	Topic (Mondays, 5:30-7:30 pm in POB and live classroom)
1	6/15/09	Introductions - Syllabus – live classroom – Schedule Presentation
2	6/22/09	Review and Finalized Schedule
3	6/29/09	WebCT Materials Review
		LiveText – Portfolios Review with Will
4	7/06/09	No Classes – July 4th Holiday
5	7/13/09	– Assessment Case Presentation
		– Assessment Case Presentation

6	7/20/09	- Assessment Case Presentations
		- Assessment Case Presentations
7/20-7/31/09		Visits / Final Exam

Fall Semester 2009

PRACTICUM AND INTERNSHIP COURSE SCHEDULE FOR FALL 2009		
Class	Date	Topic (Tuesdays, 5:00-7 pm in POB and live classroom)
1	8/18/09	Introductions -
2	8/25/09	Syllabus – Live classroom – Schedule Presentations
3	9/01/09	Review and Finalized Schedule
		LiveText Materials Review
4	9/08/09	LiveText – Portfolios Review with Will
		WebCT Materials Review
5	9/15/09	An Overview of Assessments & Intervention Case Presentations
		Jade - presents in-service materials and data
6	9/22/09	Shakierra– Assessment Case Presentation
		Joni – Intervention Case Presentation
7	9/29/09	Dr. Hilgert – Review of NASP Rubric for Case Presentations
8	10/06/09	Dawn - presents in-service materials and data
9	10/13/09	Mathew – Intervention Presentation
10	10/20/09	- Fall Break
11	10/27/09	Courtney D. - presents in-service materials and data
12	11/03/09	Shantayia – Assessment Case Presentation
		Live from the Georgia Association of School Psychologists's Conference
13	11/10/09	Courtney W. - Assessment Presentation
14	11/17/09	Dawn – Intervention Presentation
15	11/24/09	Rhea – Intervention Presentation
12/01/09		Visits / Final Exam