

PSYC 7795A

by Larry Hilgert

Syllabus Cover Page

PSYC 7795 A

PSYC 7795 A
School Psychology Practicum V
Training, Program Evaluation, & Research
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

READINGS AND WEB REFERENCES

Valdosta State University. (2006). *Valdosta State University graduate school thesis and dissertation guide*. Valdosta, GA: Author.

Valdosta State University, Department of Psychology and Counseling. (2006). *School psychology practicum and internship manual for site supervisors*. Valdosta, GA: Author.

LiveText, Inc. (2006). *College LiveText edu solutions* [computer software from livetext.com]. La Grange, IL: Author.

Educational Psychology Resources from Dr. Huitt.

<http://www.LearnerAssociates.net>

Library Research Guide for Education: Theses and Dissertations

COURSE DESCRIPTION

Prerequisite: Admission to the School Psychology program

(Experience in systems-related interventions, research design, and program evaluation provided.)

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

2.1 School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring needs and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically based decisions about service delivery, and evaluate the outcomes of services. Data based decision-making permeates every aspect of professional practice.

2.4 School psychologists have knowledge of human development processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

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.

2.6 School psychologists have knowledge of general education, special education and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

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.

2.9 School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

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.

2.11 School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology

in ways that safeguard or enhance the quality of services.

Course Objectives (CO):

M.S. Clinical Counseling Objectives

- No. Students will demonstrate:
- 5 appropriate use of interventions at the individual and systems levels
 - 10 articulation of the scientific method and knowledge of research and statistical terminology, and the ability to critically evaluate research based on methodology used and conclusions drawn

National Association of School Psychology Objectives

- No. NASP Objective
- 2.4 School psychologists have knowledge of human development processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.
 - 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.
 - 2.6 School psychologists have knowledge of general education, special education and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.
 - 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.

- 2.9 School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services
- 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 .
- 2.11 School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.
- 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.

Other General Course Objectives

Students will observe the presentation of a case study by fellow students who use research-validated interventions

1. Students will provide assessment, intervention, consultation and related psycho-educational services required by their individual practicum site.
2. Students will write coherent interpretive reports based on formal and informal evaluations, make responsible treatment recommendations and diagnostic decisions where appropriate.
3. Students will utilize counseling skills honed in prior class and practicum work with clients.
4. Students will gain basic research knowledge.
5. Students will follow appropriate professional and institutional guidelines regarding ethical standards and procedures. Purchase of LiveText may be required to complete this process..
6. Students will present a power-point presentation of their in-service or program evaluation projects to fellow students and faculty available in part through WebCT links.

General Course Requirements

General Requirements

Note: A pre-registration form must be completed at the time of enrollment in this course.

Practicum V (Interventions) 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.

Students usually take PSYC 7792 concurrently with PSYC 7100, a 4-hour intellectual assessment course. PSYC 7792 (Practicum in Interviewing and Assessment) for 1 semester hour credit and then take practica beyond PSYC 7792 concurrently with more advanced consultation 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 7792 must attend these technical field experience class meetings and present on one of their assessment cases.

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 will 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. PSYC 7792-5, Practica II-V, are usually taken by school psychology majors only.

Activities which occur both during class and outside of regular class meetings should be documented in a written log under the various headings of the Internet Logging System[®]. A minimum of 50% of the practicum experience (approximately 250 hours) shall be completed during the final phase of practicum in a school setting, where students provide school psychology services under the supervision of an on-site supervisor in the school setting. Individual supervisory sessions are required in addition to class sessions. Log entries should be validated by all supervisors and include class meetings. Weekly conferences with on-site supervisor (2 hours/week minimum total) are required of all practicum and internship students and with practicum faculty by appointment. The practicum log should be reviewed weekly by the student and practicum supervisor. On-site visits (minimum 2 per semester by faculty supervisor) for students completing practica courses are required.

During the final practicum segment (PSYC 7795) students may wish to sit for the Georgia certification exam (GACE II). Upon successful completion of the GACE II, students may also wish to apply for provisional 5th-year certification provided all but a few courses remain in the student's program of study.

Specific Course Activities/Assignments/Requirements

Specific Requirements

Based on objectives, completion of general requirements, and evaluation form completed by the on-site supervisor. 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. Attendance

This requirement is based on the schedule outlined below and is required in order to ensure timely completion of requirements. 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 3 meetings will receive a failing grade in the course. Ten points will be added to a student's grade if he/she attends all meetings outlined on the schedule. One percent (1%) will be deducted for each 15 minutes late.

2. Activity and Detail Service Log

Students will complete a practicum activity and detail service log based on their individual practicum experience. Responses will be graded based on the quality and quantity of activities/services. Students must submit a copy of the activity and detailed service log at the end of each practicum/internship experience. **STUDENTS SHOULD MAINTAIN A COPY OF THE LOG FOR THEIR OWN RECORDS.**

3. On-Site Supervisor's Evaluation On-site supervisors in the school setting must have 3 years experience and hold minimum of sixth-year certification or Ed.S. degree. A practicum log documenting hourly experiences signed weekly by the student and practicum supervisor/instructor(s). If a signed practicum log is not maintained, credit will not be awarded for the course. The student will also complete an evaluation of their site supervisor. Failure to complete this form will result in a zero assigned for this part of the course (listed below).

4. All students must complete basic certification through the Grants and Contracts Office prior to submitting any protocol to the Institutional Review Board (IRB). The link to the certification process is: [Effective beginning Fall Semester 2004, all individuals conducting research using human research subjects, whether faculty, staff, or students, must complete the training provided on-line through the VSU Institutional Review Board \(IRB\). This must be completed within the first week or two of classes at VSU*.](#)

You may access the training program at: www.citiprogram.org

The required training modules are numbered 1 through 6. These are modest in size, usually 4 to 6 questions for each module, and may be completed relatively quickly. You may retake the modules until you have passed them satisfactorily, with at least an 80% correct score. A certificate will be issued, and the VSU Office of Grants and Contracts will be notified of your success in completing the training.

5. Two of the following three activities are required. The course instructor will in cooperation with the student determine the student's need for practica experience in two of the following three areas: Research, In-service Training, and/or Program Evaluation. Requirements for each of these three areas follow:

- a. **Research:** Students will submit a research proposal consisting of an abstract, research questions, and methods sections. The abstract should be from three to five pages in length and contain necessary references to support the students proposal. This proposal can be submitted as the students Thesis proposal
- b. **Training/In-Service:** Students are required to plan, implement and evaluate training for parents, teachers, professionals (i.e., GASP). This training must be approved by both the university and site supervisor.
- c. **Program Evaluation:** Students are required to plan, implement and evaluate a school based program. The students program evaluation plan must be approved by both the university and site supervisor.
- d. **PowerPoint Presentation:** Students are required to present a power-point presentation to their practicum class on either their training or program evaluation project. Purchase of LiveText may be required to complete this process.

Outcome Measures

M.S. CLINICAL COUNSELING OBJECTIVES (Outcome Measures)			
No.	Students will demonstrate:	Activity	Evaluation
5	the appropriate use of interventions at the individual and systems levels	Practicum Class & Onsite Experience	Training/Program Evaluation. Class Presentation Practicum Log Supervisor Ratings
10	articulation of the scientific method and knowledge of research and statistical terminology, and the ability to critically evaluate research based on methodology used and conclusions drawn	Readings	Article Reviews Critique

ED.S. SCHOOL PSYCHOLOGY OBJECTIVES (Outcome Measures)

No.	NASP Objective	Activity	Evaluation
2.3	<p>School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.</p>	<p>Practicum Class & On-site Experience</p>	<p>Citiprogram Training/Evaluation Class Presentation Practicum Log, Supervisor Ratings</p>
2.4	<p>School psychologists have knowledge of human development processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.</p>	<p>Practicum Class & On-site Experience</p>	<p>Program Evaluation Class Presentation Practicum Log, Supervisor Ratings</p>
2.5	<p>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</p>	<p>Report Writing Experience</p>	<p>Supervisor Ratings/Logs</p>

	with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.		
2.6	School psychologists have knowledge of general education, special education and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.	Report Writing Experience	Supervisor Ratings/Logs
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	Discussion Presentation (oral) Reviews
2.9	School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.	Readings Lecture/Discussion Supplemental Readings	Citiprogram Exams Discussion Presentation (oral) Written Reviews
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	Practicum class & Onsite Experience	Citiprogram Training Evaluation Class Presentation Practicum Log,

	that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development .		Supervisor Ratings
2.11	School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.	Practicum class & Onsite Experience	Citiprogram Training Evaluations Class Presentation Practicum Log, Supervisor Ratings
4.1 VSU	Demonstrate self-motivation, constantly seeking to improve products and services provided to others.	Class Participation/ Log Entries	Class Attendance Timely completion of assignments*
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	Practicum Experiences at the Practicum Location & Class Presentations	Practicum Log, Ratings

Course Evaluation

Course Evaluation and Grading Scale

AREA OF COURSE EVALUATION		PERCENTAGE	PORTFOLIO AREA
1.	Class Attendance (also logged)	10%	
2.	Journal Documenting Practicum Hours	30%	
3.	Student Evaluation by Supervisor	10%	
4.	Student Evaluation by Supervisor	10%	
5.	Practicum PowerPoint Presentation	10%	
6.	Program Evaluation or In-Service Training	10%	

7.	Research Proposal	20%	
----	-------------------	-----	--

EVALUATION

Evaluation is also based on stated objectives, completion of requirements, and evaluation form completed by the on-site supervisor. Students in practicum (PSYC 7792-5) will present on one individual case during each semester.

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

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 2006-07 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: 8:30- 10:30 am Tuesday, and Wednesday;
2:30-5:30 pm on Tuesday and Thursday
or *by appointment*

Course Schedule

Fall Semester 2009

PSYC 7795 PRACTICUM COURSE SCHEDULE FOR FALL 2009		
Class	Date	Topic (Tuesdays, 5:00-7 pm in POB and live classroom)
	8/18/09	Introductions -
	8/25/09	Syllabus – Live classroom – Schedule Presentations
	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	Jade - presents in-service materials and data
		Dawn - An introduction to Systems Interventions (In-Service)
6	9/22/09	Dawn - Systems Interventions (In-Service)
		Shakierra– Assessment Case Presentation
7	9/29/09	Dr. Hilgert – Review of NASP Rubric for Case Presentations
8	10/06/09	Joni – Intervention Case Presentation

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

 Created with LiveText - [livetext.com](https://www.livetext.com)