Course Syllabus

University of Northern Colorado
Department of School Psychology
College of Education and Behavioral Sciences

Title
Practicum in School Psychology

Course Number and Prefix
APCE 779

Course Credit
3 semester hours

Prerequisites
APCE 607 or APCE 707, APCE 638, APCE 640, APCE 646, APCE 747, and consent of the instructor.

Instructor
Mary Van Korlaar, Ph.D., NCSP
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Consultation: evenings 4-9 pm and Saturdays 8 am-5 pm. Please email or call me, and allow for scheduling consultation appointments for mutual convenience.

Course Description:
Supervised experience in the provision of comprehensive psychological services to children/adolescents within a school setting. Seminar portions of the course are delivered via the off-campus hybrid course model.

Course Objectives:
Students will:

1. Develop an awareness of the role of school psychologists within the public school system and affiliated community agencies

2. Demonstrate competency in a range of skills consistent with those of a school psychologist. Emphasis will be placed on assessment, consultation, direct interventions (e.g., individual and group counseling), systemic interventions, family-school partnerships, and program evaluation.

3. Develop skill in communicating with students, families, and other school personnel.

4. Use informal and formal assessment strategies to identify student strengths and needs.
5. Translate assessment results into evidence-based academic and social-emotional interventions and recommendations.

6. Implement various academic and behavioral interventions with children and adolescents.

7. Incorporate important developmental, cultural, legal, ethical, and professional issues into the implementation of interventions with children and adolescents.

8. Critically evaluate treatment outcome research to realize the strengths and limitations of various interventions.

9. Conduct program evaluations of individual and group interventions.

10. Cultivate an awareness of current issues in the field of school psychology.

**Required Texts**


*Please note that I will give specific chapters for class discussion after I receive my own copy of the Sixth edition. I have the previous set (5th ed), but we will use the newest version. It is a rather expensive text, but also supremely helpful in practice. The investment goes far beyond this course. Available in either electronic or 4 volume set on the NASP website.*


**Outline of Course**

This practicum is designed to take place during the Spring semester, following the practicum in evidence based interventions. Over the course of the semester, students will be expected to spend a total of 180 hours in the school setting under the supervision of a licensed school psychologist. The corresponding practicum class will be taught in a seminar format and will be structured around different modules that are delivered across specified weekends. These modules are designed to build student knowledge and expertise as related to school-based practice. Students will be expected to complete readings prior to class so they can participate in group discussion of these topic areas as well as field issues, cases, and experiences.

When in the school setting, the learner is primarily responsible to the site-based supervisor. An initial phone call will be held with the instructor and the site based supervisor. Midway through and at the end of the semester, a conference (one phone/one
Skype) will be held with the university supervisor, field-based supervisor, and learner. Other conferences may be arranged according to need. At the end of the semester, students will be evaluated according to the school psychology practicum evaluation form.

**Proposed Modules.**

(Not necessarily in this order. Details will follow on Blackboard. *Initial weekend assignments will be emailed prior to Bb opening.*)

- System entry & Organization
- Evidence-based Interventions
- Law – State & Federal
- IEP Writing/Writing Goals and Objectives
- RtI/Data Management
- Family School Collaboration
- Threat/Risk Assessment
- Culturally Responsive Practices
- Serving Exceptional Students

**Course Requirements:**

1. Each learner will design, implement, and evaluate interventions with students in their school settings. Only one of the interventions may be a continuance with a student from EBI practicum, Fall 2014.

   Whether new cases or not, the one of the cases may be your choice of individual, group, or class-wide intervention, one must be individual. One case must be behavioral. The other case may be your choice of behavioral or academic. Two of the interventions must be with individual students with one directed toward an academic concern and the other a behavioral problem. Interventions will be selected based on the presence of empirical support for the technique(s). Learners must evaluate their interventions using appropriate methodologies. *These cases will be turned in as formal case reports. A checklist or rubric will be supplied.* (2 Cases – 100 pts. Each)

2. Students will be required to read various topical articles for in-class discussions. Each learner will complete 3 reaction papers throughout the practicum experience. Reaction papers are a means of documenting reflective thought and learning. Papers are to be a minimum of 1-2 typed pages on the individual experiences, thoughts, or questions that arise. Content should reflect experience, current research, current trends, legal issues, and data based decisions as applicable. Papers may be turned in on the days of choosing for learners. However, it is expected that the 3 papers be turned in throughout the course and not at the end of the term. Leaving papers to the end of the term (final two to three weeks) will result in the lowering of 1 partial letter grade (A to A-) per missing paper. (30 points total).
3. Each learner will present a case presentation on one of his or her cases. The format should include a definition of presenting problem, assessment and data gathering, details about the intervention, progress monitoring, evaluation summaries, and a reference to current research utilized and implications for practice. In addition, students should discuss relevant developmental, cultural, ethical, and professional issues that were encountered, and how these were addressed. A rubric for evaluation of the case study presentation will be provided. (30 pts)

4. Learners will develop and present an in-service, either independently or in pairs, on a topic of choice. Class participants will be considered colleagues, parents, administrators or teachers. In-services are to be approximately 30 minutes in length and developed utilizing current research and practices in the field. A rubric for evaluation of the in-service will be provided. (30 pts)

5. Each learner will develop and present an intervention presentation. The presentation will provide a description of the intervention, an example of its use, and the research supporting its effectiveness with different populations. Interventions presentations are to be approximately 30 minutes in length and developed utilizing current research and practices in the field. Learners should provide a brief handout summarizing the intervention and the research for their classmates. A rubric for evaluation of the intervention presentation will be provided. (30 pts)

6. Each learner is expected to complete about 12 hours per week (180 hours total) in the school setting. A weekly log should detail hours spent and activities completed. Logs will be turned in at each monthly class session and must be signed by the field-supervisor. It is the learner’s responsibility to arrange specific days and times for hours with the field-supervisor and school/s. Each learner must submit a Practicum Completion Proposal during the first three weeks of school-based practice. The plan will detail times and days, areas of interest/focus and long-term goals for the practicum. The field-based supervisor must sign the Practicum Completion Proposal. Failure to complete logs will result in the lowering of 1 partial grade (A to A-) per missing log.

7. Each learner will complete with their on-site supervisor a mid-term and final evaluation of their Practicum in School Psychology.

8. Learners will be expected to attend all class sessions. An unexcused absence will result in the student's grade being dropped by one letter grade. Absences must be excused PRIOR to the class to be missed. Three or more tardies (or early departures) will count as one unexcused absence.
Method of Evaluation:

In addition to the classroom components of this course, learners will be evaluated by their practicum supervisors using the School Psychology Practicum Evaluation form. Student must achieve an average rating of 3 in each category to demonstrate that they have met the minimum level of competency required to begin their Internship in School Psychology (APCE 789).

Graded Classroom Components: (in addition to logs and site supervisor evaluations)

- Two ind. case studies: 200 points
- Case presentation: 30 points
- Intervention presentation: 30 points
- Inservice Presentation: 30 points
- Reaction Papers: 30 points
- Class participation: 20 points

Grading:

Grades will be assigned according to the APCE grading policy.

- A: 93% to 100%
- A-: 90% to 92%
- B+: 87% to 89%
- B: 83% to 86%
- B-: 80% to 82%
- C+: 77% to 79%
- C: 73% to 76%
- C-: 70% to 72%
- D+: 67% to 69%
- D: 63% to 66%
- D-: 60% to 62%
- F: Below 60%

Academic Policies and Information:

Academic Conduct: Cheating on examinations, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an “F” on an assignment to expulsion from the University.

Professional Conduct: Students are expected to adhere to the appropriate code of ethics for their particular program. Any behavior which is deemed unethical will be grounds for dismissal from the program.
**Accommodations Statement:**

**Students with disabilities:** Any student requesting disability accommodation for this class must inform the instructor by giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

**Inclusivity Statement:** The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and worldviews may be different from their own.