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EASTERN KENTUCKY UNIVERSITY
SPRING 2016
PSY 843 / 21652
PRACTICUM SYLLABUS

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Overview: This syllabus, for students, university trainers, and field supervisors, details the domain competencies to be attained by the end of the consultation practicum experience. This experience is a collaboration between EKU and the practicum site which focuses on providing applied experience in several areas of school psychology. The student's training is intended to facilitate progress toward competency attainment consistent with those outlined in the *Standards for Training and Field Placement Programs in Schools Psychology* (NASP, 2000).

Overview of Goals and Objectives: Practica are viewed as integral and essential components of professional training. This practicum is typically the last field experience students have before beginning their internship. It provides students the opportunity to gather knowledge and skills most appropriately learned in the field and to refine skills and clarify knowledge learned as a part of the university training program.

Practicum students have completed course work in general school psychology, ethics (including training in confidentiality procedures), introductory psychotherapy, intellectual assessment, advanced child assessment, school psychology interventions, behavioral research methods, and consultation. This practicum is coordinated to follow the School Psychology Consultation course. While receiving experience in consultation is one of the major goals of this practicum, another primary goal is to begin providing comprehensive services and to understand how different services such as consultation, intervention, and assessment are integrated.

The practicum course will consist of a variety of training experiences. A matrix of domain competencies and activities to be achieved is outlined in the following pages. In addition, a protocol for evaluating the practicum student's progress toward the development of competencies is included and can be used by all parties to facilitate discussion during evaluation conferences.

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Eleven NASP domains are listed below. The spring practicum placement is focused more on the domains involving consultation and intervention; however, the other standards will also be addressed in this practicum.

2.1   Data-Based Decision Making and Accountability
2.2   Consultation and Collaboration
2.3   Interventions and Instructional Support to Develop Academic Skills
2.4   Interventions and Mental Health Services to Develop Social and Life Skills
2.5   School-Wide Practices to Promote Learning
2.6   Preventive and Responsive Services
2.7   Family-School Collaboration Services
2.8   Diversity in Development and Learning
2.9   Research and Program Evaluation
2.10   Legal, Ethical, and Professional Practice

See the NASP standards at http://www.nasponline.org/standards-and-certification/nasp-practice-model/nasp-practice-model-implementation-guide/.

Required Activities:
In addition to progress/competency in the NASP Domains, there are several practicum and portfolio activities that need to be accomplished during and by the end of this practicum.

- Practicum Agreement Form and Matrix Progress Monitoring Plan (Required at beginning of practicum) – the practicum student, university supervisor, and site supervisor collaborate to create a practicum experience that addresses how the site will ensure that the student gains experience addressing each of the NASP domains listed in this agreement while fitting with the unique structure of the site. In addition, the practicum site will provide appropriate support for the practicum student experience, including equipment and consumable materials (e.g., test protocols).

- Professional Vita (Spring portfolio entry – early deadline) – completes an up-to-date vita that lists professional experiences.

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- Behavioral Direct Intervention Report (Spring portfolio entry) – completes a behavioral direct intervention using a data-based decision-making model based on the provided case study report format (see handout for instructions). **You will turn a hard copy of your report and supporting documentation to Dr. Strait or Dr. Florell. You will also upload your report and any other materials that you have developed in a Word or Excel program (e.g., graphs, data sheets, treatment integrity sheets, data table, and report) to the Bb site.**

- Behavioral Consultation Case Report with Supporting Material (Spring portfolio entry) – completes a behavioral consultation case report using a data-based decision-making model based on the provided case study report format (see handout for instructions). **You will turn a hard copy of your report and supporting documentation to Dr. Strait or Dr. Florell. You will also upload your report and any other materials that you have developed in a Word or Excel program (e.g., graphs, data sheets, treatment integrity sheets, data table, and report) to the Bb site.**

- Psychoeducational Assessment Report (Spring portfolio entry) – completes an appropriate evaluation of a student using a variety of assessment techniques. This includes following the case from the initial referral to reporting the findings (see handout for instructions). **You will also upload your report to the Bb site.**

- Self Evaluation of Progress on NASP Domains (Spring portfolio entry) – completes a self-evaluation which addresses progress on the NASP domains during practicum and professional growth that has occurred (see handout for instructions).

- Supervisor Evaluations (Spring portfolio entry) – the site supervisor evaluates the practicum student's progress on the applicable NASP domains during the mid-point and at the end of the practicum experience.

- Practicum Log (Spring portfolio entry) – the log allows for practicum students to track their various activities during their practicum experience. The Excel file can be accessed via the Blackboard site for PSY 843. These logs need to be turned in once a month as indicated on the meeting dates page.

- Demographics Log (Spring portfolio entry) – the log allows for practicum students to track their exposure to diverse student populations. The Excel file can be accessed via the Blackboard site for PSY 843. These logs need to be turned in once a month as indicated on the meeting date page.

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*It is highly recommended that the practicum student be provided multiple experiences across areas. For example, while only one direct intervention case report is required, it is imperative that the practicum student carry more than one direct intervention case. There will be no excuse for failing to complete the requirements listed above; therefore, carrying multiple-cases will help ensure that at least one case is followed through from beginning to end.

Domain Competency Matrix Plan for Spring Practicum:
In the next section, the practicum supervisor, site supervisor, and university supervisor will collaborate to ensure the practicum student makes appropriate progress in all of the domains during their spring practicum. The purpose of the matrix is to provide all parties involved with a map of what activities the practicum student will participate in to make progress in the domains.

- NASP Domain column: Lists the specific NASP domain.

- Competency column: Provides the title and description of the NASP domain and provides examples of activities that would meet the competency but are not specifically required.

- Required Activity column: Some of the activities are required (listed above) and are listed under the *Required Activity* column in the matrix. These activities must be completed. One activity may meet more than one standard.

- School Activity column: The practicum student and site supervisor should pick activities that fit with the activities available at the site. This means that different sites could have very different activities that their practicum students participate in while still making progress in the appropriate NASP domains. The third column in the matrix, *School Activity*, is to be filled out by the practicum student and site supervisor where a minimum of one (or more where indicated) activity is selected to meet the domain requirements. A specific activity may be used to meet more than one standard in the matrix plan for practicum.

Once completed, the practicum student needs to submit the *Domain Competency Matrix Plan for Practicum* and the *Practicum Agreement Form* to the University Practicum Supervisor. A copy should also be retained by the on-site practicum supervisor and by the practicum student.

DOMAIN PROGESS MONITORING PLAN FOR SPRING PRACTICUM

NASP Domain	Competency	Required Activity *Activities can be used to meet more than one standard	School Activity *Activities can be used to meet more than one standard
2.1	Data-based decision making and accountability • School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. • As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs. Other examples: • Involvement in RTI • Student Assistance Teams	-Supervisor Evaluations -Psychoeducational Assessment Report -Direct Intervention Report -Consultation Report	

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NASP Domain	Competency	Required Activity *Activities can be used to meet more than one standard	School Activity *Activities can be used to meet more than one standard
2.2	Consultation and Collaboration • School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems used to promote effective implementation of services. • As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs. Other examples: • Involvement in RTI • Student Assistance Teams	-Supervisor Evaluations -Consultation Case Report	
2.3	Intervention and Instructional Support to Develop Academic Skills • School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. • School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods to implement and evaluate services that support cognitive and academic skills. Other examples: • Involvement in RTI	-Supervisor Evaluations -Direct Intervention Report and/or Consultation Report with an Academic Focus	

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NASP Domain	Competency	Required Activity	School Activity
2.4	Interventions and mental health services to develop social and life skills • School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health. • School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health. <u>Other examples</u>: • Individual Counseling / Group Counseling / FBA	-Supervisor Evaluations -Direct Intervention Report and/or Consultation Report with a Behavioral Focus	

NASP Domain	Competency	Required Activity	School Activity
2.5	School-wide practices to promote learning • School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. • School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others. <u>Other examples</u>: • Supervision discussion • Tour of school(s) with supervisor to review and identify areas of special education (e.g., Resource Rooms, Occupational Therapy Rooms) as well as general education environments with inclusion of students that receive special education services • Review of evidence based school-wide positive behavior support, academic programs, prevention programs, etc.	-Supervisor Evaluations --Direct Intervention Report and/or Consultation Report -Psychoeducational Assessment Report	

NASP Domain	Competency	Required Activity	School Activity
2.6	Preventive and responsive services • School psychologists have knowledge of principles and research related to resilience in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response. • School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery. Other examples: • Participate in crisis intervention • Attend or participate in a crisis response training or and/or attend or participate in a training on resilience and/or prevention programs. • Become familiar with mental health services provided within the school district as well as community-based mental health services.	-Supervisor Evaluations -Consultation Case Report -Direct Intervention Report	

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NASP Domain	Competency	Required Activity	School Activity
2.7	Family-school collaboration services • School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools. • School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social–behavioral outcomes for children. Other examples: • Participate in a meeting with parents to collaborate regarding the needs of the student. • Discussion with supervisor regarding enhancing collaboration between families and schools. • Review with supervisor resources within the district that help support collaboration between families and schools. • Participate in a meeting and/or evaluation of a student where having knowledge of the family system and culture is emphasized.	-Supervisor Evaluations -Consultation Case -Direct Intervention Case	

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NASP Domain	Competency	Required Activity	School Activity
2.8	Diversity in development and learning • School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. • School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery. <u>Other examples</u>: • Discussion with supervisor regarding the demographics of the school district as well as the specific demographics of the assigned schools. • Discussion with supervisor regarding what should be considered regarding the specific cultures of the district. • Review any district programs for migrant families and become aware of services districts provide (e.g., interpreters) • Be aware of the number of students in the district that are English as a Second Language Learners and discuss school psychologists' potential roles with these students.	-Supervisor Evaluations -Demographic Log -Consultation Case Report -Direct Intervention Report -Psychoeducational Assessment Report	

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NASP Domain	Competency	Required Activity	School Activity
2.9	Research and program evaluation • School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. • School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels. Other examples: • Case study research • Needs assessment • Evaluate available academic and behavioral programs for schools	-Supervisor Evaluations -Consultation Case Report -Direct Intervention Case Report	

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NASP Domain	Competency	Required Activity	School Activity
2.10	Legal, ethical, and professional practice • School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. • School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills. <u>Other examples</u>: • Attend school board meeting • Attend professional conferences • Discussion in supervision	-Supervisor Evaluations -Self Evaluation of Progress -Psychoeducational Assessment Report -Direct Intervention Report -Consultation Report	

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Practicum Agreement Form

1.   For each week of training the student will meet **face-to-face, individually for at least one hour per week** with the on-site supervisor or with the university supervisor. Students are under the direct supervision of the certified and/or licensed school psychologist-university supervisors and the certified district supervisor.

Name of Supervising Psychologist(s):   _____

Institution/ Degree/Year degree obtained   _____

License / Certification: _____

Years of experience as School Psychologist: _____

Years employed in current district: _____

Number of previously supervised practicum students: _____

Phone: _____

E-mail: _____

2.   Responsibilities of the on-site supervisor

The on-site supervisor has primary responsibility to insure adherence to school policies and procedures and to insure that necessary services are delivered. The university supervisor has primary responsibility to insure that the practicum student has received appropriate training. These responsibilities are not conflicting, but if conflicting demands are made of the student, it is the practicum student's responsibility to inform the supervisors. It is then the supervisors' responsibility to work out any conflicts.

The provision of assessment and intervention equipment is generally the **responsibility of the district**. Equipment may be borrowed from the university on a temporary, short-term basis depending on availability. Consumable equipment (e.g., protocols) is the responsibility of the district. The district also agrees to provide workspace for the practicum student.

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*Notify a university supervisor if any concerns arise regarding the practicum student's performance. Please remember that the practicum experience only lasts one semester. It is imperative that you contact the university supervisor in a timely manner if you have concerns about this student so that the concern can be appropriately addressed.

3.   Responsibilities of the practicum student

All practicum students will provide services in a legal, ethical matter, and professional manner.

All practicum students will obtain and keep current professional liability insurance. **Each practicum student must turn in documentation from the insurance provider to Dr. Strait.**

4.   In return, the EKU School Psychology program agrees that students on practicum have completed course work in general school psychology, ethics (including training in confidentiality procedures), introductory psychotherapy, intellectual assessment, advanced child assessment, behavioral research methods, and school psychology interventions. This practicum is coordinated to follow the Advanced Child Assessment course. While receiving experience in assessment is one of the major goals of this practicum, other primary goals are introduce students to how school psychological services fit within the larger school culture, being exposed to school crisis management, direct intervention, and prevention.

5.   Students will be on-site as scheduled (Tuesday/Thursday) unless released by their on-site supervisor or unless attending the on-campus group supervision activity. Thus students will be on site 2 full days one week and 1-1/2 days the next. The additional 1/2 day will be spent in a group supervision activity on campus. Attendance to these supervision meetings is mandatory.

6.   The methods for evaluating students are:

(a)   Practicum self evaluations addressing written plan and specific training goals due at the end of the Spring semester.

(b)   Practicum weekly hour logs and Demographics logs due at the end of the practicum semester.

(c)   Standard EKU Practicum Supervisor evaluation forms will be due at the mid-point (before EKU's Spring Break) and at the end of the Spring semester.

(d)   University Practicum site visit and/or phone conference call once per semester.

7.   The primary focus of this practicum is on intervention and consultation; however, it is acceptable and encouraged for practicum students to conduct psychoeducational assessments during this practicum. The student will be required to complete at least **<u>one initial</u>** psycheducational report during this

practicum. The student is allowed to conduct a **<u>maximum of five</u>** complete evaluations. The actual number of assessments will depend on the amount of other activities the student is involved with during the semester. The on-site supervisor will select assessment cases.   A maximum number of assessments are included in order to ensure that students have adequate time to engage in the other activities required for this practicum.

8.   Finally, the school district commits itself to providing the practicum student with all requirements outlined in this syllabus.

_____
Coordinator/Supervisor's Signature

_____
Date

Practicum University Supervision Component

Meeting Dates (Meeting times will always be from 2-4pm)	**Location**	**Case Presentations, Due Dates, and Assigned Readings**
Thursday, January 21st	Graduate Student room	
Thursday, February 4th	Graduate Student room	Professional Vita due
Friday, February 26th	Seminar room (Cammack 27)	Joint meeting with interns regarding applying for an internship Logs due
Thursday, March 10th	Graduate Student room	Case presentation
Friday, March 25th	Seminar room (Cammack 27)	Joint meeting with interns regarding certification Logs due **1 case due psychoeducational assessment report**
Thursday, April 7th	Graduate Student room	Case presentation
Thursday, April 21st	Graduate Student room	Case presentation Logs due **1 case due (behavioral direct intervention or behavioral consultation case)**
Thursday, May 5th	Graduate Student room	Case presentation Logs due Spring portfolio entries due **Remaining case due (behavioral direct intervention and**

	behavioral consultation cases)

Case Presentation Instructions

The focus of this practicum is on assessment and intervention; therefore, it is required that the presentation be in reference to one of the practicum student's direct interventions or assessments and needs to include an issue of diversity that had to be considered.

The focus of this practicum is on consultation and intervention; therefore, it is required that the presentation be in reference to one of the practicum student's consultation or intervention cases and needs to include an issue of diversity that had to be considered. The definition of diversity includes age, race, gender, socioeconomic status, rural/urban, and ELL. The case should be prepared and presented in a meaningful and professional way, as though presenting it in an ARC meeting with the student's family present. For class discussion purposes, however, you will need to present information in such a way that **all identifying information has been removed.** The practicum student should bring copies of the following applicable materials to pass out to the other students and university supervisors.

- Case summary
    - Description of client and setting
    - Presenting problem
    - Operational definition of target behavior
    - Description of any assessments conducted
    - Copy of intervention plan
    - Summary of research used to guide intervention plan
    - Data sheets
    - Treatment integrity checklist
    - Graph of data collected, and/or
    - Psychoeducational report **(with all identifying information removed).**

In order to fully use the case presentation as an opportunity to receive feedback from other students and the university supervisors, FIVE discussion questions are to be developed in advance that will be posed to the other students. The questions may include what the next step might be (regardless of whether in the midst or at the end of an intervention or consultation, there always is a next step), what you might have done differently, what additional information would be good to have, or what additional supports could be put in place. If your case presentation is scheduled early in the semester you may not have all of the items listed above; however,

you need to make sure you have all items that are applicable to your case. You will verbally present the information from the handouts and be prepared to ask questions and receive feedback.