EASTERN KENTUCKY UNIVERSITY
FALL 2016
PSYCHOLOGY 843 / CRN 11446
3 Credit Hours
PRACTICUM SYLLABUS

Instructors: Dan Florell, Ph.D., NCSP and Andrea Strait, Ph.D., NCSP
Office: Cammack 227 and Cammack 124
Phone: (859) 622-1291 and (859) 622-1109
E-mail: **dan.florell@eku.edu** and **andrea.strait@eku.edu**

Overview: This syllabus, for students, university trainers, and field supervisors, details the domain competencies to be attained by the end of practicum experience. This is a collaborative effort between EKU and the practicum site which emphasizes an 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 first field experience students have. 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, behavioral research methods, and interventions.

The assessment practicum will consist of training experiences that focus on assessment, prevention, intervention, and crisis management in the school setting. Objectives for this practicum include receiving experience administering and interpreting a variety of assessments including, but not limited to, intelligence tests, adaptive behavior scales, behavior scales, achievement tests, curriculum based measures across a variety of skills (e.g., math, writing, reading), and functional behavior assessments. Objectives also include introducing students to how school psychological services fit within the larger school culture, being exposed to school crisis management, direct intervention, and prevention. Students will be expected to learn about general education as well as special education services. Students should be exposed to a variety of meetings including pre-referral meetings, initial placement meetings, and re-evaluation meetings. This practicum is designed to meet specific NASP domains. A matrix of domain competencies and activities related to these objectives is outlined in the following pages.

Eleven NASP domains are listed below and diagramed on the next page. The fall practicum placement is focused on assessment and intervention; therefore, not all of the standards will be addressed in this practicum. The standards that must be addressed in this practicum are highlighted in bold below. The remaining standard may be addressed if opportunities arise; however, activities regarding standard 2.2 will not be required as practicum students will be in the process of taking coursework addressing this domain.

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 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/2010standards/1_Graduate_Preparation.pdf (pp. 4-6). Further descriptions and examples are on pages 12-16. In addition, it is suggested that you review the Model of Comprehensive and Integrated Services by School Psychologists (p. 11), in order to gain greater understanding of how school psychology services fit within educational programs and settings to enhance learning and mental health for children while working with youth, caregivers, and schools.

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).

- Psychoeducational Evaluations (Required by the end of the semester) – the practicum student will complete a minimum of six (6) evaluations, with at least one being an initial evaluation and another evaluation being conducted in the EKU Psychology Clinic.

- Psychoeducational Assessment Report (Fall portfolio entry) – the practicum student 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 Psychoeducational Assessment Report Instructions and Psychoeducational Assessment Report Scoring Tool). Please turn in this report via Bb site for PSy 843.

- Academic Direct Intervention Report (Fall portfolio entry) – completes an academic direct intervention using a data-based decision-making model and based on the provided case study report format (see Direct Intervention Instructions and Direct Intervention Scoring Tool under PSY 897). While each student will conduct this direct intervention at his/her practicum site, Dr. Strait will be providing direct supervision for this intervention case and report in PSY 842. Each student will turn in the completed academic direct intervention report portfolio entry on the Bb site for PSY 842.

- Self Evaluation of Progress on NASP Domains (Fall 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). Please turn this assignment in via the Bb site for PSY 843.

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

- Practicum Log (Fall 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.

- Demographics Log (Fall 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.

*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 this semester, 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 Fall 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 the Fall 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 these activities 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 identify at least one activity that fits 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 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. Copies should also be retained by the on-site practicum supervisor and by the practicum student.

DOMAIN PROGESS MONITORING PLAN FOR FALL 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; ARC meetings	-Supervisor Evaluation -Psychoeducational Assessment Report -Academic Direct Intervention Report	
2.2	**Consultation and collaboration** • School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and 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;	No activity required; however, if opportunities are made available, please document applicable activities in the School Activity Column for this standard.	

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NASP Domain	Competency	Required Activity	School Activity
2.3	**Interventions 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 and to implement and evaluate services that support cognitive and academic skills. <u>Other examples</u>: • Involvement in RTI	-Supervisor Evaluation -Direct Academic Intervention Report -Psychoeducational Assessment Report	
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 Evaluation -Psychoeducational Assessment Report	

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. Other examples: • 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 who receive special education services • Review of evidence based school-wide positive behavior support, academic programs, prevention programs, etc.	-Supervisor Evaluation -Academic Direct Intervention Report -Psychoeducational Assessment Report	
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 Evaluation	

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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 Evaluation -Academic Direct Intervention Report -Psychoeducational Report	

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. Other examples: • Discussion with supervisor regarding the demographics of the school district as well as the specific demographics of the assigned schools. • Discussion with supervisor about 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 qualify as English Language Learners (those who speak English as a second language) and discuss school psychologists' potential roles with these students.	-Supervisor Evaluation -Demographic Log -Academic Direct Intervention Report -Psychoeducational Report	

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 Evaluation -Direct Academic Intervention Report	

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. Other examples: • Attend school board meeting • Attend professional conferences • Discussions during supervision	-Supervisor Evaluation -Self Evaluation of Progress	

Name: _____   Semester: _____   Year: _____

Practicum Agreement Form

This completed and signed form must be received by the EKU School Psychology Program by the second university supervision meeting. Please complete this form and make copies for the practicum site, practicum student, and the EKU school psychology program. The practicum student will be responsible for bringing the completed form to the university supervisor.

Student's Name _____

Field Site Supervisor _____

School District Placement _____

Mailing Address _____

Phone Number _____

Date Student Placement Begins _____/_____/_____   Last Day of Student's Placement _____/_____/_____

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 and university based supervisor(s)

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 university based supervisor(s) are solely responsible for determining the quality of the work submitted. While the on-site supervisors' skills and expertise are valued the university based supervisor(s) must ensure that the work meets standards deemed appropriate at the university level. Assignments will be graded on a pass/fail basis. Students must receive a passing grade on all assignments to receive a satisfactory grade for the course. If a student fails to submit work of passing quality that student will not be eligible to complete the practicum course for the following spring.

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.

*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, 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. Students who do not meet these attendance policies may receive an unsatisfactory grade in this course.

6.   The methods for evaluating students are:

   (a)   Practicum self evaluations addressing written plan and specific training goals due the Monday after Thanksgiving break.

   (b)   Practicum weekly hour logs and Demographics logs due on each day that university supervision is held and the final logs are due the Monday of finals week.

   (c)   Standard EKU Practicum Supervisor evaluation forms will be due at the mid-point (before EKU's Fall Break) and at the last university supervision practicum meeting.

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

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

_____
Coordinator/Supervisor's Signature

_____
Date

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<div align="center">**Additional Course Information**</div>

Student Learning Outcome:
The practicum student will demonstrate competency in assessment-related skills, prevention, intervention, and crisis management in the school setting as outlined in the NASP domains and as determined by site and university supervisors.

Catalog Course Description:
PSY 843 Practicum. (1-4) A. Prerequisite: departmental approval. Supervised practice in applied settings. Selective participation with an assigned agency varies with the student's program with level of preparation in course work, and with previous supervised field experience. Class meetings as arranged. May be retaken to a maximum of eleven credit hours. Graded Satisfactory/Unsatisfactory.

Evaluation Method
The practicum requires several activities to be completed as mentioned earlier. These required activities in addition to the activities agreed to by the practicum student's site and university supervisors in the NASP Domain Matrix must be completed at a proficient level in order for the practicum student to receive a satisfactory grade. All activities are equally weighted in calculation of the practicum student's final grade.

Student Progress:
Student Progress will be reviewed by the site supervisor during weekly supervision and by the university supervisor during bi-monthly supervision using the criteria outlined earlier. Site supervisors will complete evaluation forms twice during the semester: mid-semester and final.

Attendance Policy:
The practicum student is required to be on site two days a week with the exception of two ½ days per month for university supervision. Attendance at university supervision is mandatory. Arrangements must be made in advance when a student is unable to be present for practicum or supervision. Site supervisors, other school personnel, and university supervisors will monitor attendance at their respective sites and will meet with the student should attendance become a problem. Attendance can be added to the Progress Monitoring Plan, if necessary.

Drop Policy
If students need to drop this course, they are directed to the Colonel Compass for information and deadlines for accomplishing this.

Disability Accommodation Statement:
A student with a "disability" may be an individual with a physical or mental impairment that substantially limits one or more major life activities such as learning, seeing or hearing. Additionally, pregnancy or a related medical condition that causes a similar substantial limitation may also be considered a disability under the ADA. If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the office in the Whitlock Building Room 361 by email at disserv@eku.edu or by telephone at (859) 622-2933. Upon individual request, this syllabus can be made available in an alternative format.

Academic Integrity Policy:
Students are advised that EKU's Academic Integrity policy will strictly be enforced throughout practicum. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

Practicum University Supervision Schedule

Meeting Dates (2:00 – 4:00)	Topic	Case Presentations, Due Dates, and Assigned Readings
University supervision is held in Room 117, Cammack Building		
August 25	Getting Started on Practicum	
August 30	NO CLASS First Day at Practicum Site	
September 15	Field Experiences Site Supervisor Evals Distributed	**Submit copy of signed Matrix & Agreement Post Logs to Bb**
September 29	Field Experiences *Reminder: Site supervisor evaluation to be completed by October 13th*	**Case Presentation**

Meeting Dates (2:00 – 4:00)	Topic	Case Presentations, Due Dates, and Assigned Readings
October 13th	Field Experiences Case Presentations Physical Safety	**Case Presentations** **Post logs to Bb** **Site Supervisor Evaluations Due** KAPS Conference: 10/5-10/7
October 27	Field Experiences Case Presentations Spring Practicum Choice Forms	**Case Presentations**
November 10	Field Experiences Case Presentations	**Case Presentations** **Post logs to Bb**

Meeting Dates (2:00 – 4:00)	Topic	Case Presentations, Due Dates, and Assigned Readings
November 17	Field Experiences Case Presentations	**Case Presentation** **Psychoeducational Assessment (sanitized) to Bb**
December 1	Semester Review University Supervisor Evaluation	**Self Evaluation of Progress to Bb** **Completed End of Semester Field Evaluation** **Post final practicum log to Bb** **Post final demographic log to Bb**

Case Presentation Instructions

Each student will be required to present one case during practicum supervision. The focus of this practicum is on assessment and intervention; therefore, it is required that the short presentation be in reference to one of your evaluations or direct interventions 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 (English Language Learner). 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. Keep the presentation to about 15 minutes. For class discussion purposes, however, you will need to present information in such a way that **all identifying information has been removed.** A PowerPoint slide presentation is recommended in order to keep from making paper copies. Feel free to bring additional information (e.g., forms, strategies, websites, references) that would benefit other students. When completed, send the PPT presentation to Dr. Nowak to be placed on Bb.

- Case summary
  - Description of client and setting
  - Presenting problem
  - Operational definition of target behavior
  - Description of assessments conducted
  - Copy of intervention plan
  - Summary of research used to guide assessment plan or intervention plan
  - Data sheets
  - Treatment integrity checklist
  - Graph or table of data collected, and/or
  - Psychoeducational report **(with all identifying information removed)**
  - Feel free to include information that you discovered during this case that would be helpful to others (e.g., forms, strategies, websites, references)

In order to fully use the case presentation as an opportunity to receive feedback from other students and your university supervisor, 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 assessment, there always is a next step), what you or the team 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 PPT slides and any handouts and be prepared to ask questions and receive feedback.