

Syllabus

Psychology 691: Practicum

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Course Description:

The major goal of the school-based practicum is to provide an integrated and coordinated series of learning experiences that will serve students with opportunities to: (a) practice and expand on previously held knowledge and learned skills; (b) develop new skills and knowledge; and (c) experience personal and professional growth and development. Through these experiences students will be contributing to their professional growth in becoming a competent school psychologist. Practicum students can expect to assist in serving various student populations, families, care providers, and school personnel (i.e., teachers, counselors, others).

In your practicum training, a graded and cumulative series of learning experiences are provided. Through your activities within the school environment, it is hoped that you will have opportunities to achieve the following objectives:

- 1) Develop knowledge and skills in delivering services
- 2) Develop and demonstrate a commitment to evidence based intervention procedures
- 3) Consult and collaborate across settings and care-providers
- 4) Receive exposure to a diversity of academic and behavioral concerns, student demographics, and students' special needs within the school environment
- 5) Develop knowledge related to mental health concerns within the school environment
- 6) Demonstrate a commitment to diversity and individual differences
- 7) Apply ethical decision making to work and research activities
- 8) Develop an appreciation for school related research

This class meets at the CHEC in McKinney from noon-1:15pm on the following Mondays this semester:

Aug 27

Oct 1

Oct 22

Nov 12

Dec 3

Course Requirements and Grade Determination:

- **SCHOOL/CLINICAL EXPERIENCES:** Credit for the three semester hours requires the student to work 160 clock hours in a school environment. Supervision of the student practitioners is conducted by an appropriately credentialed site supervisor and the school psychology practicum supervisors. Minimum hour requirements for each content area are listed on the school-based practicum requirement form.
- **PRACTICUM MEETINGS:** The primary purpose of the meeting is to support and enhance the training objectives. Meetings provide a common core of experiences among practicum students, facilitate relationships among practicum students, and increase students' knowledge of psychology and practice. Meetings will include student-led presentations of clinical cases or topics related to practicum experiences, case supervision, and discussion of professional/ ethical issues. If you will have to miss a meeting, you **MUST** notify Dr Maloney **IN ADVANCE**.
- **SYMPOSIA:** The primary purpose of symposia is to support and enhance the training objectives of all program participants. Meetings provide a common core of experiences among students, facilitate relationships among students, and increase students' knowledge of psychology and practice. Symposia lectures relate to issues in school psychology (e.g., empirically based interventions, disabilities, ethics, professional development, and mental health). Students enrolled in practicum and internship are **REQUIRED** to attend.
- **SITE REPORT:** The purpose of the site report is to make sure you become acclimated to your setting and the population you'll be working with this semester. Your report should be 2-4 pages in length (double-spaced). You should include information such as the demographic make-up of the setting of your placement (e.g, income levels, race/ethnicity, gender, single-parent homes, percentage of free/reduced lunch), basic characteristics of the population (e.g., grade levels, how students are referred for services, common reasons for referrals), and other details about the site and/or the practice of your supervisor (e.g., breakdown of how he/she spends his/her time, ect) that you find interesting. **This is due SEPTEMBER 10.**

- **FINAL REPORT REQUIREMENTS:** A psychoeducational report will be completed by each student. The report must include background/interview data, cognitive/IQ testing, educational/achievement, social/behavioral or developmental assessment, statement of SPED eligibility, and recommendations. Use of charts to show scores is encouraged. There is no page minimum or maximum; however, this report must incorporate A MINIMUM of 4 measures. You may have your on-site supervisor's input and/or feedback regarding this report. However, your onsite supervisor is not required to edit your report (they may do so if they are willing). **Due no later than December 14.** Please e-mail these reports.
- **EVALUATIONS:** Practicum evaluations occur at the middle and end of each semester. Evaluations consist of the review and discussion of logged activities with the graduate supervisor and a performance measure completed by the practicum site supervisor. Evaluation results are reviewed as part of the student's progress within the program. Evaluations are expected to reflect PROGRESS.
- **GRADES:** Grades for 691 are Pass/Fail. You must attend practicum meetings and symposia AND complete all of the above requirements (final report, brief report(s) if applicable, and case presentation) to pass.

Attendance Policy: Students are expected to attend all classes unless they have excused absences as described in the Student's Handbook (Policies and Procedures, Academics). When students are absent from class they are responsible for making up the work covered in class and speaking with me about these arrangements. "It is the prerogative of the faculty to drop students from courses in which they have obtained excessive absences as defined in the course syllabus. In such cases, faculty recommend through the department head to the appropriate college dean that a student be dropped from a class. The faculty member will make a reasonable effort to communicate with the student prior to recommending a drop. If approved, the college dean will forward the recommendation to the Records Office (Systems Policy 13.2)."

Accommodations: Requests from students with disabilities for reasonable accommodations must go through the Academic Support Committee. For more information please contact the Director of Disability Resources and Services, Halladay Student Services Building, Room 303D, (903)886-5835.

Class behavior: "All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." Students are expected to follow the code of conduct in class described in the Student Handbook (Policies and Procedures, Code of Student Conduct). Violation of the code will lead to an initiation of the disciplinary processes described in the Handbook. Proper student conduct also includes maintaining a standard of academic honesty. This means that neither cheating nor plagiarism will be tolerated and students who engage in either will be subject to the disciplinary processes described in the Code of Student Conduct). Plagiarism essentially means that you cannot use the words and ideas of another person without giving them credit. Therefore, "quotation marks should be used to indicate the exact words of another. Each time you paraphrase another author you will need to credit the source in the text" (APA, 2001, p. 249). If you have any questions about what constitutes cheating or plagiarism please see me.

Please note that this syllabus serves as a guideline for the course and is subject to change as necessary.