Psychology 691
Practicum in School Psychology
Fall 2013

Instructor: Dr. DeMarquis Hayes
Office: Binnion 219
Office Hours: Monday 2:00 – 4:30 (MPLX)
Tuesday 2:00-4:30 (Commerce)
or by appointment

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Class: MPLX

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library
Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

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 actives 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

Course Objectives (Links to NASP Model 10 Domains of Practice):

2.1: Data-Based Decision Making & Accountability: *You will gain knowledge of varied methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.*

2.2:Domain 2: Consultation and Collaboration: *You will gain knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.*

2.3: Domain 3: Interventions and Instructional Support to Develop Academic Skills: *You will gain knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.*

2.4: Interventions and Mental Health Services to Develop Social and Life Skills: *You will gain 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.*

2.5: School-Wide Practices to Promote Learning: *You will gain knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.*

2.6: Preventive and Responsive Services: *You will gain knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.*

2.7: Family–School Collaboration Services: *You will gain knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools.*

2.8: Diversity in Development and Learning: *You will gain knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.*

2.9: Research and Program Evaluation: *You will gain knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.*

2.10: Legal, Ethical, and Professional Practice: *You will gain 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.*

Note:
Adhere to standards set forth in the APA *Specialty Guidelines for the Delivery of Services by School Psychologists*, the NASP *Standards for the Provision of School Psychological Services*, APA's *Ethical Principles of Psychologists* and *Code of Conduct*, and NASP's *Principles for Professional Ethics*.

This class meets at the Mesquite Metroplex on Wednesday from 5:30-6:30am on the following days this semester:
September 11
September 25
October 9
October 23
November 6
November 20
December 4

Attendance at colloquium meetings, schedule TBA, are also required for all school psychology students enrolled in practicum (and internship).

Administrative Policies and Requirements:
Liability Insurance. All students are required to purchase liability insurance (NASP) in order to participate in practicum. Students may be required to show proof of liability insurance to university and field supervisors.

Attendance and Tardiness. Attendance at your practicum placement and at the scheduled practicum and colloquium meetings is mandatory. Students must approach practicum as a professional job. Please provide your field supervisors appropriate notice if you will be late or absent.

Dress Code and Behavior. Practicum is your first experience as part of the profession of school psychology. All students should dress appropriately when attending practicum. (No jeans, shorts, tank-tops, mid-drifts, low-rider jeans/pants, flip-flops or any other inappropriate clothing). Gentlemen if district policy prohibits men from wearing jewelry (i.e. earrings) then follow the same policy.

Second, remember you are there to learn, not to necessarily make friends. It is important that you are friendly and well-liked but you must maintain a level of professionalism. Do not engage in inappropriate activities or conversations that go beyond those of a professional level. Also, I know staff frequently engage in activities like lunch, smoke breaks, and happy hour but you must continue to practice good judgment at all times.

Finally, when attending supervision and colloquium meetings maintain a level of professionalism and respect for your fellow classmates.

Participation. Students are encouraged to actively participate in class discussion in order to fully gain knowledge from the readings and other students.

Academic Integrity. All students are expected to conform to the Texas A&M University-Commerce's Code of Student Conducted Procedures as it relates to academic integrity. This states in part that all instances of cheating, fabrication and plagiarism are prohibited and will be reported. Any student who assists in any form of dishonesty is equally as guilty as the student who accepts such assistance. Any work submitted to me with your name alone on it should represent your work alone. Even in the event you are assigned group projects each student is still expected to complete their own part of the assignment. To the extent that others contribute ideas, suggestions, they must be directly credited by name (and fully cited as appropriate). Disciplinary action will be taken against any student found in violation of the Code, which may include failure of the given assignment, failure in the course, and possible expulsion from the University.

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. Hayes IN ADVANCE.

- 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, etc.) that you find interesting. **This is due September 25.**

- 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 tables 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 November 20.** Reports can be submitted on eCollege.

- 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.

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