PSY 691.02E
CLINICAL PRACTICUM IN PSYCHOLOGY
COURSE SYLLABUS: Spring 2019

INSTRUCTOR INFORMATION

Instructor: Dr. DeMarquis Hayes, LP, LSSP
Office Location: Henderson 224
Office Hours: Wednesday 11-1 pm, By appointment
Office Phone: 9003-886-5979
University Email Address: demarquis.hayes@tamuc.edu
Preferred Form of Communication: email
Communication Response Time: 36 hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

No Textbook(s) are required for this course,
Software Required – myLeo Online, Microsoft Word, Google Drive

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, diagnosticians, others).

Student Learning Outcomes (Should be measurable; observable; use action verbs)

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

The *syllabus/schedule are subject to change.*

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 academic, behavioral, and social emotional/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

Links to NASP Model 10 Domains of Practice

Domain 1: Data-Based Decision-Making and Accountability, you will gain knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

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

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.

Domain 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.

Domain 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.

Domain 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.

Domain 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.

Domain 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.

Domain 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.

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Domain 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

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Using the learning management system, using Microsoft Word and Google Drive and Google Docs, using presentation and graphics programs.

Instructional Methods

This course will include a mixed methods of instruction including discussion, instructor led group supervision, student led presentations, and attendance at professional development sessions. Since this is a field based course, classes will meet to discuss experiences in the field as well as cover hot topics in the field to ensure further professional development. At times individual meetings will be more appropriate.

Student Responsibilities or Tips for Success in the Course

Regularly logging into the course website, organization of final paperwork, and regular communication with the instructor to ensure that the student is meeting requirements and making progress.

GRADING

Final grades in this course will be based on the following scale:

Assignments	Points Possible
Monthly Hour Logs	50
Written Reflections	30
Consultation Report	20
Major Field Activity Presentation	*20*
Evaluations	30
Practicum/Symposium Meetings	50
Total Points for All Students	200

A = 180-200
B = 160-179
C = 140-159
D = 120-139
F = 119 or Below

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Assessments

School/Clinical Experiences: Credit for the three semester hours requires the student to work ***160 clock hours in a school environment***. An appropriately credentialed site supervisors and the university supervisor conducts supervision of the student practitioners. *Please note that practicum students are expected to remain at their practicum placement until the end of the academic school semester regardless of the number of hours completed unless otherwise given permission by their filed supervisor. A practicum student may not accumulate hours outside of the academic semester.*

Monthly Hour Logs (5 x 10 pts): In order to keep track of your hours and activities all students will turn in electronic hour logs at the **end of each month** with the final comprehensive log due prior to end of the semester (see course calendar for dates). On these progress reports you will keep track of hours and the type of activities you have been engaged in during the month.

Written Reflections (3 x 10 pts): One important way to benefit from the practicum experience is to take time to write about the experience. The goal of this assignment is to stop at regular intervals to think about what you are doing and how you are developing as a school psychologist. It is a way for you to assess your practicum experience and what you are learning. You will decide what to write about in your reflection. You will reflect on what you are experiencing in the field, and any connections or disconnections between them. I expect that reflections will be at least 2 pages long (double-spaced).

Consultation Report (20 pts:)
Students must write 1 consultation case reports (parent or teacher). The purpose of the report is to demonstrate your ability to engage in a consultative relationship to address a parent/teacher concern. More information will be provided.

Major Field Activities Presentation (20 pts):
In group supervision each school psychology student will present (power point) on one major field activity in which you are engaged this semester. Select cases and/or activities in which you are centrally involved and have been given significant responsibilities. All students should plan to conduct at least one Assessment Case (see additional details below). In addition, all students should also engage in at least one of the following: intervention case (group or individual), consultation, professional development, systems change project, or something else suggested by the student and approved by the instructor (see additional details below). Students may utilize their presentation time to explore any of the above activities. For class presentations be sure that all identifying information is removed (including student, parent, teacher, and school names and other potentially identifying information). You are STRONGLY ENCOURAGED to present at an "in-progress" point of the case or project so as to maximize the value of the group supervision time.

> Assessment Case
> Through this presentation you must demonstrate a scientific approach to your practice. This includes providing information on the presenting problem and referral questions, potential hypotheses, methods used to answer these questions, and final conclusions (if available by presentation time). The presentation 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. This presentation must incorporate A MINIMUM of 4 measures.

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<u>Intervention Case</u> (group or individual)
Similar to your assessment case, this presentation should demonstrate a scientific approach to your practice. This includes providing information on the presenting problem, systematic data collection to understand the nature of the problem, rationale for use of particular intervention, systematic assessment of the impact of the intervention, and any recommendations for revisions. The intervention case presentation should include a section describing the problem, the initial assessment of problem/baseline data, rationale for intervention selected, assessment of intervention effectiveness, and recommendations for changes to the intervention (if appropriate).

<u>Professional Development/Systems Change Project</u>
Part of your role as a school psychologist will be to serve as a resource to other professionals with whom you work. Depending on the needs of your system and your own professional expertise and interests, this can be accomplished in several ways.

- One means with which you already have experience is in providing professional development through educational in-services or a series of recommended practices handouts. Individually or in groups you may develop some form of professional development on educational or psychological issues for the other professionals with whom you work. The presentation for the in-service project should be an overview of your PD process from needs assessment and audience determination to defining goals and objectives to determining content and format and evaluating the effectiveness of the in-service.
- Many of you have identified or have been approached about providing leadership on systemic issues at your practicum settings. You are not expected to work in isolation on this project; systems change projects typically require the work of a team of professionals representing various perspectives/expertise. Similarly, it is not expected that you will "solve" these problems/issues in the next 4 months. However you can provide substantial leadership in identifying the nature of the issues, determining who needs to be involved in developing and exploring these issues (i.e., the stakeholders), creating reasonable goals, procedures, and timelines to address the issues, and taking preliminary action(s). The presentation for the systems change project should detail the above components.

Evaluations (2 x 15 pts):
Practicum evaluations occur at the middle and end of each semester. Evaluations consist of the review and discussion of logged activities with the filed and university supervisors. Evaluation results are reviewed as part of the student's progress within the program. Evaluations are expected to reflect PROGRESS.

Practicum/Symposium Meetings (50 pts):
All students are expected to attend all scheduled practicum/symposium meetings. We will meet regularly online and face to face. Students that miss 2 meetings will automatically receive 0 points for Practicum Meetings. Students that miss 3 or more meetings will automatically fail this course.

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PRACTICUM ACTIVITIES

Responsibilities for School Psychology practicum students will usually include shadowing in the first few weeks of the first semester to gain more knowledge of the school system. By the midterm of the first semester the practicum student should be assisting with intervention/counseling (both individual and group, as well as behavioral management); consultation with teachers, parents, and other professionals; conducting the administration, scoring, interpretation, and assisting in report writing of psychological and psychoeducational diagnostic test batteries (including ED eligibility); participation in MDRs and ARD meetings, agency meetings, and in-service sessions; requested readings; and other activities appropriate for the particular agency. Attendance at professional association meetings may also be included. Minimum activities in each of the areas listed below are expected to be established across two semesters of practicum:

Recommended Minimum Experiences

Activity	Minimum
Evaluation (assisting all phases-including reports)	
• ED (initial or re-evaluation)	1
• AU (initial or re-evaluation)	1
• LD (initial or re-evaluation)	1
• OHI (ADHD for academic or behavioral problem)	1
• FBA	2
• BIPs	2
• Observation or Participation in ARDs and/or MDRs	3
Intervention (assisting and/or conducting-including IEP and Progress Notes)	
• Counseling groups or individual cases	2
• Academic intervention group or individual	1
Consultation (assisting and/or conducting):	
• Pre-referral consultation-assistance team involvement	2
• Teacher consultations (at least one academic & one behavioral)	2
• Parent consultations	2
Training & Supervision	
• Conducting your own PowerPoint in-service training	1
• Attendance at training program/in-service (regional or national)	2
• Attendance at TAMUC SSP Program Symposiums	4
• One hour/week of supervision (designated time with primary supervisor)	

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter

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any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest

The *syllabus/schedule are subject to change.*

Device	Operating System	Browser	Supported Browser Version(s)
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or **point** release of that major version) and the previous major version of iOS (the latest minor or **point** release of that major version). For example, as of June 7, 2017, D2Lsupports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
    o 512 MB of RAM, 1 GB or more preferred
    o Broadband connection required courses are heavily video intensive
    o Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- You must have a:
    o Sound card, which is usually integrated into your desktop or laptop computer
    o Speakers or headphones.
    o *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site http://www.java.com/en/download/manual.jsp

- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.
     Pop-ups are allowed.

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JavaScript is enabled.
Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing.
  Ensure that you download the free versions of the following software:
  - Adobe Reader https://get.adobe.com/reader/
  - Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
  - Adobe Shockwave Player   https://get.adobe.com/shockwave/
  - Apple Quick Time   http://www.apple.com/quicktime/download/

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office.
  Microsoft Office is the standard office productivity software utilized by faculty,
  students, and staff. Microsoft Word is the standard word processing software,
  Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is
  the standard presentation software. Copying and pasting, along with
  attaching/uploading documents for assignment submission, will also be required. If
  you do not have Microsoft Office, you can check with the bookstore to see if they
  have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you
do not know your CWID or have forgotten your password, contact the Center for IT
Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu**.**

Note: Personal computer and internet connection problems do not excuse the
requirement to complete all course work in a timely and satisfactory manner. Each
student needs to have a backup method to deal with these inevitable problems. These
methods might include the availability of a backup PC at home or work, the temporary
use of a computer at a friend's home, the local library, office service companies,
Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT
Brightspace Support

Need Help?
Student Support

If you have any questions or are having difficulties with the course material, please
contact your Instructor.

Technical Support

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If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words "click here" to submit an issue via email.

System Maintenance

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

Interaction with Instructor Statement

The instructor's communication response time and feedback on assessments are stated clearly.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies
Attendance/Lateness, Late Work, Missed Exams and Quizzes and Extra Credit

Syllabus Change Policy
The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct
All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook. http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: Netiquette http://www.albion.com/netiquette/corerules.html

TAMUC Attendance
For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.

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http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

Graduate Student Academic Dishonesty 13.99.99.R0.10

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf

ADA Statement

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 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu

Website: Office of Student Disability Resources and Services

http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or

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veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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Tentative COURSE OUTLINE / CALENDAR – Subject to Change

		Class Activities and Presentations	Course Materials Due: *(unless otherwise noted, all assignments are due at the start of class)*
WK 1	JAN 14	Topic: *Overview of Syllabus, Assignments, and Schedules*	
	JAN 15	**Online Practicum Meeting 6:30-7:30**	
WK 2	JAN 21	*MLK Day*	
WK 3	JAN 28		**Jan Hourly Log**
	JAN 29	**Online Practicum Meeting 6:30-7:30**	
WK 4	**FEB 4**	**School Psychology Symposium Dallas ISD Interns 6:00 - 7:30 Mesquite MPLX**	**Written Reflection #1**
WK 5	FEB 11		
WK 6	FEB 18		
	Feb 19	**Online Practicum Meeting 6:30-7:30**	
WK 7	**FEB 25**	**NASP ANNUAL CONVENTION IN ATLANTA NO CLASS**	**Feb Hourly Log**
WK 8	MAR 4		**Mid-Semester Evals due**
WK 9	MAR 11		
	MAR 12	**School Psychology Symposium 6:00 - 7:30 Mesquite MPLX**	
WK 10	**MAR 18**	**TAMUC SPRING BREAK NO CLASS**	
WK 11	MAR 25		**March Hourly Log**

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	MAR 26	**Online Practicum Meeting 6:30-7:30**	
WK 12	APR 1		**Written Reflection #2**
	APR 2	**Practicum Meeting Presentation Day #1**	
WK 13	APR 8		
WK 14	APR 15		**Consultation Report**
	APR 16	**Practicum Meeting Presentation Day #2**	
WK 15	APR 22		
WK 16	APR 29		**April Hourly Log** **End-of-Semester evals due**
	APR 30	**Practicum Meeting Presentation Day #3**	
WK 17	MAY 6		**Final hour logs due** **Written Reflection #3**

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