

PSYCHOLOGY 592A
School Psychology Practicum , 3 credits
Dr. Gene Johnson - Winter 2007
Office: PSY 121 - Phone 963-2501 (O), 962-6679 (H)

COURSE: PSYCHOLOGY 592A School Psychology Practicum, 3 Credits

Rationale: Psychology 592A Practicum occurs during the winter quarter of the second year in the Program and is designed to develop an understanding of the operation of public schools along with enhancing skills developed in various academic courses involving the assessment of students. Graduate students will perform discovery learning tasks in the public school as well as complete a clinic component which will consist of group case study evaluations of school age community clients. This course will provide first hand knowledge of the classroom at various grade levels, of the unique need of school systems, as well as an understanding of school building operation and the diverse populations served. The graduate student is viewed as a critical learner who watches, observes and interacts with school personnel in an attempt to gain a meaningful experience and learn to deliver a comprehensive range of services that result in measurable positive changes regarding the educational and mental health needs of children and youth. The 592A practicum was designed as a stepping stone to the 592B practicum, where the knowledge and relationship developed with the school will facilitate later and more expanded experiences impacting schools and families. Supervision for the 592A practicum is provided by a school psychology faculty member during a weekly three hour classroom session.

Objectives:

- I. The graduate student will develop a working knowledge of the manner in which a public school operates and it's unique needs.
 - A. Each student will interview the building principal and other staff as to their role and function in building operation. (SPED Teacher, CDS, School Psychologist, Technology Specialist, Nurse, Secretary, and various teachers)
 - B. Each graduate student will observe the school program at various times of the day. For example, before the students arrive, during the morning session, at lunch, during the afternoon session, and as the students are leaving.
 - C. Each graduate student will survey/review the school district policy manual.
 - D. Graduate students will become aware of the families' role in the education of students.
- II. The graduate student will develop a knowledge of general school curricula.
 - A. Graduate students will review regular academic curricula at various grade levels to develop an understanding of their scope and sequence.
 - B. Graduate students will review the district's documents

pertaining to the Washington state Learning Goals and Essential Learnings.

III. The graduate student will become aware of school programs serving children with special needs.

- A. Graduate students will discuss special education programs with the director of special education, the building principal, and special education teachers.
- B. Each student will become aware of the referral system utilized to identify students with special needs.
- C. Each graduate student will observe various special education programs in order to compare and contrast these experiences to the general education program.
- D. Each graduate student will become aware of non special education assistance programs for students with special needs including Title I math and reading, and LAP programs.

IV. Graduate students will become functionally aware of laws and regulations affecting the operation of special education and the role of the school psychologist.

- A. Each graduate student will read the State of Washington rules and regulations for programs providing services to children with handicapping conditions. Chapter 392-171, 173 WAC.
- B. Graduate students will review changes in IDEIA.

- C. Graduate students will read the Washington State Association of School Psychologists and NASP Ethical Codes.
 - D. Each graduate student will read and discuss, in class, articles provided by the instructor dealing with child abuse.
- V. Graduate students will become aware of the diverse cultures served by the public schools and the programs available to these cultures.
- A. Graduate students will read Chapters 24 & 25 in Best Practices IV.
 - B. Each graduate student will interview the district bilingual coordinator in relation to available programs.
- VI. Graduate students will become aware of the developmental and behavioral changes that occur during the various elementary grades.
- A. Each graduate student will observe at all grade levels (K-5) with the intent of comparing students at various developmental stages and achievement levels.

Legal and Ethical Standards

Graduate students enrolled in the 592A practicum must follow strict legal and ethical standards while working in the Psychology Department Community Counseling and Psychological Assessment Center and public school settings. The Washington Administrative Codes along with the Principles for Professional Ethics specified by the Washington State Association of School Psychologists and the National Association of School Psychologists should be referred to as guidelines.

Evaluation and Requirements:

1. It is expected that the graduate student will spend 5 hours per week (50 hours total) in the public schools.
2. Three hours per week will be spent in class. This time will be spent evaluating graduate student experiences in the public school as well as reviewing assessment data collected during four team assessments of clients in the Community Counseling and Psychological Assessment Center. All assessments must be videotaped and consist of assessments in the following areas: intellectual (must use WISC-IV, W-J III, Binet-V and WPPSI-III), academic, social/emotional, and adaptive behavior. Other forms of instruments shall be used when the situation dictates.
3. Each graduate student will select a curriculum series to review and present to the class.
4. Graduate students, working as a team, will be required to perform four case study evaluations in the Psychology Department Community Counseling and Psychological Assessment Center and prepare a comprehensive assessment report for each.
5. Graduate students will develop comprehensive recommendations based on their group assessment information. Oral presentations of results will be made to parents and other school professionals.
6. Graduate students will keep a daily log of activities while in the public school.

7. Graduate students will be evaluated by the university supervisor based on performance in class, submission of a log, completion of the sign off form for school activities and quality of written and oral assignments. Grades will be S or U.

This course provides content in the following Office of Superintendent of Public Instruction and National Association of School Psychologists content areas:

- 2.1 Data-based decision-making and accountability
- 2.2 Consultation and collaboration
- 2.3 Effective instruction and development of cognitive/academic skills
- 2.4 Socialization and development of life skills
- 2.5 Student diversity in development of learning
- 2.6 School and systems organization, policy development, and climate
- 2.7 Prevention, crisis intervention, and mental health
- 2.8 Home/school/community collaboration
- 2.9 Research and program evaluation
- 2.10 School psychology practice and development
- 2.11 Information technology

ADA Statement: "Students with disabilities who require academic accommodations are encouraged to meet with me as soon as possible to discuss their needs."

PSYCHOLOGY 592B
School Psychology Practicum , 3 credits
Dr. Gene Johnson – Spring 2007
Office: PSY 121 – Phone 963-2501 (O), 962-6679 (H)

Rationale: The Psychology 592B Practicum, second in the School Psychology Practicum series, occurs during the spring quarter of the second year and is a competency based experience in the public schools which will allow practice of skills that have been taught in Program coursework. This practicum also contains a component composed of experiences in the Community Counseling and Psychological Assessment Center housed in the Psychology Department. During the Psychology 592A Practicum, students develop a working relationship with public school staff and personnel. This relationship will now be expanded to include a wider variety of situations where the practicum student can begin to work more formally with students and staff in promoting the mental health needs of children and their families. It is anticipated that the practicum student will work with a district school psychologist, one day per week, to assist in solving problem situations within the classroom, as well as working with a diverse population of individual students in a variety of situations. Placements are generally made in school districts with large Hispanic and/or Native American populations in the Yakima Valley. Supervision for the 592B practicum is provided by a site based school psychologist who holds a Continuing Certificate in collaboration with a school psychology faculty member. A weekly three hour classroom session is also included.

Objectives:

- I. The graduate student will demonstrate competence in performing complete diagnostic assessments in the school setting.
 - A. Each student will be required to complete two diagnostic assessments of school children. This should include
 - a) parent interview
 - b) teacher interview
 - c) observation
 - d) test selection, administration, scoring and analysis
 - e) written report, in narrative form, and according to school district reporting format
 - f) the results of the evaluation will be presented to parents and school district personnel and to other practicum students during classroom time.

- II. The graduate student will demonstrate competence in providing parent feedback.
 - A. Upon completion of the diagnostic assessment, the graduate student will provide feedback to parents. This feedback will consist of presenting assessment results, an interpretation of the results, conclusions, and recommendations.

- III. The graduate student will be expected to demonstrate competence functioning as a consultant within the school district. It is important that the student distinguish the difference between a referral oriented delivery system and a consultation model.
- A. The student will consult on both an informal and formal basis with classroom teachers.
 - B. The student will consult on both a formal and informal basis with school administrators.
 - C. The student will consult on both a formal and informal basis with parents.
- IV. Graduate students will function on a multi-disciplinary team which deals with the Individual Education Program (IEP) process.
- A. Students will attend IEP conferences for children that they assess who are found eligible for special education service.
 - B. Students will review state learning goals and essential learning and to the extent possible, the graduate student will monitor a student's progress toward individual and Washington state learning goals.
- V. Graduate students will develop the competence to integrate domains of knowledge and applied professional skills in delivering a comprehensive range of services that result in measurable positive changes regarding the educational and mental health needs of children and youth.

- A. Students will function as a member of an evaluation team during the decision making process.
- B. Students will function as a member of an IEP committee and contribute to the planning process.
- C. Students will select and follow the progress of a school student to see the impact of their services and their ability to effect change.

Legal and Ethical Standards

Students enrolled in the 592B practicum must follow strict legal and ethical standards while working in the Psychology Department Clinic and public school setting. The Washington Administrative Codes along with the Principles for Professional Ethics specified by the Washington State Association of School Psychologists should be referred to as guidelines.

Evaluation and Requirements:

It is expected that the student will spend one day per week in the public schools assigned to a site based school psychologist. Three hours per week will be spent in class. This time will be spent evaluating graduate student experiences in the public school as well as reviewing assessment data collected during four team assessments of clients in the Community Counseling and Psychological Assessment Center. All assessments must be videotaped and consist of assessments in the following areas: intellectual (must use WISC-IV, W-J III, Binet-V and WPPSI-III), academic, social/emotional, and adaptive behavior. Other forms of instruments shall be used

when the situation dictates. Evaluation of students will be performed by a university school psychology faculty member and will consist of reviews of the reports written for the diagnostic assessments, review of videotaped assessments, classroom presentations of feedback to parents and school personnel, class participation, the information provided on daily logs, and verbal and written feedback from the site based school psychologist. Grading for this practicum will be either S or U.

This course provides content in the following National Association of School Psychologists and Office of Superintendent of Public Instruction content areas:

- 2.1 Data-based decision-making and accountability
- 2.2 Consultation and collaboration
- 2.3 Effective instruction and development of cognitive/academic skills
- 2.4 Socialization and development of life skills
- 2.5 Student diversity in development of learning
- 2.6 School and systems organization, policy development, and climate
- 2.7 Prevention, crisis intervention, and mental health
- 2.8 Home/school/community collaboration
- 2.9 Research and program evaluation
- 2.10 School psychology practice and development
- 2.11 Information technology

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