Advanced Practicum in School Psychology
EPSY 911
Spring 2016
Syllabus

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Meeting Times: Mondays 9:00-11:30
Location: JRP 130D
Course Webpage: http://courseware.ku.edu/

Primary Sources

Kansas Special Education Indicators (August, 2012). Available from:
http://www.ksde.org/Portals/0/SES/misc/iep/Eligibility\%20Indicators.pdf

Purpose of the Course

The school psychology program requires supervised practica experiences that are completed for academic credit. Practica are distinct from, precede, and prepare candidates for the school psychology internship. These practica include specific, required activities and systematic development and evaluation of skills that are consistent with goals of the program. The practica emphasize human diversity and are completed in settings relevant to program objectives for development of candidate skills. Practica require direct oversight by the program to ensure appropriateness of the placement, activities, supervision, and collaboration with the placement sites and practicum supervisors, including appropriate performance-based evaluation, to ensure that candidates are developing professional work characteristics and designated competencies.

PRE 911 is the second course in a two-course practicum sequence. The course will provide students with supervised field-based experiences in school psychology. Group supervision and seminar will take place during scheduled class time. Relevant theory and case conceptualization will be applied to school-based cases presented during group supervision. Each student will gain experience with a wide variety of exceptional children, including children from the early childhood to secondary school levels. The practicum is an integrative experience as the student will blend theory and practical skills in working with diverse students, parents, and school professionals.

The focus for in-class discussion for the spring semester will be a continuation of the development of school psychological skills and professional identity, including competence in working with diverse students, families, and school staff; knowledge of school-based practices
and requirements; topics concerning students with disabilities, especially assessment topics not fully covered in other coursework; and additional topics of your selection.

First, we will cover methods used for assessing the academic environment using standardized procedures. Second, we will spend two weeks discussing the use of curriculum-based measurement. Next, we will review functional behavior assessment and discuss issues related to assessment and intervention in functional behavior assessment. Third, we will spend a few weeks talking about multicultural issues in school psychology, and we will end the semester talking about errors in clinical decision making and the general concepts of diagnosis and mental disorders.

School of Education & SPSY Program Standards

The primary mission of the School of Education is to prepare leaders in education and human services fields. As stated in the School Code...“Within the University, the School of Education serves Kansas, the nation, and the world by (1) preparing individuals to be leaders and practitioners in education and related human service fields, (2) expanding and deepening understanding of education as a fundamental human endeavor, and (3) helping society define and respond to its educational responsibilities and challenges.” The components that frame this mission for our initial and advanced programs are Research and Best Practice, Content Knowledge, and Professionalism. These interlocking themes build our Conceptual Framework.

This course aligns with the mission of the School of Education because you will learn about the roles of a school psychologist using a field-based experience. You will work with supervisors who will help you learn about the process of special education in the schools. This will help you become a leader because it will provide you with hands-on experience with the process of special education eligibility, assessment, intervention, consultation, and procedural issues that occur in the schools. You will learn about the state regulations regarding special education in class, and we will also cover topics related to diagnosis, multicultural issues, and informal assessment that will help you become a competent and flexible practitioner.

Content of this course is related to the following NCATE standards:

NCATE Standard #2: The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development.

NCATE Standard #3: The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.

NCATE Standard #5: The educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
NCATE Standard #8: The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners.

NCATE Standard #10: The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students’ learning and well-being.

The SPSY program related standards that are related to this course are shown below.

KSDE Program Standards

KSDE Standard #1 [Psychoeducational Assessment] The school psychologist uses varied models and methods of assessment as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services.

KSDE Standard #2 [Consultation] The school psychologist has knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of the application to particular situations. The school psychologist collaborates and consults effectively with others in planning and decision-making processes at the individual, group, and system levels.

KSDE Standard #3 [Collaboration for Academic Intervention] The school psychologist, in collaboration with others, develops appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs, implements intervention to achieve those goals, and evaluates the effectiveness of intervention.

KSDE Standard #4 [Collaboration for Behavioral Social Emotional Intervention] The school psychologist, in collaboration with others, develops appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs, implements interventions to achieve those goals, and evaluates the effectiveness of intervention.

KSDE Standard #6 [Knowledge of Education/Safe Schools] The school psychologist has knowledge of general education, special education, and other educational and related services and understands schools and other settings as systems. The school psychologist works with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

KSDE Standard #8 [Families/Community] The school psychologist works effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

NASP Program Standards

NASP Standard II [Data Based Decision Making and Accountability] The school psychologist has 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, the school psychologist demonstrates skills to use psychological and educational assessment, data collection strategies, and technology resources and applies results to design, implement, and evaluate response to services and programs.

**NASP Standard III [Consultation and Collaboration]** The school psychologist has 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, the school psychologist demonstrates skills to consult, collaborate, and communicate effectively with others during design, implementation, and evaluation of services and programs.

**NASP Standard IV (Element 4.1) [Interventions and Instructional Support to Develop Academic Skills]** The school psychologist has knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, developmental processes; and evidence-based curricula and instructional strategies. The school psychologist, in collaboration with others, demonstrates skills to use assessment and data collection methods and implements and evaluates services that support cognitive and academic skills.

**NASP Standard IV (Element 4.2) [Interventions and Mental Health Services to Develop Social and Life Skills]** The school psychologist has 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. The school psychologist, in collaboration with others, demonstrates skills to use assessment and data-collection methods and implements and evaluates services that support socialization, learning, and mental health.

**NASP Standard V (Element 5.1) [School-wide Practices to Promote Learning]** The school psychologist has 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. The school psychologist, in collaboration with others, demonstrates skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

**NASP Standard VI [Family-School Collaboration Services]** The school psychologist has 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. The school psychologist, in collaboration with others, demonstrates skills to design, implement, and evaluate services that respond to culture and context and facilitates family and school partnerships and interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.
Classroom Activities and Evaluation
Class Sessions: Class sessions will follow a similar format each week. Each week will probably look slightly different, but this is a general format of the class.

Part 1 Special Education Eligibility Indicator Presentation (9:00-9:15)
Part 2 Discussion on Readings (9:15-10:30)
BREAK (5 minutes)
Part 3 Group Supervision (10:30-11:30)

Course Requirements
There are a number of things required for this course, each of which will be reviewed below.

Field Placement: A minimum of 16 hours per week is required at the practicum site. This does not include hours that you may spend outside of the site working on practicum related activities (e.g., looking up recommendations for students). The primary goal of practicum is to provide you with experiences in the schools; therefore, it is important that you spend 16 hours per week in the schools. The practicum placement will follow the University calendar. Each student will keep an ongoing field log of all practicum activities. These logs will be turned in electronically every week. Each semester two hundred and twenty-five clock hours of documented on-site experience are required to successfully pass practicum.

Forms and Logs: There are several important documents that I need to collect from you over the course of the semester. For the fall semester, I will need to following:

Beginning of the Semester
- Signed Page 1 of Competency & Contract Form
- KU Practicum Agreement signed by supervisors and district administrators
- Copy of Liability Insurance Form (You must do this, or provide documentation that the district will cover you, but you should have it for clinic too!)
- Any medical forms required by the district (e.g., TB test)

Every week
- Logs – A copy of the totals page should be turned in each week, and a signed copy of that page should be turned in biweekly. Your logs should be turned in to me electronically (email them to me please – chrisn@ku.edu) every week.

End of Semester
- Copy of C&C form that includes all activities completed through December
- The “Totals” page from the log showing your hours completed for the fall that is signed by you and your supervisor.
- Supervisor Evaluation Form (Completed online by your supervisor)

Professional Conduct: Students will be expected to act in a professional manner at all times. Failure to act in a professional manner (e.g., breach of confidentiality, carelessness with test security, unethical behavior) will result in a lower course grade at minimum.

Competency and Contract Form: The Competency and Contract Form provides the goals for the practicum sequence. To pass the practicum sequence, 90% of the activities must be completed in a satisfactory manner during EPSY 910 and EPSY 911. As activities are completed, they should be initialed and dated by the field supervisor. The Competency and
Contract Form is not specifically used for a grade, but students will not pass the course unless at least 90% of the goals are completed in a satisfactory manner, regardless of performance in other activities. Students should discuss the Competency and Contract Form with their field supervisors at the beginning of the semester. Students should have the opportunity to complete all assignments on this form at their practicum sites. If this is not possible, under extenuating circumstances the student and supervisor may substitute a similar assignment. If this is the case, and this should be rare, the university supervisor should be consulted about the substitution. It is important for students to obtain the broad skill set required by school psychologists. Personal objectives or goals may be added to the Competency and Contract form. The Competency and Contract Form showing competencies completed during fall semester should be turned in by Friday, May 13th, 2016.

Logs: As part of your practicum, you must complete logs to document your hours and activities at the practicum site. This will include a quantitative log that outlines the time spent in all of your activities (rounded to the nearest .25 hours) and a qualitative log that describes what you did during the day. An example log will be provided to you.

Supervision Requirements: Supervision requirements are as follows:
- 2 hours of site-based, face-to-face supervision each week. At least one hour has to be with your field supervisor, and one hour can be in group supervision.
- 1 hour of university based group supervision with the clinic and other practicum students.

Your field supervisor should handle all site-based questions (e.g., procedural issues). Your field supervisor is also responsible for the work you provide within the context of your setting. Evaluation of your work will be obtained from your field supervisor. Please include the following information in the Discussion section on the Blackboard website:
1. Your name, mailing address, phone number, and email address.
2. Your placement information (i.e. school(s), practicum address, phone number, fax, your scheduled days and times at your site.).
3. Your site-supervisor’s name, mailing address, phone and email address.

Grading
According to the School Psychology Program Handbook and policy, a grade of a B or better is required to successfully pass this course. Final Course Grades will be assigned as follows:
A = 93.0 or greater  
A- = 90.00-92.99  
B+ = 87.00-89.99  
B = 83.00-86.99  
B- = 80.00-82.99  
C+ = 77.00-79.99  
C = < 77.50

Evaluation and feedback from field supervisors (40% of grade)
Purpose: The evaluation from your field supervisor provides us with an independent evaluation of your skills in the field.
Requirements: Your performance at your practicum site will be evaluated by your field supervisor. This is a major portion of your grade in this course. The ratings are based on the program standards and will be completed through an online survey. The survey items are based on NASP Practice Model Standards.
Written Psychological Report (1 report, 15% of grade)

Purpose: The psychological report is one of the ways in which we are able to evaluate your ability to gather and integrate information from a case to help inform assessment, diagnosis, and recommendations. The report for the spring should be completed on one of the students you are evaluating at your practicum site. Initial and reevaluations are acceptable. Only one report for the year may be done for a gifted evaluation. Although consideration will be given to the report requirements from your practicum site, but for University purposes each report will be comprehensive and should contain an educational diagnosis and a DSM-5 diagnosis, if applicable. You must demonstrate that you are capable of producing a high quality and comprehensive psychoeducational report regardless of the format used by your practicum placement. You should use the KU Report Writing Rubric to guide what information needs to be included in the report. **Reports must have identifying student information removed. Reports should be uploaded to Blackboard, not submitted through email.**

Requirements: Each student will turn in one psychological report to the university supervisor for evaluation and critique. A rubric will be provided to delineate the expectations for the content and quality of psychological reports. This report is based on a rubric that is supplied on Blackboard. The report is due on **Monday, March 28th, 2016.**

Academic Case Study/Consultation Project (1 Project, 15% of grade)

Purpose: A consultation project focusing on the problem analysis, development, implementation, and evaluation of an academic intervention. This experience is meant to provide you with the opportunity to work with teachers, your supervisor, other staff at your site, and a student to understand an academic problem, develop an intervention that is related to the problem, collect data to evaluate the problem, and determine whether the interventions was effective and what should be done after you evaluate the intervention (e.g., continue intervention, develop a new intervention, etc.).

Requirements. A document for helping structure your consultation and a rubric for grading will be handed out in class. This will be due on **Friday, May 13th, 2016.**

Class Participation and Discussion Questions (5% of grade)

Purpose: Discussion Questions and Class Participation provides students with an opportunity to show their critical thinking skills and demonstrate their knowledge about course content.

Requirements: Each student should come to class with one (1) discussion question and two (2) responses to other student discussion questions related to the readings for the week. The discussion question on the readings is due by **12:00 noon** on the Monday before class. The responses to two other questions are due before class by **5:30pm on Tuesday.** The question should **not** be related to the KSEPH reading, but to the other chapters or articles assigned for the week. These questions will be turned in the Discussion Board section of Blackboard. The questions you include here will be incorporated into the class discussion for the week. Responses to the questions will be used to help stimulate discussion about questions before class.

Presentations (25% of grade)

Purpose: Presenting in a clear, coherent, and concise manner is an important skill for all school psychologists. These presentations provide an excellent opportunity for you to work on these skills and impart some new knowledge to your colleagues.
Kansas Special Education Eligibility Indicator Presentations (5% of grade): To help us work through the KSEEIs this semester, each week a student will present on one of the exceptionalities in the KSEEI. The presentation should be 10-15 minutes long, and it should hit the major points of the section that is being reviewed:

1. Review of the definition of the exceptionality
2. Review the indicators for Prong 1
3. Review the indicators for Prong 2
4. Review the exclusionary criteria
5. Examples of what the assessment would look like in a real case

Similar to the KSEPH we reviewed during the fall semester, please make these presentations interesting (e.g., do not just cut and paste from the indicators into your presentation) and informative (e.g., everyone should walk away with a basic understanding of the exceptionality, the indicators, exclusionary criteria, and what an evaluation might look like in school).

Case Presentation (5%): Attendance and participation at weekly university group supervision is required. Case presentations will take place on Wednesdays from 1:00pm to 2:00pm. Each student will be required to make a case presentation during the group supervision portion of class. These case presentations will include case conceptualization based on background information, referral question, assessment plan, and any data that have been gathered. Each case should be succinctly presented and include the relevant background data, assessment data you have collected, and an initial hypothesis or plan of action. Dates for case presentations will be determined early in the semester. If you are also in the clinic class, this presentation can also be over a clinic case, although cases that are school-based would be preferred to help provide a strong understanding of the evaluation processes in the schools. A case does not have to be completely done in order for you to present on it, it may be a partially completed case where you can obtain some feedback and recommendations for future evaluation.

Topic Presentation (15%): At this point, you should be finding areas that interest you in school psychology. It is not uncommon for school psychologists to present on topics to their colleagues, teachers, or others in the district, so developing strong presentation skills is important.

You will be completing a two-part presentation (one part in the fall, one part in the spring) on a topic of your choice. My goal is to have you choose something that interests you and gives you the opportunity to develop some background knowledge about this area. The topic can be on a specific issue related to school psychology practice (e.g., Bullying Programs), psychology in general (e.g., depression), or intervention (e.g., interventions for anxiety disorders). The presentation should be approximately 30 minutes long, and include at least four references. One of the references you include should be provided to the class to read as a background article or review of your topic one week before your presentation. The topic must be approved before you start to work on the presentation.

The presentation for the fall semester should review the basics of the topic you are interested in presenting to the class. The presentation in the spring will be an extension of your topic from the fall, where you will look more in depth at a specific area or concern about the topic. For example, if you are interested in presenting about interventions for anxiety, your presentation in the fall might review what anxiety is, how it impacts education, and what interventions are available for anxiety. Your presentation in the spring could be a review or critique of several intervention programs that are available for anxiety. Alternatively, your
presentation in the fall could review the best practices in the development of behavior intervention plans, and your presentation in the spring could review research that shows how training improves the development of these plans. This way, you can use an area that is of interest to you to help develop some content knowledge about a specific topic.

We have had some very good presentations on a variety of topics, including international school psychology, cyberbullying, research on restraint, and dropping out. This is your time to review something that you are interested in and share it with the rest of the class.

Other Issues of Importance

Note to Students with Disabilities: The staff of Services for Students with Disabilities (135 Strong Hall, 785-864-2620) coordinates accommodations and services for KU courses. If you have a disability for which you may request accommodations or services in KU classes and have not contacted them, please do so as soon as possible. If you are a student with a disability, please see me privately if there are any accommodations that I can to make that will help you get the most out of this course.

Late Work and Academic Integrity: All work for this course should be turned in on time. I understand that everyone is busy this year, but planning ahead and organization should help you complete everything adequately, and on time. Presentations that are scheduled but not prepared cannot be made up. Preparing for and attending class is very important to successfully complete this course. Missing class for minor reasons is not recommended. If there is a family emergency or other reason that requires you to miss class, please contact me as soon as possible so we can work out how to make up the points from the time you missed.

Words from KU on academic integrity: “Academic integrity is a central value in higher education. It rests on two principles: first, that academic work is represented truthfully as to its source and its accuracy, and second, that academic results are obtained by fair and authorized means. "Academic misconduct" occurs when these values are not respected. Academic misconduct at KU is defined in the University Senate Rules and Regulations. [www.governance.ku.edu/usrr.html#art2sect6](http://www.governance.ku.edu/usrr.html#art2sect6). A good rule of thumb is ‘if you have to ask if this is cheating, it probably is.’"

The issue academic integrity and especially of digital plagiarism has raised concerns about ethics, student writing experiences, and academic integrity. KU subscribes to a digital plagiarism detection program called Turnitin.com, which may be used to check papers submitted in this course. You may be asked to submit your papers in a digital format (e-mail attachment, BlackBoard™ digital drop box) so that your paper can be checked against web pages and databases of existing papers. Although you may never have engaged in intentional plagiarism, many students do incorporate sources without citations; this program can alert me to this if it is present. For further information on academic integrity at KU please review this website [http://www.vpss.ku.edu/academic.shtml](http://www.vpss.ku.edu/academic.shtml).
Course Calendar
Changes may be made to the syllabus and course calendar during the semester depending on time required for certain topics. If this happens every effort will be made to let you know as soon as possible so you can plan accordingly.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>Week 2: 1/25/16</td>
<td>Intervention: Math, Working Memory, Exec. Functioning</td>
<td>Mascolo et al. (2014) Chapters 6, 10, &amp; 11</td>
<td>Discussion Questions</td>
</tr>
<tr>
<td>Week 4: 2/08/16</td>
<td>Curriculum Based Measurement</td>
<td>Hintze et al. (2006); Shinn (Best Practices Chapter) KSEEI: Developmental Delay</td>
<td>Discussion Questions</td>
</tr>
<tr>
<td>Week 6: 2/22/16</td>
<td>Student Topic Presentations (3)</td>
<td>TBD By Students</td>
<td>Discussion Questions</td>
</tr>
<tr>
<td>Week 9: 3/14/16</td>
<td>SPRING BREAK</td>
<td>PRAXIS Questions</td>
<td>None</td>
</tr>
<tr>
<td>Week 10: 3/21/16</td>
<td>Student Topic Presentations (3)</td>
<td>TBD By Students</td>
<td>Discussion Questions</td>
</tr>
<tr>
<td>Week 11: 3/28/16</td>
<td>Multicultural topics: Knowing Yourself</td>
<td>McIntosh (1988) Invisible Knapsack</td>
<td>Discussion Questions</td>
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<tr>
<td>Week 16: 5/02/16</td>
<td>Concept of Diagnosis and Mental Disorders</td>
<td>Dowdy et al. (2009); Wakefield (1992) KSEEI: Traumatic Brain Injury</td>
<td>Discussion Questions</td>
</tr>
<tr>
<td>Finals Week: 5/13/16</td>
<td>No Class/No Final</td>
<td>None</td>
<td>Academic Consultation Case Due Logs, C&amp;C due by 5/13/16</td>
</tr>
</tbody>
</table>
References for Readings


