PRE 910
Practicum in School Psychology

Instructor: Steven W. Lee, Ph.D.  Office: 644 Pearson Hall
Office Phone: 864-9701 Office Hrs.: Mondays 4:20—5:20
Fridays 9-10
Meeting Time: 10:00-12:50 Monday Location: 622 Pearson Hall
Course Website: [http://courseware.ku.edu](http://courseware.ku.edu) Email Address: swlee@ku.edu

Purpose of the Course:

This is the initial course of a two course sequence designed to give students experience in the provision of school psychological services under 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 serving children, their parents and other professionals at the practicum site.

School of Education and SPSY Program Objectives:

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 applied learning in this course relates specifically to SPSY licensure goals numbered; 1, 2, 3, 4, 6 & 8. A complete list of School Psychology Program Related Goals and Objectives can be seen on the course website – [http://courseware.ku.edu](http://courseware.ku.edu).

School of Education Mission:

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.
Required Readings:


Topics/Projects

This course will focus on issues in assessment that have not been covered (or minimally covered) formally in other school psychology program coursework. See the course calendar for detail on these topics.

Student Activities and Evaluation:

Class. Class meetings will be broken into two parts. The first 90 minutes of the class (Part One) will be given to group supervision along with the clinic class. Part Two (the second hour) will include a discussion of the reading(s) which will be done in a variety of formats. Students are expected to complete the readings prior to class and come prepared to discuss them. All readings will be available through the course website unless otherwise noted. Whenever possible guest speakers will be invited to class to present material and stimulate class discussion. See the course calendar on the last page of this document.

Practicum Site. Students are required to spend a minimum of 16 hours per week at their practicum site. The practicum placement will follow the University calendar. Each student will keep an ongoing log of all their practicum activities. These logs will be turned in weekly, electronically through the Blackboard website, and kept by the University supervisor. It is suggested that students maintain a copy of all completed log forms. Each student will be evaluated through their field supervisor's ratings and comments, as well as written psychological reports. **Two hundred and twenty-five clock hours** of on-site experience, each semester are required to successfully pass practicum. These hours must be documented in the practicum logs.

Supervision:

Supervision will be provided by your Field and University supervisors. Your Field supervisor is responsible for your work with the context of the organization that you are serving. **YOU ARE REQUIRED TO HAVE AT LEAST ONE HOUR (and preferably two) OF FACE-TO-FACE SUPERVISION WITH YOUR FIELD SUPERVISOR EACH WEEK.** These meetings must be documented in your field logs. Questions regarding procedural or bureaucratic aspects of your work at your site should be directed toward your Field supervisor. Both your Field and University supervisors are responsible for your clinical supervision. Evaluations of your work will be obtained from your Field supervisor. Please provide the following information on your webpage on the course website:

1. Your name, mailing address, phone and email address.
2. Your placement information (i.e., school(s), practicum address, practicum phone number, practicum fax, days of week on site and approximate time schedule)
3. Your field supervisor’s name, mailing address, phone and email address.
In addition to the C & C form (mentioned below), ratings of your demonstrated skills and abilities will be acquired from your field supervisor at middle and end of the semester using a Likert type evaluation scale which will be sent to your supervisor and completed online. Your supervisor's final rating (end of semester) will be used for grading. Fifty-five percent of your course grade will come from your final supervisor rating.

Written Psychological Reports:

Each student will turn in two psychological reports to their University supervisor for evaluation and critique. All reports will be turned in electronically by emailing them to their University supervisor. All reports should be submitted in Microsoft Word format. These reports will serve to help the student and supervisor to discuss content and style issues regarding the writing of the psychological report. Only the final report will be graded. The first report should be turned in for critique by the class meeting October 11th (Report #1). After receiving feedback, a revision of Report #1, should be turned in one month later by the class meeting of November 8th (Report #1 - Revised) The final new report will be turned in on December 6th (Report #2)

Each diagnostic report (for University purposes) will contain an educational diagnosis (from the Kansas State Plan) and a multi-axial DSM-IV diagnosis. All reports are to be done on real cases from your practicum site. The evaluations for the reports may be either re-evaluations or new evaluations. Only one report may be done on a gifted evaluation. A report format and examples of good reports may be seen on the course website under Course Documents. The grade for the final written psychological report will constitute 25% of the student's overall grade.

Participation

Class participation includes presentations in class as well as comments in class and completion of class assignments. One case study presentation will be required. These may include initial assessments, re-evaluations, follow-up to an original assessment presentation as well as consultation or counseling cases. Selection of the type of presentation to make should be based on the educational value to everyone in class. Each case should be succinctly presented and include the relevant background data or data you have collected, and provide an initial hypothesis or plan of action. Your presentation should not exceed 15 minutes with 15 minutes of class discussion and/or feedback. More details will be presented in class.

High quality participation includes regular attendance and integration of what we have read, discussed and experienced without being cued by the instructor. Examples include; critical questioning of the reading, interested and engaged demeanor, relating current reading to previous reading in this or other courses and actively assisting in problem solving on cases. Each student's level of participation in class will be rated at the end of the semester on a 20 (highest) to 1 (lowest) scale. Participation accounts for 20% of the total course grade.

Goals:

Each student will be provided with a set of assignments for the upcoming semester to be completed at their practicum site (See attached Competencies and Contract Form). The assignments must be completed to allow you and your supervisor to have basis for evaluating your skills related to the competencies. Unless otherwise arranged, all assignments must be
completed. **Go over the Competencies and Contract Form with your supervisor within the first two weeks of the semester.** If it is not possible for the site to provide certain assignments on the form, the student and his/her supervisor may make a suitable substitution for a similar or related assignment that would meet the same competency. **This should be done sparingly.** If it will not be possible for the site to meet a large number of the assignments then an alternative site may have to be arranged. Also, if there are other specific personal assignments/objectives that you may have, these may be added in the appropriate part of each section of the Competencies and Contract Form.

Your field supervisor should initial each objective completed on the C & C Form. The C & C form should turned in to Dr. Lee by December 6th. **Ninety percent of the competencies listed on the C & C form must be satisfactorily completed by the student during both PRE 910 and PRE 911 to pass the practicum sequence.**

**Grade Schedule**

- 95-100 = A
- 90-94 = A-
- 85-89 = B
- 80-84 = B-
- 75-79 = C
- 70-74 = C-
- 65-69 = D
- 60-64 = D-
- <60 = F

**Late Work:** All work for this course should be turned in on time. Any work turned in late will have 5% of the total points available for the assignment deducted for each working day the assignment is late. This deduction will be done **prior to** the grading of the assignment.

**Course Calendar**

**Class #1: - August 23**

**Topic:** Syllabus, C & C Form, Logs, Announcements.

**Reading:** None

**Due:** Medical and other forms

**Class #2 - August 30**

**Topic:** Q & A on school psychology practice with Jason Rehfeldt, Ph.D via webconnect

**Reading:** None

**Due:** Logs, Letter of Agreement; Health Form, Student Rating of C&C Form and Field Supervisor signature on C&C Form (turn in for University Supervisor signature)
Class #3 - September 13
Case Presentation and/or Group Supervision: ____________________________
Topic: Supervision 1: Expectations, Models & Communication
Reading: Harvey & Struzziero Chaps. 1, 2 & 3
Due: Logs, Letter of Agreement; Health Form, Student Rating of C&C Form and Field Supervisor signature on C&C Form (turn in for University Supervisor signature).

Class #4 - September 20
Case Presentation and/or Group Supervision: ____________________________
Topic: Supervision 2: Performance and Service Evaluations
Reading: Harvey & Struzziero Chaps. 6 & 14
Due: Logs

Class #5 - September 27
Case Presentation and/or Group Supervision: ____________________________
Topic: Errors in Clinical Judgment
Reading: Errors in Diagnostic Decision Making and Clinical Judgment (Watkins) Chapter 12 The Handbook of School Psychology (Gutkin & Reynolds, 2009)
Due: Logs

Class #6 - October 4
Case Presentation and/or Group Supervision: ____________________________
Topic: Personality Assessment
Reading: Assessment of Personality and Adjustment
Assessment of Personality and Adjustment (O’Donnell & Frick) Chapter 16 The Handbook of School Psychology (Gutkin & Reynolds, 2009)
Due: Logs

Class #7 - October 11
Case Presentation and/or Group Supervision: ____________________________
Topic: Neuropsychological Assessment
Reading: Neuropsychological Assessment in the School (Mayfield, Reynolds & Fletcher-Janzen)
Chapter 17 The Handbook of School Psychology (Gutkin & Reynolds, 2009)
Due: Psychological Report #1 Due and Logs

Class #8 - October 18
Case Presentation and/or Group Supervision: ____________________________
Topic: Behavioral Assessment
Reading: Behavioral Assessment (Vollmer, St. Peter-Pipkin, Reyes & Sloman)
Chapter 19 The Handbook of School Psychology (Gutkin & Reynolds, 2009)
Due: Logs

Class #9 - October 25
Case Presentation and/or Group Supervision: ____________________________
Topic: Curriculum Based Assessment
Reading: Curriculum-Based Assessment (Hintze)
Chapter 20 The Handbook of School Psychology (Gutkin & Reynolds, 2009)
Due: Logs

Class #10 - November 1
Case Presentation and/or Group Supervision: ____________________________
Topic: Functional Assessment for Instructional Decisions
Reading: Functional Assessment of Instructional Environments for the Purpose of Making Data-Driven Instructional Decisions (Ysseldyke & Burns)
Chapter 21 The Handbook of School Psychology (Gutkin & Reynolds, 2009)
Due: Logs

Class #11 – November 8
Case Presentation and/or Group Supervision: ____________________________
Topic: Transition Assessment & Guest Speaker [Gary Clark]
Due: Logs & Revised Psychological Report due

Class #12 – November 15

**Case Presentation and/or Group Supervision:** __________________________

**Topic:** Vocational and Career Assessment & Guest Speaker [Tom Krieshok]

**Reading:** Levinson, E.M. (2002). Best Practices in School-Based Vocational Assessment. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology IV* (pp. 1569-1584). Bethesda, MD: NASP.

Class 13 – November 22

**Case Presentation and/or Group Supervision:** __________________________

**Topic:** Assessment of Adaptive Behavior: SIB-R

**Reading:** TBA

**Due:** SIB-R Practice assessments and Logs

Class #14 – November 29

**Case Presentation and/or Group Supervision:** __________________________

**Topic:** Projective Testing 1: Assessment Process

**Reading:** Projective Testing Readings (see course website)

**Due:** Logs

Class #15 – December 6

**Case Presentation and/or Group Supervision:** __________________________

**Topic:** Projective Testing 2: Interpretation

**Reading:** None

**Due:** Projective Testing Practice and Logs & C&C Form turned in & Psychological Report #2