Course Syllabus
Psychology 6140-Practicum in School Psychology

Instructor: James O. Rust  jorust@mtsu.edu  Class Time:  R 2:40-5:40
Office: Jones Hall 207  Class Room: Dyslexia Center classroom
Telephone:  (O) 615-898-2319  (H) 615-409-6009; please do not call during naptime or after 9 p.m.
Office Hours:  M-W 4-4:30; T-R 11:00-12:00; 1:15-2:20, F 11:00-12:00, or by appointment
Course NASP domain objectives: 2.1, 2.5, 2.6, 2.10, and 2.11 (primary), as well as 2.2, 2.4, 2.7, 2.8, 2.9 (secondary)

The course teaches skills and provides practical experiences that are essential in professional school psychology. It teaches that school psychologists work daily with diverse students who manifest individual differences, abilities, disabilities, and other characteristics. A central part of the class is to help students experience the principles and research related to diversity factors among children, families, and schools. This goal is accomplished by face-to-face interactions as an apprentice school psychologist.

Before logging any hours, you must purchase professional liability insurance. It is recommended that you join NASP and TASP.

TEXTS:
(1) Best Practices in School Psychology VI by Patti Harrison and Alex Thomas
(2) Current State Department of Education Rules and Regulations and Special Education manual
(3) Current NASP Ethics code

If you have a disability that requires accommodation, let me know by the start of the 2nd class period.

COURSE Objectives and REQUIREMENTS: (This is designated as a primary class for NASP domains V, VIII, and X using 2010 domain designations. Additional domains are covered as well by this your full-service practicum.)

OBJECTIVES:
* Through your practicum you will demonstrate direct, indirect, and responsive services that focus on knowledge of children, schools, families and system structures.
* By working with children, parents, faculty, and administrators from diverse backgrounds and with diverse skills and abilities, you will begin to learn about school psychology in the real world.
* You will also implement school-wide practices to promote learning and knowledge of principles and research related to resilience and risk factors.

PRACTICUM ASPECT:
You will have one (1) day per week field placement in a public school setting under the supervision of the school system’s school psychologist. While in the field setting, you will demonstrate or assist with the full range of duties expected of a school psychologist. While there you are the professional responsibility of the supervising school psychologist and shall follow all procedures and policies existing in that school system for the delivery of school psychological services. You will work as an apprentice to the supervising psychologist and will work only on those tasks, cases and projects assigned to you. NASP ethics require that parents of potential clients know of your student status.
Of course, you will be expected to make requests for various forms of professional involvement; however, the supervising school psychologist will determine the nature and complexity of this involvement. The supervising school psychologist will meet with you at least one hour per week to review performance and give direction. In the event the supervisor chooses the “tag along method,” whereby you follow along through the workday and assist on a continuing basis, no specific time need be set aside for supervision as it will be implicit. The field supervisor will be requested to provide a written evaluation of your progress twice. These evaluations will be reflected in your final grade.

ASSIGNMENTS:

* Electronic class dropbox artifacts. Make each fit on a desk top and visually appealing.
* Present a disguised report of a low incidence case or RtI case to the class during your mock case consultation conference. This is to show the class how your district handles RtI or a low incidence case.
* Add your supervisor contact sheet to your class file and to your dropbox named “Contact information.”
* Help with discussions. Appropriate class participation is 10% of your grade.
* Administer and audio record and critique
  - Cognitive test recommended by your supervisor and complete an admin checklist
    1. DAS-II (Print off and complete the DAS-II admin checklist pages 217-228 Sattler’s Resource Guide)
    2. Reading problem battery: Complete this potentially school-based assignment. Discuss a problem reader case with your supervisor. Decide how to conceptualize the case and how to implement assessment and interventions. (All of these tests may be part of your practicum. But if your supervisor does not have cases including these instruments, it is okay to test neighbors outside of the practicum. You are required to give each test at least once, but you are not required to include them in your school-based practicum. Written parental permission is required.)
* In order to re-orient yourself to testing, audio record and critique one cognitive measure of a neighbor using a test from our IQ class. Pick a test agreed to with your supervisor (2.5).
* Provide me with a copy of your liability binder and post it in the dropbox with that name.
* S-team and Hard News conferences presented in class (2.5)—sign up on the calendar circulating
* 6 Psychological evaluations (2.5), attend at least one S-team or GEIT-team; IEP team; and manifestation determination team dealing with behavioral/mental health issues. Speak up at least once.
* 90 hours of school-based practicum. All hours must be logged in the school. Travel from home and at home report writing may not be logged as part of this class.
* Complete the “Goals” sheet by week 2; request diverse experiences (2.8) and interpret TCAP scores.
* Show that you can use Ed Plan (Easy IEP). (2.10)
* Present your laminated ethics card that fits in your shirt pocket. (2.10)
* Attend eight (8) hours of professional growth.
  - Keep your eyes open for professional events and publicize them.
  - Keep Psy 7080 and Practicum hours separate. No double dipping. (2.10)
* Role playing in as many conferences as possible. Reality and hostility count at the conferences. 10% of your grade is from class participation. (2.10)
* As you prepare for your role as a school psychologist at the hostility conference, read and prepare for the case by using all appropriate paperwork using the TN Special Ed Manual materials (2.10) as well as the 10 steps presented in the case conceptualization handout by Mennuti and Christner with a case by Gosch. It is posted on D2L in the Table of Contents Course requirements section near the class syllabus.
* Act professional in class. No Texting or e-mail! -Points deducted for each glance.
* As psychological reports are legal documents, I only accept reports that are blinded and that you have electronically signed. (2.10).
By the end of the first week of class, audiotape a neighbor child with a cognitive measure selected in conjunction with your supervisor (provide no feedback to child or family). Log your 90 hours in the schools. Keep a log. Work with your on-site supervisor to see that you will have diverse experiences in assessment RtI teams, IEP-teams, observations, interventions, parent conferences, paperwork, interviewing, and consultation. Remember that soon you will be expected to be able to function as an intern. Include a supervisor line on all of your reports. It is up to your supervisor whether to use your reports or to let them just be used for as class grade. I will ask your supervisor to evaluate your progress, and to verify that you are ready for your internship.

REPORT WRITING ASPECT: Six (6) complete psychological reports. If you do assignments outside of the practicum (e.g. on neighbors), be sure to get written parental permission, do not provide any feedback, and submit all blinded test protocols to me. Otherwise, your on-site supervisor will assign all children and supervise protocols. You are to work at with at least one case involving a student from a diverse background, with at least one case involving RtI, one involving intellectual disability (formerly known as mental retardation), one of a preschooler, one involving emotional disturbances, one involving a reading problem, and as much low incidence work as possible. However, cases are all assigned by your supervisor. At your supervisor’s discretion, you may divide the workload on cases, but you need to meet all clients used for your reports for this class. (2.5, 2.10)

You are to turn in six (6) disguised reports to D2L according to the schedule in the syllabus. To complete these assignments, you must attach a completed report-scoring rubric using the report rubric form posted on D2L. At least one of your six reports ought to involve a child with a suspected learning disability. If it is a reading problem, try to conceptualize the case using the MTSU Dyslexia Center model. All 6 reports count for the 6140 class grade. Make at least one your of your reports fancy so that you can use it and take it to your internship interview(s). The complexity and fanciness of the remaining reports is to be determined by your supervisor. They can be as fancy as your supervisor thinks they ought to be consistent with good training. Your supervisor will choose whether to use your class reports or not. Turn in blinded reports to me for grading. Use D2L dropbox or the late box with its appropriate deduction. These reports do not need to have been signed by your on-site supervisor, but provide a signature line for your supervisor. All six reports become part of your electronic class file. By following the report scoring rubric you will include an observation and a review of the child’s file history, and parent and teacher views. Include a significant section on research-based recommendations whether or not that is part of the school’s protocol. Carefully link your findings to behavioral referents. Make explicit links between your findings and interventions. Remember the importance of data-based decision making (2.1).

CLASS MEETING ASPECTS
Class meetings will be divided into instructional time, real-world ethics examples, case conceptualization, and hard news conferences. You earn hard news, ethics, and case conceptualization participation points by being actively engaged in class.
<table>
<thead>
<tr>
<th>Week</th>
<th>Hard news topic</th>
<th>Chapters</th>
<th>Due</th>
<th>Topics</th>
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<tbody>
<tr>
<td>Jan 21</td>
<td>Deanna Avarett</td>
<td>Sattler 19, BP-VI Vol 3, chap 35 Families &amp; Vol 4 chap 22 Primer in Psychometrics</td>
<td>Proposed thesis timeline</td>
<td>Introduction, testing numbers used in practice, using IQ tests as part of an ID reevaluation, ethics-based practices, IEP team meetings</td>
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<td>Jan 28</td>
<td>Whitney Haley Re-eval packet</td>
<td>Chap 10 Alternatives to retention (Vol 2)</td>
<td>Practice protocol due</td>
<td>Preventing academic failure, Exiting special education, Conferences, dealing with angry participants and with conferences that go bad, foster parents</td>
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<td>Feb 4</td>
<td>ADHD, Grace Benedict</td>
<td>School to Work Chap 28 (Vol 2) &amp; Reports Chap 28 (Vol 1)</td>
<td>Easy IEP</td>
<td>Service Learning for School-to-Work Transition and Inclusion for Students With Disabilities, writing fancy reports, Case conceptualization, RTI in your schools, EASY IEP</td>
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<td>Feb 11</td>
<td>DAS day (LD); NASP;</td>
<td>Sattler chap 17, Chap 6 (Vol 3) Preventing Drop Outs;</td>
<td>Charting 1; DAS-II notes</td>
<td>Decreasing dropouts ; NASP; plan to attend if possible (class will meet for those of us unable to attend NASP; ethical standards.</td>
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<td>Feb 18</td>
<td>Avalyn Bauer &amp; Linda Dohnal interviewing Re-Eval (Does not qualify)</td>
<td>Chap 8, Low Incidence (Vol 3) and Chaps 18 and 19 Deaf &amp; Blind (Vol 4)</td>
<td>Rpt 1; Bring a hard copy of your report making it as fancy as possible and your current CV to use at your mock interviews.</td>
<td>Supporting children with limited hearing, seeing, and low incidence handicaps; Technology; graphing; Internship applications show and tell.</td>
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<td>Feb 25</td>
<td>Hard news: can’t rule out lack of opportunity.</td>
<td>More Easy IEP</td>
<td>DAS-II protocol and recording and critique</td>
<td>Ethics, Manifestation determination; legal issues,</td>
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<td>Mar 3</td>
<td>Midterm exam</td>
<td>Midterm exam</td>
<td>Midterm evals in</td>
<td>All readings, class materials, and D2L material up to this time will be covered on the midterm.</td>
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<td>Mar 10</td>
<td>Spring break</td>
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<td>Spring break</td>
<td>Supervision; professional development; Inservice presentations.</td>
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<td>Mar 17</td>
<td>Hard news: Manifestation determination</td>
<td>Chap 27 (Vol 2) Manifestation Determination hearings</td>
<td>Rpt 2</td>
<td>Supervision; professional development; Inservice presentations.</td>
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<td>Mar 24</td>
<td>Hard news child in foster care</td>
<td>Charting (Vol 4 chap 28); Chap 13, Foster Care (Vol 4)</td>
<td>Turn in second DAS-II with a video and a critique</td>
<td>Best Practices in Working With Children Living in Foster Care</td>
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<td>March 31</td>
<td>Hard news ID</td>
<td>Chap 40, NCSP (Vol 4)</td>
<td>Rpt 3</td>
<td>Internship and jobs; school psychology as a profession</td>
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<td>April 7</td>
<td>11(hard news 8)</td>
<td>Hard news: emotional disturbance</td>
<td>Emo Dist. Vs. Socially Maladjusted SPR 2014</td>
<td>Rpt 4</td>
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<td>April 14</td>
<td>12 (hard news 9)</td>
<td>Hard news: Language Impaired vs. DD</td>
<td>Chap 45, 46, 47 Foundations (Vol 4)</td>
<td>Easy IEP show and tell</td>
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<td>April 21</td>
<td>13 (hard news 10)</td>
<td>Hard news Gifted oops; Supervision</td>
<td>Chap 39, Foundations (Vol 4)</td>
<td>Rpt 5</td>
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<td>April 28</td>
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<td>Rpt 6; turn in by midnight</td>
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<td>May 5</td>
<td>Final exam</td>
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<td>Covering all assigned readings</td>
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6140 Grade Sheet

Your Name: ____________________________

Your Phone: ____________________________ Your Email: ____________________________

Your Supervisor’s Name: ____________________________

Your Supervisor’s District: ____________________________ Your Supervisor’s Email: ____________________________

Your Supervisor’s postal address with a zip code: ____________________________

Report Grades (20%) 1. __________ 2. __________ 3. __________ 4. __________ 5. __________ 6. __________

Average Report = __________

(10%) __________ __________ __________ __________ Midterm log __________ Final log

WISC Bayley DAS-II

In-Class participation including case conceptualization meeting and Hard News case: __________ (10%)

Midterm Supervisor: __________ (10%) Final Supervisor: __________ (20%)

Midterm Exam: __________ (10%) Final Comprehensive Exam: __________ (20%)

Total score for class __________ (100%)

Grades

The final course grade will be based on the following:

1. Examinations (10%, 20%) 300 points
2. Student participation, log, folder, (10% x 2) 200 points
3. Supervisor evaluation (10%, 20%) 300 points
4. Reports (6: 20%) 200 points

Grades assigned according to the following scale:

A (900+) 95 A- (850-899) 87
B+ (810-849) 83 B (790-809) 80
B- (750-789) 77 C+ (720-749) 73
C (720-748) 73 C- (690-719) 70
D (650-689) 69 F (below 650) numerical grades below 650

Check-offs: Punctuality __________; Goals sheet on time __________

Liability insurance binder on time __________

Reading case conceptualization meeting with me before midterm: __________

Contact information on time __________ Timely TCAP interpretation __________

8 hours of professional development documented appropriately __________

Successful check-offs lead to positive subjective consideration.
Thesis Goals Sheet

Your Name ________________________________

Thesis supervisor’s name ____________________________________________________________

Second reader’s name __________________________________________________________________

Critical reader’s name_______________________________________________________________

__________________________________________________________________________________

Your goals for the thesis this term: ________________________________________________

_________ Jan: ____________________________________________________________________

_________ Feb: ____________________________________________________________________

_________ March __________________________________________________________________

_________ April __________________________________________________________________

_________ May ___________________________________________________________________

_________ June __________________________________________________________________

_________ July ___________________________________________________________________

__________________________________________________________________________________

Day(s) you will work on your thesis: __________________________________________________________________

Motivational strategy: ________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________
Goals Sheet

PRACTICUM IN SCHOOL PSYCHOLOGY AGREEMENT

Your Name ____________________________  Your Phone ____________________________

Your M number ____________________________  Your MTSU Email ____________________________

Supervisor’s Name ____________________________

Supervisor’s Phone at Work ____________________________  Supervisor’s Email ____________________________

Supervisor’s Postal Address ____________________________


Your goals for the practicum __________________________________________

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Course requirements __________________________________________

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Day(s) you will work __________________________________________

__________________________________________________________________________

__________________________________________________________________________

Your special requests __________________________________________

__________________________________________________________________________

__________________________________________________________________________

Signed __________________________________________  Student

__________________________________________  Your insurance number and name of company

__________________________________________  For MTSU

__________________________________________  Supervisor
Psychology 6140
Practicum in School Psychology Tracking for Log/Class drop-box

Use drop-box / log to help locate the following required in artifacts. Please have your drop-box / log up-to-date by the midterm and the final in as much of an attractive electronic version as possible.

1. Time log showing a minimum of 90 hours on-site at your school. (3-5 pages)
2. Brief description of the cases that you included in your reports. 1 page total. Mention cultural diversity, low incidence handicapping conditions. Do not mention names.
3. Pie chart showing your variety of experiences. Include a slice for supervision. Label each slice with words. Colors are confusing.
4. Goals sheet – signed and dated (For credit your supervisor’s mailing address must be complete.)
5. Sample of your blinded low incidence report.
6. IQ test critique sheet. Xerox of graded protocol.
7. DAS-II test critique sheet. Xerox of cover of protocol if conducted at school.
8. Bayley test critique sheet. Xerox of cover of protocol if conducted at school.
9. Documentation of 8 hours of professional development
11. Artifact from 8 hours of professional development documentation.
12. Laminated ethics card suitable for your pocket.
13. Midterm evaluation
14. Final evaluation – note whether your supervisor signed that you are ready to start your internship.
15. Practicum Student ______________________    Today's date________________

Name: _______________________________________

M number: ____________________________________

Phone: _______________________________________

E-mail: _______________________________________

Address: _____________________________________

_____________________________________________

School System: _________________________________

_____________________________________________

Supervisor: ____________________________________

Supervisor

Name: _______________________________________

Phone: _______________________________________

E-mail: _______________________________________

Address: _____________________________________

_____________________________________________
Practicum Weekly Update

Your Name: ___________________________ Your M# ___________________________
Your Address: _____________________________________________________________
Your Phone(s): ___________________________________________________________
Your MTSU Email: ___________________________

RATING: 1 = POOR  10 = GREAT

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Supervisor’s Name: ___________________________ Do you have a contact plan, if you have an emergency and/or will be late? ___ Yes ___ No Describe your plan: ___________________________________________________________
Supervisor’s Phone(s): ___________________________________________________________
Supervisor’s Mailing Address: ___________________________________________________
Supervisor’s e-mail: ___________________________________________________________