

**PSYCHOLOGY 685: Practicum in School Psychology
3 credits**

Millersville University
Professional Education Unit
Conceptual Framework Abstract

(CF abstract & Disposition statement to be included in all PEU syllabi – table available)

COMMUNITIES OF LEARNERS

All members of the Millersville University's Professional Education Unit will create learning communities of inquiry and action, focus on students, and demonstrate exemplary professional practices.

Learning Communities of Inquiry and Action	We will engage in learning communities in which reflection, collaboration, lifelong learning, and habits of mind are developed and nurtured.
Focus on Students	We will balance knowledge and the principles and standards delineated in professional and state standards with an appreciation of all students' individuality, diversity, and cultures.
Exemplary Professional Practices	We will demonstrate the knowledge, skills and dispositions of exemplary professionals. We will have strong competence in our content knowledge, pedagogical content knowledge and skills as delineated in professional, state, and institutional standards. We will demonstrate professional dispositions or standards of conduct; will be supportive of students, families, and the school and community and will serve as catalysts for positive and responsible change.

To view the full text of the conceptual framework, visit the School of Education web page linked to Millersville University web page.

Dispositions Statement:

Faculty in the Professional Education Unit evaluate professional dispositions for all undergraduate and graduate students. Students are expected to: (1) Communicate Professionally, (2) Demonstrate Professional Growth, (3) Demonstrate Professional Relationships, (4) Exhibit Attributes Suitable to the Profession, and (5) Display Responsible & Ethical Behavior. Students are referred to the evaluation criteria and the administrative policy on-line at: <http://www.millersville.edu/education/>

To view the full text of the Conceptual Framework, visit the School of Education web page linked to Millersville University's web page.

Course Plan

Conceptual Framework: The cumulative knowledge content of the Pre-Practicum experiences and Practicum in School Psychology (Psychology 685) are in accordance with two important documents; the NASP Standards for School Psychology Training Programs (2000) and the School Psychology; A Blueprint Training and Practice III (2006).

I. Course Description

A planned sequence of supervised experiences in varied Field settings which work with children of pre-school and school age. Course activities begin when the student enters the program and continues throughout all phases of the program. Students are encouraged to develop a perspective on school psychology as an activity requiring reflective decision-making which takes place within a societal context, services a diversity of publics, compliments the services of other individuals and agencies, and assists in the process of integrating/coordinating resources on behalf of children and their families from within the school context.

Students must have completed or currently be enrolled in the following seven psychology courses: 540, 631, 634, 646, 671, 672, 673. Students enroll in Psychology 685 after successful completion of all pre-practicum activities and close to, or the semester prior to, enrolling in Psychology 686 (Internship in School Psychology). All practicum requirements and a passing grade must be met before the student can enroll in Psychology 686.

The Practicum placement is designed to familiarize the student with the education system through 120 hours of supervised experience in appropriate school settings and/or non-school settings that serve children. This is the equivalent of one day per week during the semester spent in case activities. Through these experiences the student will demonstrate the integration of skills acquired during their program by managing a case through the initial (or re-evaluation) referral process to its conclusion under the supervision of both their University and Field Supervisors.

Students will meet as a class with their University Supervisor every two weeks as scheduled. The purpose of these seminars is to review the referral process, standards and regulations, and case management procedures. Seminar discussions concern ongoing field experiences **and** provide group supervision. The course instructor or the student may request individual supervision with the course instructor as warranted. Students may be asked to submit audio or video tapes or certain activities or to present specific information about cases. All discussions will be confidential and NASP/APA ethics will adhere to at all times.

This course is intended to meet NASP Domains for Training and Practice. The course addresses the following domains:

- Domain 1: Data-Based Decision Making and Accountability
- Domain 2: Consultation and Collaboration
- Domain 3: Interventions and Instructional Support to Develop Academic Skills
- Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills
- Domain 5: School-Wide Practices to Promote Learning
- Domain 6: Preventive and Responsive Services
- Domain 7: Family-School Collaboration Services
- Domain 8: Diversity in Development and Learning
- Domain 9: Research and Program Evaluation
- Domain 10: Legal, Ethical, and Professional Practice

II. Course Objectives/Competencies

- A.** Develop an awareness of and an appreciation for the cultural diversity of the public school population.
- B.** Develop an understanding of responsiveness to the special needs of exceptional persons.
- C.** Develop knowledge of the available school and community resources for those school aged persons who have needs
- D.** Develop knowledge of the roles, responsibilities and functions of various pupil personnel.
- E.** Develop knowledge and appreciation for the roles and the functions of school psychologist.
- F.** To begin performing some of the functions of school psychologist through management of a referral from its beginning to its conclusion with supervision by a qualified school psychologist.
- G.** To Integrate skills acquire through course work and training.

III. Course schedule (Note : This is a sample schedule. Specific schedule to be distributed in class.)

<u>Sessions</u>	<u>Topics</u>	<u>Assignments/ Resources</u> (Items in Bold must be completed prior to class, resources will be reviewed in class as time permits)
1	Introduction to Practicum	
2	Agreements, District Info. Schedule/ Preparing for Internship (as needed) Getting to know the District: Role of the Psyc.	
3	Getting to know the District: Gifted Sharing of Experiences/Case reviews	
4	Getting to know the District: LD Sharing of Experiences/Case reviews	
5	Getting to know the District: ED Case reviews Binder with Logs, Supervisor evaluation and completed "Getting to know District" Documents	
6	Getting to know the District: OHI Case reviews	
7	Report Recommendations	
8	Internship Plan, self evaluation Reporting Results (parents, teachers) Processing of Practicum Experience (small groups: Things that were positive, Things I plan to do Differently) Case Study, Supervisor Evaluations, Practicum binder, Internship Plan	

IV. Course Requirements and Assignments:

The student must:

1. **Practicum Agreement.** Present a completed and signed School Practicum Agreement by the second week of the course in order to remain enroll in the course.
2. **Professional Liability.** Students must purchase and present verification of coverage of liability insurance for the internship period.
3. **Complete 120 hours of field experience** becoming familiar with the school system and performing the roles and functions of school Psychologists under the supervision of a certified school psychologist. Students must complete one full day in the school district and follow the calendar of the School District.
4. **Attend University Group Supervision.** Students are required to attend group meetings with the university supervisor and bring discussion material appropriate for group discussion. Examples include: case reviews, supervision issues, ethical concerns and others. (See Group Supervision Evaluation Form)
5. Submit two evaluations completed by their Field Supervisor.

Note: Scores on Evaluations reflect grades as follows:

3s and 4s = A

3s and 2s = B

2s and below = Remediation Required

Note: Students who receive a rating of a 1 or 2 in any specific area will be required to participate in faculty review and receive remediation

6. **Case Study.** Students must present a completed evaluation of a child referred for learning or behavior problems and complete the **Practicum Activities Checklist associated.** This evaluation is presented in two sections: Part a) assessment report; Part b) strategies, interventions, and modifications as determined by your evaluation. See attachment: **Case Study Evaluation Criteria** for additional information.

Note: Scores on “Case Study Grading Rubric” reflect grades as follows:

3.35 – 4.00 = A

3.00 – 3.34 = B

2.99 and below = Remediation Required

Note: Students who receive a rating of a 1 or 2 in any specific area will be required to participate in faculty review and receive remediation

7. **Practicum Resource Log /binder.** Students must maintain a **Practicum Resource Log /binder** of practicum activities where you: (See Resource binder evaluation form).
 - a) Complete a weekly Quantitative Log where you record your practicum activities and time spent in each activity
 - b) Keep your Practicum log current and available for critical review as requested
 - c) Include your Student Internship Plan, Pre-Internship self evaluation, Case study.
 - d) Develop a Student Internship Plan
 - e) Complete a Self Evaluation form
 - f) Complete an evaluation of your Field Supervisor
 - g) Complete “Getting to know your District” information. Collect needed information, forms, protocols and others. Facilitate discussion for one of these. See Handout.
8. **Internship Plan.** Students must develop a detailed internship plan. Using the student “self evaluation” and the Practicum Supervisor Evaluation, students identify competencies in need further development. This may also be an area that you would like to strengthen. The internship plan must include: 1) a clear definition of the competency, 2)

detailed steps that you will like to take to strengthen this competency, 3) a specific goal that you will like to achieve 4) a timeframe for achieving this goal, and 5) information regarding how you will determine that you have attained this goal.

V. Practicum Activities: Students must turn in a one-page summary/reflection for each Practicum Activity.

1. Spend one full day with a school psychologist within a setting which is multicultural in character to observe his/her daily activities. Hold an in-depth discussion of how the nature of the psychologist's work environment affects his/her role in terms of assessment, consultation, and intervention
2. By prior appointment, visit two of the following kinds of classes to observe the type of children it serves, the class size, the nature of the curriculum, special materials or equipment used, methods of instruction used by the teacher, and the like.

Types of Classes (choose two)

Academic Support	Gifted Support
Learning Support	Life Skills Support
Emotional Support	Sensory and Communications Support
Deaf/Hearing Impaired Support	Blind/Visually Impaired Support
Speech and Language Support	Physical Support
Autistic Support	Multi-handicapped Support

3. Choose one of the following, and interview an administrator from a mental health agency to:
 - a) determine the nature and scope of services,
 - b) determine how the agency/team is involved in coordinating services with the public schools,
 - c) how the school psychologist contacts the agency/team for assistance and/or to make a referral,
 - d) the nature of the problems typically seen by the agency/team
 - e) the nature of the relationship between the school psychologist, the agency/team, and the schools
4. By appointment, interview a school principal to determine:
 - a) the activities that require their attention
 - b) the proportion of time spent in those activities
 - c) the principal's beliefs concerning the role of the school psychologist within their respective schools
5. By appointment, visit two of the following specialists to determine:
 - a) the nature of their role,
 - b) how they function in relationship to school psychologists
 - Guidance Counselor
 - Speech Therapist
 - Resource Room Teacher
 - School Nurse
 - Reading Specialist
 - School Social Worker

VI. Evaluation

Grades are based upon:

- (1) The two evaluations by your Field Supervisor (See section IV for grading standards)
- (2) The evaluation of Practicum Binder
- (3) Evaluation of your case study (See section IV for grading standards)
- (4) Active participation in class and group supervision
- (5) Topic presentation

Grades: A = all As in requirements/assignments
 A- = mostly As in requirements/assignments
 B+ = some As and Bs in requirements/assignments
 B = mostly Bs in requirements/assignments

Please note:

- (1) A passing grade will not be earned if the Field Supervisor and/or University supervisor report problems with the quality of the work with clients and /or colleagues or if the student has not conducted self in accordance with accepted legal and ethical standards of the profession
- (2) It is the responsibility of the University Supervisor to assure quality experiences with both field placement and field supervision. If problems or concerns arise it is the responsibility of the student to inform the University supervisor immediately so that t successful resolution can be achieved.