Department of Counseling, Educational Leadership and School Psychology
Feinstein School of Education and Human Development
Rhode Island College

CEP 605 School Psychology Practicum

CEP 605 faculty fall 08 to fall 10			
	Holtzman, Elizabeth	Full time	Ph.D.

Credits: 3
Course Description:
This course is a year long 400 hour practicum in the school setting. Emphasis is on supervised practice in the problem solving approach to delivering school psychological services.

This course provides an integrating framework for providing prevention and intervention support and services for children and adolescents in the school setting. Using a problem solving approach individual, small group, and/or classroom-based interventions and behavioral assessment will be delivered under the supervision of a field supervisor and the course instructor. All interventions will be empirically based and socially validated. Ethical and legal implications and issues related to culture and diversity will be emphasized. By the end of this year-long course, students will develop a training portfolio which includes artifacts from their clinical training program that establish their readiness for internship the following year.

In relation to professional preparation, this course is the school-based practicum experience for school psychology graduate students. Prerequisite courses include CEP 583 and 603, with minimum grades of B- in both courses.

The conceptual framework of the Feinstein School of Education and Human Development provides a foundation for this course. The reflective practitioner model serves as a guide for each individual's ongoing journey as an education professional. A reflective practitioner is one who integrates theory and practice to best serve those around her/him. It is an ongoing process which includes recursive planning, acting and reflecting. This is informed by competencies in knowledge, practice, diversity and professionalism. Consistent with this, the goal of this course is to educate reflective practitioners who critically analyze the literature, reflect on the implications of findings for their own work, and modify their practices accordingly. Individuals will work to always implement the current best practices in school psychology while continuing to explore how to improve services/service delivery to all in need. Becoming a reflective practitioner is an ongoing process that is accomplished by developing competence in and applying the scientist-practitioner model, by practicing agreed upon standards of professionalism, and through sensitivity and responsiveness to human diversity.

Course Goals and Objectives:
Upon completion of the course, it is expected that each individual will be able to:

1. Demonstrate knowledge of entry in to a school system and establish protocol for information gathering of the system and its workings (*NASP 2.6*)
2. Display knowledge and understanding of cognitive therapy process with children and adolescents. (*NASP 2.4, 2.7*)
3. Identify and apply the problem-solving process to create positive academic and behavioral change for schoolchildren (*NASP 2.1, 2.2, 2.3,2.9*)
4. Demonstrate the use of data-based decision making in designing individual and group intervention. (*NASP 2.1, 2.7*)
5. Critically evaluate intervention efficacy in educational settings based on empirically-based methods (*NASP 2.1, 2.3*)
6. Critically analyze the ecological systems, such as family and community, in which children function (*NASP 2.1, 2.8*)
7. Analyze diversity and cultural issues that contribute to and affect clinical and group processes (*NASP 2.5*)
8. Create and monitor data-based psychoeducational prevention programs or intervention plans. (*NASP 2.1, 2.3, 2.9*)
9. Understand and communicate crisis intervention protocols in school settings (*NASP 2.7*)
10. Collaborate with a classroom teacher in designing a behavioral plan for a student (*NASP 2.2,2.9*)
11. Provide quality services to student(s) of diverse backgrounds in a school setting based on needs assessment(*NASP 2.5;.2.6*)
12. Identify and analyze legal and ethical issues in the delivery of school psychological services in the school setting (*NASP 2.10*)
13. Self-reflect upon interpersonal professional growth (*NASP 2.10*).
14. Work cooperatively with colleagues in providing feedback regarding their counseling experiences (*NASP 2.2, 2.10*)
15. Work cooperatively with colleagues to create e-resource center for prevention and response to crisis in the schools (*NASP 2.7, 2.11*)
16. Plan or conduct a small scale research or program evaluation study and document findings to share with colleagues. (*NASP 2.9*)
17. Conduct individual problem solving assessments with children who vary in age, disability, and cultural background (*NASP 2.1, 2.5*).
18. Demonstrate comprehension and appropriate application of statistical and measurement concepts in selection and interpretation of assessment data (*NASP 2.1, 2.3, 2.7, 2.8, 2.9*)
19. Provide evidence of ability to link assessment data with interventions (*NASP 2.2, 2.3*)
20. Work cooperatively with colleagues in providing feedback regarding their school based experiences (*NASP 2.2, 2.10*)
21. Critically evaluate intervention efficacy in educational settings based on empirically-based formative and summative evaluations (*NASP 2.1, 2.3*)

Required Texts

Dobson, D. & Dobson, K. (2009). Evidence-based practice of cognitive-behavioral therapy. NY: Guilford Press.

Mennuti, R., Freeman, A. & Christner, R.(Eds.) (2006). Cognitive-beahvioral interventions in educational settings: A handbook for practice. NY: Routledge.

Willson, R. & Branch, R. (2006). Cognitive behavioral therapy for dummies. For Dummies

Chalk & Wire code (RIC book store)

Any additional readings will be put on reserve at the library or distributed in class.
In order to use the library's resources, you must have your activated RIC ID card.

Course Requirements

This course is one of the final courses in the professional preparation course sequence. The NASP's training program standards require a minimum total practicum experience of **400 hours**. This will be completed over the **fall and spring semesters**. Signed logs of your contact hours will be required to track your accumulated practicum hours.

Practicum artifacts will provide documentation of process and outcome in identified areas of competence in practice. These artifacts will be compiled in an electronic portfolio.

Artifact: School System Analysis
This artifact allows you to get to know your district in depth! You will conduct an examination of the school's "systems". Information from *INFOWORKS* will provide demographics about your site. Interview the appropriate persons (such as supervising school psychologist or his/her designees, administrators etc) for information about organizational chart, personnel, management models, goals and objectives of the school system, and specific ways school psychological services are administered, implemented, and evaluated within the particular school system. Include information on curriculum, instruction and academic and behavioral supports. Explore resources for mental health services in school and district and individuals/agencies for collaboration.

Artifact: Crisis Prevention and Intervention Policy Artifact This artifact asks you to obtain and analyze your school system's policies and procedures for crisis intervention and response (to include suicide assessment, child abuse and mandate reporting procedure, threat statements, terrorist attacks, violence, etc.) Include a written critique regarding the strengths and weaknesses of the policy as you see them and in relation to nationally recognized standards. Special emphasis should be given to the role of the school psychologist in crisis response in the schools.

Artifact: Individual Case Cases for this course will be based on referrals from the school psychologist in your local school systems with program instructor approval. You may work with several clients. However, you only need to audiotape and complete this artifact for one of those cases. You will be experiencing the counseling process from the initial referral, assessment of needs and implementation of

the intervention to follow-up on intervention efficacy. There is a minimum requirement of 5 meetings with your case. Your artifact should consist of the following:

- Consent form from parents and an assent from the participating child. Consent and Assent forms must include explicit permission to audiotape.
- Structured classroom observation
- Case conceptualization and treatment plan
- Case notes from each session.
- Intervention efficacy outcome measure (including at minimum BIRS, social validity, GAS)
- Reflection including analysis of ethical or legal issues raised by the intervention and the impact of diversity on case.

*In order to provide appropriate supervision of your counseling case, transcription of a minimum of 5 sessions is required. Each student will be paired with a peer for feedback on counseling tapes. Each student is required to meet for at least one individual supervision session listening to taped session. You will also present your case to the class.

Artifact: School-based Group Intervention This can be either a primary prevention group or a secondary prevention group. The nature of your intervention and its target curriculum will be determined by your initial needs assessment.

- Needs assessment-data from teacher interview and classroom observation
- Assessment of students' current functioning on target curriculum.
- Overall description of group members including an analysis of how diversity issues with the group affect group processes.
- Overall explanation of curriculum and list of individual target sessions with rationale based on the results of the pre-assessment.
- Document at least five intervention sessions. Content will include but not be limited to: explanation of session, session goals, session activities that target stated goals, self-evaluation and goal evaluation.
- Intervention efficacy outcome measure (including at minimum BIRS, social validity, GAS)
- Reflection including analysis of ethical or legal issues raised by the intervention.

Artifact: Behavioral Consultation This artifact offers the opportunity to collaborate in designing and implementing a behavioral plan for a student whose background differs from your own. The artifact will include but need not be limited to the following:
- Documented referral
- Documented interview/s with teacher and parent/caregiver
- Documented class observation with either an event recording or time sampling of the target behavior.
- Functional behavioral assessment
- Planned intervention
- Evaluation of intervention efficacy.
- Reflection including analysis of ethical or legal issues raised by the intervention and issues of diversity.

Artifact: *Home-School Collaboration*
- Provide reason for referral and background information pertinent to case conceptualization
- Document research supporting your choice of intervention
- Describe process of home-school collaboration
- Document outcome

- Reflect on overall experience. Include discussion of how your approach works within school district (i.e. is it similar to approach usually used? Was it easy to implement? Was it viewed positively by others in the system?)

Artifact: RTI/*Academic Intervention Design*
- Identify problem (include what observations led you to believe it was a problem and what factors support that this problem is amenable to intervention)
- Identify at least 3 evidence based interventions that might be effective in addressing this problem
- Select an intervention and document rationale for selection
- Set timeline for intervention
- Describe plan to assess efficacy of intervention, include GAS and effect size
- Document intervention implementation
- Clearly report outcome (using both graphs and narrative).
- Reflect on overall experience. Include analysis of use of evidence based interventions in your setting (i.e. strengths and challenges of approach)

Artifact: *Assessments linked to Interventions*
- 2 comprehensive assessments will be completed including:
    - interviews of child, caregiver and teacher
    - observations
    - informal assessment
    - formal assessment measures
    - evidence based recommendations
    - written and oral feedback to parties involved (including child, caregiver, teacher)

    At least one assessment must be an initial evaluation!
- **All final written reports will be reviewed by college supervisor prior to submitting final copy to site supervisor for signature and/or presenting any findings or providing feedback.**
- All consent forms and test protocols/records will be kept on site consistent with district policies/standards. Copies of original test data should be brought to college supervision for review.
- Documentation of your experience presenting findings and providing feedback to **teachers**, **caregivers** and **individual being assessed** must be provided in your portfolio artifact.

Artifact: *Consultation*
- Identify appropriate case for teacher or caregiver consultation
- Assignment from CEP 675 will serve as this artifact

Artifact: *Research and Program Evaluation*
- Assignment from CEP 554
- Reflect on how this work could contribe to school psychology field

E-resource list and class facilitator opportunity

At the beginning of the semester, you will sign up for a topic. You will be responsible for compiling a list of resources relevant to the topic to be shared via our Wetpaint class website. You will also be responsible for leading a class based discussion on your topic focusing on its relevance for school practice. Please provide a 1-2 pg handout with the following sections:

> I: Prevalence and population facts
> II: Role of school psychologist in addressing/managing issue
> III: Brief review of related legal/ethical issues involved (anything particular
>   to Rhode Island of note?)

Professional Conduct

Professional conduct will be expected in your practicum site as well as in the classroom setting. Your field supervisor will assess your professional conduct on site. In the classroom, professional conduct includes coming to class well prepared and actively contributing. Your written work and class input should be thoughtful, clear, and respectful. It is important to allow yourself to be open to feedback as well as be responsive to peers. Another important aspect of professional conduct is demonstration of time management and responsibility. To that end, assignments will be expected to be on time. The acceptance of late work/make up work will be determined on a case by case basis.

Another aspect of professional conduct is becoming involved in the school psychology field. To jumpstart this, you are asked to participate in at least 2 professional activities per semester. These can include attending local meetings, attending conferences, or participating in **list serve** can such as through NASP, APA or other content specific sites that you are interested in regarding our field. Document this professional activity by noting time, date, location and how it impacted professional growth.

A third aspect of professional conduct is engaging in self reflection and using such to develop professionally. This area will be nurtured in weekly hour long small group supervision sessions led by the college supervisor throughout the year. In the fall, such sessions will meet outside of class time and will contribute to your practicum hours (supervision). At the end of the year, a final reflection will be written and turned in with your portfolio. This reflection paper will link your experiences in theory and practice around two key topics ---culturally responsive practice and law and ethics. You will also frame your experiences in terms of strengths and needs aligned with NASP standards of practice and Professional Work Characteristics.

Alignment of Course Requirements with…

Performance Assessment	Conceptual Framework	NASP Standard
Portfolio Artifacts *Individual Case*	**Knowledge 1, 2, 3, 4** **Practice1, 2, 3, 4**	**2.1, 2.4, 2.6, 2.8, 2.10**
School-based Group Intervention	**Knowledge 1, 2, 3, 4** **Practice1, 2, 3, 4**	**2.1, 2.4, 2.6, 2.8, 2.10**
Behavioral Consultation	**Knowledge 1, 2, 3, 4** **Practice1, 2, 3, 4**	**2.1, 2.2, 2.3, 2.4, 2.5, 2.8, 2.10**
Crisis Intervention Artifact	**Knowledge 1, 2, 3, 4** **Practice1, 2, 3, 4**	**2.4, 2.6, 2.8, 2.10**
School System Analysis Artifact	**Knowledge 1, 2, 3, 4** **Practice1, 2, 3, 4**	**2.5, 2.8, 2.10**
Research and Program Evaluation Artifact	**Knowledge 1, 2, 3, 4** **Practice1, 2, 3, 4**	**2.1, 2.9**
Home school collaboration	**Knowledge 1,2,3,4** **Practice 1,2,3, 4**	**2.1, 2.2, 2.3, 2.4, 2.5, 2.8, 2.10**
RTI/Academic Intervention Design	**Knowledge 1, 2, 3, 4** **Practice 1,2,3, 4**	**2.1, 2.2, 2.3, 2.5, 2.8, 2.10**
Assessment linked to Intervention	**Knowledge 1,2 3, 4** **Practice1, 2, 3, 4**	**2.1, 2.3, 2.4, 2.8, 2.10**
E-resource site	**Knowledge1, 2** **Practice 2**	**2.6, 2.10**
Final Reflection Paper	**Knowledge 4** **Practice 4**	**2.10**
Professional Conduct	**Practice 4**	**2.10**

Additional policies

Background Criminal Investigation

A current Background Criminal Investigation (BCI) is required for all individuals who are enrolled in the Feinstein School of Education and Human Development courses that require contact with children/youth. A current, valid copy of the original BCI must be in your possession anytime you are in a school (or agency) setting that involves working with children/youth. You must also submit a copy to:

> Office of the FSEHD Dean
> Rhode Island College
> 105 Horace Mann Hall
> Providence, RI 02908

More information is on the RIC website at http://www.ric.edu/fsehd/

Chalk and Wire

FSEHD has adopted Chalk & Wire as its data collection and assessment system. All students admitted to the Feinstein School and/or enrolled in any education course are required to purchase a Chalk & Wire electronic code at the RIC bookstore. The Chalk & Wire electronic code purchase is a required one-time textbook purchase. This code allows students to access Chalk & Wire for a four year peios while enrolled at RIC. The electronic code is a personal code and cannot be exchanged among students. Students receiving financial aid may use their financial aid to purchase the Chalk & Wire code.

Chalk & Wire allows students to submit assignments electronically and receive electronic feedback from Education course instructors. Students also have the opportunity to create personal portfolios on Chalk & Wire. To assist students with this transition, instructions about how to use the Chalk & Wire system will be available in one or more of their education courses.

EMAIL AS OFFICIAL COMMUNICATION WITH STUDENTS

In fall 2009, Rhode Island College adopted a policy stating that "RIC email accounts will be used as an official form of notification to RIC students." This policy was endorsed by the Council of Rhode Island College in October. Therefore, when communicating with RIC students, faculty, staff, departments, and offices will only use those email addresses officially assigned to students by the college. This includes course announcements as well as department notices, newsletters, etc. Please check your RIC email account regularly or update your forwarding options accordingly.

ACADEMIC STANDARDS:

Academic integrity is the foundation of the academic community. Students who violate College rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure or removal from a course, disciplinary probation, and/or dismissal from the College. Academic

dishonesty includes cheating, plagiarism, fabrication, collusion, deception, sabotage and multiple submissions. Please see the College Handbook for more information.
http://www.ric.edu/administration/pdf/College_handbook_Chapter_3.pdf
All assignments will adhere to APA style and follow English grammar and usage customs

Course Evaluation Fall

Portfolio artifacts:

Individual case---------------------------------- 20
Crisis Intervention artifact----------------------20
School system analysis artifact----------------20
School based group artifact--------------------20
Crisis presentation/E-site participation-----------------10
Professional conduct------------------------------------10
Total---100%

Course Evaluation Spring

Portfolio artifacts:

Behavioral consultation artifact--------------- 20
Assessment-intervention artifact--------------20
Home-school collaboration artifact----------20
RTI artifact------------------------------------ 20
Final reflection--10
Professional conduct---------------------------------- 10
Total-- 100%

A = 90-100   B = 80-89   C = 70-79   D = 63-39   F = <63

Please note:

- *Academic dishonesty, including plagiarism and/or the use of other students' work, will not be tolerated and will result in a failure for the class grade. Please see final page of the syllabi for more detailed information on the RIC policy on academic honesty.*

- *RIC seeks to provide reasonable accommodations for all individuals with documented disabilities. If you are seeking classroom accommodations under the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, or other applicable federal, state or local laws, you are required to register with the Student Life Office. The S.L.O. is located in Room 127 in Craig-Lee Hall, phone#456-8061. If you have any questions regarding this, please feel free to meet with me.*

Supervisor Roles and Requirements

Field Supervisor

The on-site school psychologist (field supervisor) will supervise students while they are on-site in the following ways:

- Facilitate the practicum student's entry into the school system
- Explain the school's crisis intervention protocol to the student
- Assist in referral regarding individual clinical cases
- Help access records and student schedules
- Provide support and direct supervision on site
- Meet 1x (minimum) with practicum student and college-based supervisor for formative evaluation
- Complete summative evaluation form at the end of practicum placement

College-Based Supervisor

It is understood that the Rhode Island College supervisor will be responsible for guiding practicum students in:

- Selecting appropriate clinical interventions for individual cases
- Selecting or formulating appropriate outcome measurement tools
- Selecting and formulating appropriate curriculum intervention group or classroom-based interventions
- Teaching crisis intervention protocol and techniques such as when and how to report child abuse/neglect and suicide assessment
- Providing feedback regarding all clinical work and student's professional work characteristics
- Meet with student and field supervisor 1x (minimum) for formative evaluation
- Consultation with student and/or field supervisor on any issue or concern as needed