

# CPSE 678R - School Psychology Practicum

Spring 2016

## Instructor/TA Info

### Instructor Information

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## Course Information

### Description

This is an interdisciplinary practicum course that is designed to follow initial training in psychometrics and cognitive assessment (CPSE 647). Course content will consist of individual completion of psychoeducational assessment case that has been referred to the Comprehensive Clinic at BYU for other evaluation. Evaluations will be limited to intake, cognitive, achievement and adaptive measures, and screening measures for other indicated areas of function as needed. Cases will be conducted individually under the supervision of Terisa Gabrielsen, PhD, a licensed psychologist, with consultation of the students and supervisors of the clinic in which the referral originated. Some cases may involve clients already in treatment at the clinic. Others will be the first assessment of a client prior to assessment by students in the other programs. Case conference with the interdisciplinary team will be required before and after assessment. A psychoeducational report and feedback session with the client will be completed as the final steps in the case.

### Prerequisites

Successful completion of CPSE 647, Psychometrics and Intellectual Assessment.

### Learning Outcomes

#### CPSE 678R School Psychology Practicum -- Assessment

- Students will be able to synthesize assessment information (including test scores, background information, behavioral observations, etc.) into a written assessment report.
- Students will be able to explain assessment findings in a way that is understandable to other mental health professionals, teachers, clients, and parents.
- Students will be able to administer, score, and interpret multiple measures of intelligence, including those most commonly used in the field of psychology and school psychology.

## Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%
T	0%

## Participation Policy

For this practicum course, you will be expected to participate in a pre-case conference, at least one assessment session, a post-case conference, a feedback session, and possibly an intake session. For full credit in the course, you need to attend all of these sessions. There are no alternatives to this type of participation.

In addition to your case meetings, you will attend 3 group supervision sessions and 3 individual case supervision sessions with Dr. Gabrielsen.

## HBLL Course Reserve Readings

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## Reporting Suspected Child Abuse

### Reporting Suspected Child Abuse and Neglect

Child Abuse/Neglect Hotline 1-855-323-3237 (DCFS)

Toll free number in Utah: 1-800-678-9399

Based on current Utah law, all individuals—including school employees—who know or reasonably believe or suspect that a child has been neglected, or physically or sexually abused, must immediately notify the nearest police officer, law enforcement agency, or Department of Child and Family Protective Services (DCFS). Reporting suspected abuse/neglect to a principal, supervisor, school nurse or school psychologist does not satisfy the school employee's personal duty to report to law enforcement or DCFS.

All reports to the Utah Division of Child and Family Services remain strictly confidential. Any person making a report in good faith is immune from liability. Once a report is received, the case is assigned a priority depending on the seriousness of the abuse and the danger to the child.

It is not the responsibility of those reporting suspected abuse to personally investigate or prove abuse/neglect. It is not the responsibility of the person who is reporting the suspected abuse/neglect to determine whether the child is in need of protection. Investigations are the responsibility of the DCFS and local police.

During an investigation, school personnel must allow appropriate access to student records; must not make contact with parents/legal guardians of children being questioned by DCFS or local law enforcement; must cooperate with ongoing investigations; and must maintain appropriate confidentiality.

Failure to report suspected child abuse constitutes a class "B" misdemeanor and is punishable by up to six months in jail and/or a \$1,000 fine. For more specific information, refer to the following Internet link which offers a two-page handout for Utah educators. This information lists indicators of abuse.  
[http://www.preventchildabuseutah.org/cmsdocuments/ReportingAbuse\\_Educators.pdf](http://www.preventchildabuseutah.org/cmsdocuments/ReportingAbuse_Educators.pdf)

As a program, we expect our school psychology students to follow these guidelines. As challenging situations arise, seek support and guidance from field-based supervisors and department faculty. School psychology students are required to keep current with state law and when working outside of Utah, to be familiar with that specific state's law.

### **Class Schedule**

The class schedule is subject to change. Any changes in the schedule will be sent out in the form of an announcement on Learning Suite that is sent to your Learning Suite email account. Please link your Learning Suite account to the email account you check frequently.

### **NASP Domains**

Practices That Permeate All Aspects of Service Delivery

#### **Domain 1: Data-Based Decision Making and Accountability**

*School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.*

#### **Domain 2: Consultation and Collaboration**

*School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.*

Direct and Indirect Services for Children, Families, and Schools

Student-Level Services

**Domain 3: Interventions and Instructional Support to Develop Academic Skills**

*School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.*

**Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills**

*School psychologists have 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.*

Systems-Level Services

**Domain 5: School-Wide Practices to Promote Learning**

*School psychologists have 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.*

**Domain 6: Preventive and Responsive Services**

*School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.*

**Domain 7: Family–School Collaboration Services**

*School psychologists have 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.*

Foundations of School Psychological Service Delivery

**Domain 8: Diversity in Development and Learning**

*School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.*

**Domain 9: Research and Program Evaluation**

*School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.*

**Domain 10: Legal, Ethical, and Professional Practice**

*School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.*

## **APA Guidelines**

Please refer to Learning Suite Content page: APA Guidelines for the following statements and reports regarding APA standards for assessment and reporting. Committee on Psychological Tests and Assessment, American Psychological Association. (2007) Recent developments affecting the disclosure of test data and materials: Comments regarding the 1996 Statement on the Disclosure of Test Data Committee on Psychological Tests and Assessment American Psychological Association. (2007) Statement on third party observers in psychological testing and assessment: A framework for decision making.

## **Assignments**

### **Assignment Descriptions**

#### **Intake session (depending on case)**

Due: Monday, May 09 at 11:59 pm

If your client has not yet had an intake session with the clinic (some of the clients who will not be assessed until the Fall may not have had an intake yet), please meet with the client for an intake session to determine the nature of the referral question.

#### **Group Supervision 1**

Due: Monday, May 09 at 11:59 pm

#### **Group Supervision 2**

Due: Tuesday, May 17 at 11:59 pm

#### **Supervision 1**

Due: Monday, Jun 06 at 11:59 pm

#### **Assessment session(s)**

Due: Monday, Jun 06 at 11:59 pm

You may need to schedule multiple assessment sessions, depending on the referral question. You may schedule during the day at the CCC or after school in the JFSB.

#### **Post-case Conference**

Due: Monday, Jun 06 at 11:59 pm

#### **Feedback Session**

Due: Monday, Jun 06 at 11:59 pm

#### **Supervision 2**

Due: Monday, Jun 06 at 11:59 pm

### **Pre-case Conference**

Due: Monday, Jun 06 at 11:59 pm

### **Supervision 3**

Due: Tuesday, Jun 07 at 11:59 pm

### **Group Supervision 3**

Due: Monday, Jun 13 at 11:59 pm

### **Self evaluation of assessment sessions**

Due: Monday, Jun 13 at 11:59 pm

### **Report 3rd Review**

Due: Monday, Jun 13 at 11:59 pm

### **Report 1st Review**

Due: Monday, Jun 13 at 11:59 pm

### **Self Evaluation of Feedback skills**

Due: Monday, Jun 13 at 11:59 pm

### **Report 2nd review**

Due: Monday, Jun 13 at 11:59 pm

## **University Policies**

### **Honor Code**

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

### **Sexual Misconduct**

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against

students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter sexual misconduct, please contact the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu>.

### **Student Disability**

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.