

Instructor/TA Info

Instructor Information

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TA Information

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Course Information

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% |

Grading Policy

Practicum allows for expression of professional skills. Professionals take full responsibility for their own learning and performance, including proactively seeking information and meeting deadlines.

Participation Policy

Practicum allows for mutual support as we share cases and concerns that come up during our work in the public schools. Come with questions. Seek to help other class members. Bring in external resources. This class is meant to assist you in any way that you would like - raise your concerns and share. We will all benefit!

Attendance Policy

Working in the public schools creates an ethical obligation for our program to work with you closely. Students attend class each week and share their experiences in class so that we can facilitate your growth and development as a school psychologist. If you cannot miss class due to an emergency or health condition, please alert us ahead of time - and then contact us with a weekly report via phone or email.

Assignments

Assignment Descriptions

Suicide Threat Assessment Policies

Sep
25

Due: Monday, Sep 25 at 11:59 pm

Obtain the district's suicide threat assessment policy and review it - then verify that you have read it when you come to class. Some districts have formal policies for district action following a completed suicide. If your district has such a policy, bring it as well.

September Time Log

Oct
02

Due: Monday, Oct 02 at 11:59 pm

Submit Time Log - Excel file

Goals for Self-Improvement in Practicum

Oct
02

Due: Monday, Oct 02 at 11:59 pm

Use goal-setting chart from on-line practicum portfolio template to set at least two goals for the semester. The activities and indications of success should be measurable and observable.

1st site visit

Oct
26

Due: Thursday, Oct 26 at 11:59 pm

Tim and Nancy will visit your site. Proactively plan 3 events for them to observe, just in case one or two fall through.

Seek their feedback at the end of the meeting.

Mid-Term Supervisor Eval of Student (Supervisor completes on TaskStream)

Nov
06

Due: Monday, Nov 06 at 11:59 pm

Communicate to your supervisor that this assignment is completed through Taskstream. You and your supervisor are encouraged to complete this evaluation together; however, if your supervisor wishes to complete this alone this preference should be respected.

October Time Log

Nov
06

Due: Monday, Nov 06 at 11:59 pm

Submit Time Log - Excel file (emailed to Tim or Nancy)

Practicum Goals Progress Report

Nov
06

Due: Monday, Nov 06 at 11:59 pm

Report progress (in measurable terms) on the goals you set at the beginning of the semester.

Use goal-setting chart from on-line practicum portfolio template to set at least two goals for the semester. The activities and indications of success should be measurable and observable.

Mid-Term Evaluation of Student's Professionalism (Supervisor completes on TaskStream)

Nov
06

Due: Monday, Nov 06 at 11:59 pm

Communicate to your supervisor that this assignment is completed through Taskstream. You and your supervisor are encouraged to complete this evaluation together; however, if your supervisor wishes to complete this alone this preference should be respected.

UASP Participation

Nov
17

Due: Friday, Nov 17 at 11:59 pm

Attend the UASP Conference
Transportation will be provided by the department.

CPS Plans - Brief Summary

Nov
20

Due: Monday, Nov 20 at 11:59 pm

After reading *Lost At School* by Ross Greene complete a 2-page summary of the three different plans used to address maladaptive behaviors outlined in this book. Also include a summary of the three significant steps included in Plan B.

Psychoeducational Report

Nov
27

Due: Monday, Nov 27 at 11:59 pm

Notify your supervisor in September that you will be expected to have written a psychoeducational report by Thanksgiving. For this initial report work within the parameters of your supervisor; however, make sure you include cognitive, academic, and observation interpretations. You may interpret other assessment results and include these in your report beyond the three required interpretations. Your supervisor will work with you to fine tune the report, yet it does not have to be completed before the IEP meeting takes place. Out of courtesy, please have the report finished and ready to go into the student's file by the end of your fall practicum experience.

November Time Log

Dec
04

Due: Monday, Dec 04 at 11:59 pm

Submit monthly time log

CPS presentation in class - one student per week

Dec
11

Due: Monday, Dec 11 at 11:59 pm

For this assignment you will present to the class a situation where you successfully applied the principles of collaborative problems solving in your current school setting. You will describe the setting events or unsolved problems, the people involved in the situation, and the lagging skills of the individual of concern. Using the principles from *Lost At School* by Ross Greene, provide the Steps of Plan B and illustrate how they were applied in a specific situation in your school. Document the outcome of their application. Identify how potential growth could be measured.

Seek suggestions from your cohort members on how to support the continued development of the individual's lagging skills. This is an opportunity to look into specific social skills programs and to share them with your cohort members.

Ethical dilemma presentation - one student per week

Dec
11

Due: Monday, Dec 11 at 11:59 pm

Use the ethical dilemma template to address an ethical dilemma you have observed or experienced at your practicum site. Lead the class in a very brief (3-4 minute) discussion about the dilemma including how it was identified, addressed, and resolved.

Final Report on Progress on Goals

Dec
14

Due: Thursday, Dec 14 at 11:59 pm

Report (in measurable terms) your progress on the goals you set at the beginning of the semester.

2nd site visit

Dec
14

Due: Thursday, Dec 14 at 11:59 pm

Tim and Nancy will visit your site. Proactively plan 3 events for them to observe, just in case one or two fall through.

Seek their feedback at the end of the meeting.

December Time Log (Submit on TaskStream)

Dec
14

Due: Thursday, Dec 14 at 11:59 pm

Submit Time Log - Excel file

120 total hours required across Fall semester

End of Semester Evaluation of Site by Student (Submit on TaskStream)

Dec
14

Due: Thursday, Dec 14 at 11:59 pm

Complete the evaluation of your practicum site in Taskstream by 12/14

Upload Case Studies (Academic, Behavioral, Consultation) to TaskStream

Dec
14

Due: Thursday, Dec 14 at 11:59 pm

See Syllabi for other classes during Fall semester (Behavioral Assessment, Consultation, Academic Assessment/Interventions) for assignment details. **SUBMIT THESE FINAL CASE STUDIES TO TASK STREAM**

NASP Domains - Brief Reflections (Submit on TaskStream)

Dec
14

Due: Thursday, Dec 14 at 11:59 pm

As you enter your portfolio assignments into TaskStream, please upload them into the applicable NASP Domain categories. We will focus on these Domains I, II, III, and IV. You will need to upload about 2 artifacts for each domain. You will also need to provide a justification or rationale for each artifact. The rationale/justification is an explanation of how or why the artifact shows your learning in that domain. For each domain, write 1-2 paragraphs that summarize your learning and skills in that domain and then explain how you plan to expand that specific skill set.

This assignment is very similar to yet distinct from the "Final Report on Progress on Goals" -- because this reflection asks you to explicitly compare your own performance and learning/development to the NASP standards, whereas your personal goals involved your own expectations. The two assignments are due at the same time to enhance learning through self-reflection.

End of Semester Evaluation of Supervisor by Student (Submit on TaskStream)

Dec
14

Due: Thursday, Dec 14 at 11:59 pm

Complete the evaluation of you supervisor on Taskstream by 12/14/2014. If you choose, you can complete this in the company of your supervisor.

Assessment Log

Dec
14

Due: Thursday, Dec 14 at 11:59 pm

Keep a log of all assessment measures administered, (including RTI assessments and interventions). Also record in-class and recess observations.

This information will be helpful for your applications for internships.

Class Participation and Active Learning

Dec
14

Due: Thursday, Dec 14 at 11:59 pm

Students come prepared to discuss cases in practicum. They bring questions and pro-actively seek out resources to share with cohort members. In short, they act as professionals.

Descriptions of professionalism and the process of skill acquisition are provided in class and are found in the BYU School Psychology Handbook.

This score will reflect attendance, professionalism, and participation in class.

End of Semester Supervisor Eval of Student

Dec
14

Due: Thursday, Dec 14 at 11:59 pm

Communicate to your supervisor that this assignment is completed through Taskstream and should be completed by 12/10/2015. You and your supervisor are encouraged to complete this evaluation together; however, if your supervisor wishes to complete this alone this preference should be respected.

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

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university 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 all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>) or by contacting the university's Title IX Coordinator.

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.

Devotional Attendance

Brigham Young University's devotional and forum assemblies are an important part of your BYU experience. President Cecil O. Samuelson said, "We have special and enlightening series of devotional and forum assemblies...that will complement, supplement, and enrich what will also be a very productive period in your classrooms, laboratories, and libraries. We look forward to being with you each Tuesday...and hope that you will regularly attend and bring your friends and associates with you...A large part of what constitutes the unique 'BYU experience' is found in these gatherings where the Spirit has been invited and where we have the opportunity to discuss and consider things of ultimate worth and importance that are not afforded to the academic community on almost any other campus" (from the address "The Legacy of Learning", 30 August, 2005). Your attendance at each forum and devotional is strongly encouraged.

Inappropriate Use Of Course Materials

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code.

Mental Health Concerns

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010

"Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Schedule

| Date | Assignments and other items | Topics and Readings |
|-----------------|-----------------------------|---|
| Week 1 | | |
| M Sep 11 Monday | | <p>Please read this short article and come prepared to discuss how this might apply to your practicum experience:</p> <p>http://aspiringmormonwomen.org/2013/12/20/four-tips-for-thwarting-impostor-syndrome/</p> <p>Learning Suite Content and Prac Requirements. <i>Brief Review Presented by: Nancy</i></p> |
| Week 2 | | |
| M Sep 18 Monday | | <p>Class Lecture: From SPED Referral to IEP Implementation. We will discuss 1). Child Find and Pre-referral first steps 2). The referral and testing process 3). Recommendations and Placement 4). Student and family advocacy</p> <p>We will also review a sample SPED file.</p> <p>Presented By: Nancy</p> |
| Week 3 | | |
| M Sep 25 Monday | | <p>Skim chapters 1-2 and read chapters 3-4 of "Lost at School" - then come prepared to talk about applications of the material to the practice of school psychology (and your experiences in practicum).</p> <p>Class Discussion: The worldview of a school teacher – and how to align with it</p> |
| Week 4 | | |

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| M Oct 02 Monday | | <p>Class Lecture: Practicum Goal setting and IEP software/paperwork.</p> <p>Also, class discussion topics: (1) TaskStream and (2) Looking for and responding effectively to potential ethical breaches, (3) Problem Solving Model in the book <i>Lost at School</i></p> <p><i>Presented By: Nancy</i></p> |
| Sa Oct 07 Saturday | | <p>Class Discussion</p> <p>Cohort Google Drive folder</p> <p>Reviewing theories from last year – applying them to make connections in the real world = how to use theories in practice</p> |
| Week 5 | | |
| M Oct 09 Monday | | <p>Come prepared to discuss chapters 5-7 of "Lost at School"</p> <p>Class Discussion: How to set up a day of work as a school psych (including goals, burnout, etc.)</p> <p><i>Presented by: Nancy</i></p> |
| Week 6 | | |
| M Oct 16 Monday | | <p>Come prepared to discuss chapters 8-9 of "Lost at School"</p> <p>Class Discussion: (1) Setting up an intervention group, (2) Tips for effective classroom presentations</p> |
| Week 7 | | |
| M Oct 23 Monday | | <p>Class Discussion: Collaborating effectively with school teams (i.e. sped/ administration/ teachers)</p> <p><i>Presented By: Nancy</i></p> |
| Th Oct 26 Thursday | | <p>Class Discussion: Review of consultation basics and role plays of consultation meetings with teachers/administrators</p> |
| F Oct 27 Friday | | <p>An Introduction to Domains 1-3 -- what is required for artifacts, summaries and reflections.</p> <p>Presented By: Nancy</p> |

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| Week 8 | | |
| M Oct 30 Monday | | Class Discussion: Report writing tips and templates |
| Week 9 | | |
| M Nov 06 Monday | | An Introduction to Domains 4-6 -- what is required for artifacts, summaries and reflections. Presented By: Nancy |
| W Nov 08 Wednesday | | Class Activity: Peer Reviewed Psych Report using the CPSE rubric (see Learning Suite's content page for a copy). Please bring a de-identified Psychoeducational report to exchange with a peer in class. We will be reviewing the rubric and cross checking our reports. |
| Week 10 | | |
| M Nov 13 Monday | | Discussion Topic: Preparing now for internship applications Districts Invited to Present <i>Presented By: Nancy</i> |
| F Nov 17 Friday | | |
| Week 11 | | |
| M Nov 20 Monday | | Discussion Topic: (1) Setting Appropriate Professional Boundaries (having a heart while maintaining appropriate self-care); (2) Lifelong participation in professional organizations and local leadership |
| Week 12 | | |
| M Nov 27 Monday | | Discussion Topic: Helpful technology tips & forms to keep track of things <i>Presented By: Nancy</i> |
| Week 13 | | |
| M Dec 04 Monday | | Family Advocacy: Empathetic communication during IEP meetings. IEP Role Play <i>Presented By: Nancy</i> |

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| T Dec 05 Tuesday | | Class Discussions: (1) Self-evaluation tips (2) Now that you've been doing a lot of assessments, let's talk about the nuances and observations during testing |
| Week 14 | | |
| M Dec 11 Monday | | Class Discussion: Secondary school dynamics & culture: Real life in the high school! <i>Presented By: Nancy</i> |
| Th Dec 14 Thursday | | Discussion TBD |
| Week 15 | | |
| M Dec 18 Monday | | Discussion TBD |