



CPSE 678-R
School Psychology – Practicum
Winter 2017

Mondays 4:00 – 5:30 p.m.
343 MCKB

Instructor Information:

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Course Description and Goals:

This course is designed as a support class for the graduate level school psychology practicum experience. The students will finalize all their responsibilities and activities in their assigned schools. The students will compile artifacts for each of the NASP 10 Domains that will reflect their competency development toward school psychologist licensure.

Grading Policy

The students will upload all assignments into Taskstream and a score for each assignment will be recorded in BYU Learning Suite. All assignments should be uploaded by the required due date. Flexibility on submission dates is acceptable for assignments that do not involve the submission of artifacts for the NASP 10 Domains and the corresponding reflective statements. The majority of the grade calculation will be linked to the competency development evident in the NASP 10 Domains.

Attendance Policy

The students are expected to attend all classes through the semester. Notification of an absence should be provided prior to a scheduled class or within a day of the absence.

Class Participation and Active Learning

Students come prepared to discuss cases in practicum. They bring questions and proactively 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.

Grading:

94-100%	= A	73-76%	= C
90-93%	= A-	70-72%	= C-
87-89%	= B+	67-69%	= D+
83-86%	= B	63-67%	= D
80-82%	= B-	60-62%	= D-
77-79%	= C+	0-59%	= E

Note: per CPSE policy, students earning below a B- must re-take the class.

Class Assignments:

1. Practicum Training Portfolio: As you enter your portfolio assignments into TaskStream, please upload them into the applicable NASP Domain categories. We will focus on these Domains 4, 5, 6, and 7 this semester. You will need to upload a minimum of 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 2-3 paragraphs that summarize your learning and skills in that domain and then explain how you plan to expand that specific skill set.

2. Practicum Self-Improvement Goals: Select at least two goals, preferably in domains that you could develop additional competency. Identify what the goals are and how you will measure your competency development. The activities and indications of success should be measurable and observable. Provide mid-semester and end of semester progress updates via Learning Suite.

3. Time Logs: Students are to maintain a time log documenting their activities (an excel file with formulas for the excel spreadsheet should have been provided previous to this course). Each month the logs will be reviewed by the university-based supervisor. Time logs should be uploaded to Learning Suite at the end of each month.

4. Site Visits: The student, site supervisor, and BYU supervisor will participate in a mid-semester visit. This will involve an observation of the student engaged in a school psychology based activity and a discussion of performance between all parties. The Faculty Site Visit Feedback form will be completed by the BYU supervisor in Task Stream based on this information. ~~The site supervisor will coordinate the visit with the site supervisor and BYU supervisor.~~

4. Taskstream Student Evaluations: Two semester evaluations are to be completed -- One Mid-Semester and one End-of-Semester evaluation by your supervisor. 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.

One **student evaluation of the supervisor** is to be completed by the end of the semester.

5. Peer Reviewed Psychoeducational Report: Bring an electronic copy to class of a comprehensive Psychoeducational report that coincides with an evaluation you have been working on since the beginning of your practicum. This evaluation should coincide with the Psychoeducational evaluation assignments you are being asked to complete in the CPSE 602 class. This evaluation should include cognitive, academic, and behavioral assessments as well as a classroom observation and vision and hearing screening results. Please link the data in your referral question to the evaluation data and the USOE special education classification criteria. We will be engaging in a peer review process using the scoring rubric and directions for the Psychoeducational report on Task Stream.

6. Faculty Reviewed Psych Report : Load into Task Stream your comprehensive Psychoeducational report including the suggested peer revisions you have made since the March peer review. We will be using the scoring rubric and directions for the Psychoeducational report on Task Stream to provide additional feedback on this report for your final revision.

7. Multicultural Experience Discussion: Come prepared to discuss with your cohort in class about a multicultural experience you have had in your practicum setting. Describe the experience, explain how the experience meets multicultural criteria outlined in your multicultural class, and lead a discussion with your cohort members about how this experience fits into the NASP 10 Domains of competency. Write your summary of the experience and upload this into Task Stream within 2 weeks of sharing the experience in class.

Some activity possibilities include:

- Conducting non-verbal assessments with culturally and linguistically diverse (CLD) students
- Consulting with teachers and/or parents regarding CLD students
- Participating in school-wide interventions with CDL students (e.g., bully prevention across SES/age/gender)
- Conducting after-school tutoring with CDL students You can select any activity that will meaningfully improve your abilities to serve CLD students, based on what is available in and pertinent to your practicum placement.

In the rare case that no multicultural experience arises before the due date, the instructors will assign a topic for you to lead the class in discussion.

8. Ethical Dilemma Discussion: Use ethical dilemma template in Task Stream to address an ethical problem you have observed or experienced at your practicum site. Write your summary of the dilemma and course of resolution and upload into Task Stream by the due date.

9. Rules and Regulations Handout: Present to your cohort a 10-15 minute presentation on one of the identified special education classifications. Refer to the Special Education rules from the Utah State Office of Education at <http://www.schools.utah.gov/sars/DOCS/law/finalrules-rev.aspx>

Include in this presentation a summary handout of the classification you have signed up to research, an explanation of the evaluation procedures, and an explanation of the eligibility requirements.

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 or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report-concern> 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.

Class Schedule

*** Upload all assignments to their corresponding domains (or portfolio sections) on Taskstream unless otherwise noted.**

DATE	Topic & In-Class Assignments	Assignments Due
1/9	Syllabus Overview Rules and Regs Topic Choices & Sign Ups Portfolio Review (Nancy & Brent)	
1/16	Martin Luther King Jr - NO CLASS	
1/23	Rules and Regs Presentation (Student) Lecture (Brent)	<ul style="list-style-type: none"> • Goals for Self Improvement in Practicum • Schedule Faculty Site Visit # 1
1/30	Rules and Regs Presentation (Student) Solution-Focused Counseling Chapter 2 (Nancy) NASP Domain 4 Discussion	
2/6	Ellie's Presentation (Brent and Nancy)	<ul style="list-style-type: none"> • January Time Log • Domain 4 artifacts, rationale & justifications
2/11	Rules and Regs Presentation (Student) Solution-Focused Counseling Chapter 4 (Nancy) NASP Domain 5 Discussion	
2/21 Tuesday	No Class - NASP	<ul style="list-style-type: none"> • Practicum goals progress report • Midterm Supervisor Evaluation
2/27	Peer Review Psych Reports Activity (Nancy)	<ul style="list-style-type: none"> • Domain 5 artifacts, rationale & justifications • Ethical Dilemma Due
3/6	Rules and Regs Presentation (Student)	<ul style="list-style-type: none"> • February Time Log

	Lecture (Brent)	
3/13	Rules and Regs Presentation (Student) Solution-Focused Counseling Chapter 6 (Nancy) NASP Domain 6 Discussion	<ul style="list-style-type: none"> • Peer Reviewed Psych Report corrections • Field Demographics Worksheet <p>(emailed to Brent or Nancy depending on which section you are registered in)</p>
3/20	Rules and Regs Presentation (Student) Lecture (Brent)	<ul style="list-style-type: none"> • Schedule Faculty Site Visit # 2
3/27	Rules and Regs Presentation (Student) Solution-Focused Counseling Chapter 8 (Nancy) NASP Domain 7 Discussion	<ul style="list-style-type: none"> • Final Psych Report (listed as “faculty reviewed psych report” in assignments list)
4/3	Rules and Regs Presentation (Student) Lecture (Brent)	<ul style="list-style-type: none"> • March Time Log • Domain 6 artifacts, rationale & justifications
4/10	Rules and Regs Presentation (Student) Solution-Focused Counseling Chapter 10 (Nancy)	<ul style="list-style-type: none"> • Review Assignment list in syllabus and ensure that all assignments have been uploaded to Taskstream by this date.
4/17	Rules and Regs Presentation (Student) Lecture (Brent)	<ul style="list-style-type: none"> • April Time Log • Final Report on Progress Goals • End of Semester Supervisor Evaluation • End of Semester Student’s Evaluation of Supervisor