

# Instructor/TA Info

## Instructor Information

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## Course Information

### Description

This course is an extension and practicum for CPSE 647, Psychometrics and Intelligence, which is a prerequisite. You will be assigned to work in tandem with a student clinician from the Communications Disorders program on a client case referred to the Comprehensive Clinic at BYU. Under the supervision of Dr. Gabrielsen, you will complete assessment of at least three areas of function to complement the ComD assessment process and inform the case conceptualization of the client preparatory to treatment. Cases typically take a semester or term to complete.

### Prerequisites

You must have completed CPSE 647 or equivalent (approved by Dr. Gabrielsen) prior to enrollment in this class.

### Learning Outcomes

#### CPSE 678R School Psychology Practicum

During the second year of training students participate in 300 hours of site-based experiences in K-12 school settings. Coursework during the second year of training aligns with practicum assignments. See the School Psychology Student Handbook, page 41, "Overview of Practicum" [http://education.byu.edu/cpse/documents/Handbook\\_2010-11\\_Sept\\_8.pdf](http://education.byu.edu/cpse/documents/Handbook_2010-11_Sept_8.pdf) (<http://education.byu.edu/cpse/documents/Handbook%202010-11%20Sept%208.pdf>).

Students meet two hours each week for small group supervision with two university faculty members. Practicum and courses align, because the assignments require School Psychology students to work with children, families, teachers, and staff. Site-based supervisors are school psychologists who mentor and supervise practicum students in school settings. The goals of practicum are aligned with the 10 NASP Domains.

More specifically, during FALL semester Practicum students work on projects required in the following courses: 614 (Behavioral Assessment for intervention), 610 (Consultation with School and Family), and 612 (Academic Interventions). Fall Semester Practicum (678-R) aligns with Domain 1 (data-based decision making and accountability); Domain 2 (consultation and collaboration), Domain 3 (effective instruction and development of cognitive and academic skills), and Domain 8 (Home-school-community collaboration). Students prepare portfolios with work samples that document their competencies in each of the areas identified during specific semesters of practicum.

During WINTER semester (CPSE 678-R), Practicum students work on projects aligned with the following NASP Domains: Domain 3 (effective instruction & development of cognitive/academic skills), Domain 4 (socialization and development of life skills), and Domain 5 (student diversity in development and learning).

Winter semester courses that have assignments students complete in school settings (Practicum sites) include 751 (Counseling Multicultural and Diverse Populations), 602 (Child Social and Emotional Assessment), and 609 (Academic Assessment for Intervention). Students prepare portfolios with work samples that document their competencies in each of the areas identified during specific semesters of practicum.

Students continue Practicum (CPSE 678-R) during Spring term of their second year. During this term students complete their hours (Practicum year includes 300 hours in the school practicum site). Students work on completing their Practicum year portfolio. 655 coursework requires students to evaluate a school's crisis plan,

investigate bully-prevention and suicide prevention programs. Students complete activities that align with NASP Domain 6 (School and systems organizations, policy development, and climate), Domain 7 (prevention, crisis intervention, and mental health), and Domain 9 (research and program evaluation).

### **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**

<b>Grades</b>	<b>Percent</b>
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**

Although this is a practicum course, it is possible to earn a grade that does not reflect your clinical acumen if your professional performance is found lacking. Professionalism has a significant impact on your ability to be a competent clinician. If you consistently miss deadlines, fail to attend supervision, fail to attend multidisciplinary meetings, fail to complete the written report before the deadline, or fail to complete your case work within the semester, your grade will accurately reflect these failings.

### **Participation Policy**

No part of this practicum experience is optional. Full participation in all activities and meetings is expected. Anything less than full participation will be reflected in a reduced grade.

## **Assignments**

### **Assignment Descriptions**

#### **Orientation to Taylor Building**

May  
**08**

Due: Monday, May 08 at 11:59 pm

### **Log Hours**

May  
15

Due: Monday, May 15 at 11:59 pm

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Log your hours in Time to Track, including ALL attempts to contact families and ComD counterparts. This is ongoing and will be graded at the end of the semester. You will be expected to have logged a minimum of 15 hours, including at least 2 face to face hours (usually more) and a complete log of all contacts.

### **Contact Families for Intake**

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May  
15

Due: Monday, May 15 at 11:59 pm

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### **Schedule Testing Appt**

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May  
22

Due: Monday, May 22 at 11:59 pm

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### **Meet with ComD Counterpart Pre-Case**

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May  
22

Due: Monday, May 22 at 11:59 pm

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### **Schedule Feedback Appt.**

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Jun  
12

Due: Monday, Jun 12 at 11:59 pm

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### **Meet with ComD Counterpart Post-Case**

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Jun  
12

Due: Monday, Jun 12 at 11:59 pm

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### **Self evaluation of testing session**

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Jun  
14

Due: Wednesday, Jun 14 at 11:59 pm

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### **Letter of Recommendation for ComD colleague**

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Jun  
19

Due: Monday, Jun 19 at 11:59 pm

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### **Final draft of report**

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Jun  
19

Due: Monday, Jun 19 at 11:59 pm

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### **First Draft of Report**

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Jun  
19

Due: Monday, Jun 19 at 11:59 pm

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## Self-evaluation of feedback session

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Jun  
19

Due: Monday, Jun 19 at 11:59 pm

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## Second draft of report

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Jun  
19

Due: Monday, Jun 19 at 11:59 pm

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## Report Turned in on Time

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Jun  
19

Due: Monday, Jun 19 at 11:59 pm

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## Point Breakdown

Categories	Percent of Grade
Hours	23.53%
Professionalism	23.53%
Timeliness	23.53%
Clinician Competency	29.41%

## 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.

### Preventing 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> (<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> (<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.

### **Academic Honesty**

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

### **Deliberation Guidelines**

To facilitate productive and open discussions about sensitive topics about which there are differing opinions, members of the BYU community should: (1) Remember that we are each responsible for enabling a productive, respectful dialogue. (2) To enable time for everyone to speak, strive to be concise with your thoughts. (3) Respect all speakers by listening actively. (4) Treat others with the respect that you would like them to treat you with, regardless of your differences. (5) Do not interrupt others. (6) Always try to understand what is being said before you respond. (7) Ask for clarification instead of making assumptions. (8) When countering an idea, or making one initially, demonstrate that you are listening to what is being said by others. Try to validate other positions as you assert your own, which aids in dialogue, versus attack. (9) Under no circumstances should an argument continue out of the classroom when someone does not want it to. Extending these conversations beyond class can be productive, but we must agree to do so respectfully, ethically, and with attention to individuals' requests for confidentiality and discretion. (10) Remember that exposing yourself to different perspectives helps you to evaluate your own beliefs more clearly and learn new information. (11) Remember that just because you do not agree with a person's statements, it does not mean that you cannot get along with that person. (12) Speak with your professor privately if you feel that the classroom environment has become hostile, biased, or intimidating. Adapted from the Deliberation Guidelines published by The Center for Democratic Deliberation.

(<http://cdd.la.psu.edu/education/The%20CDD%20Deliberation%20Guidelines.pdf/view?searchterm=deliberation%20guidelines>)

### **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](http://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

## **Tracking Hours**

All of the hours spent working in this practicum can be counted toward your clinical hour totals. Some of you will be reporting these as post-master's pre-doctoral hours. Others will need to keep track of the hours to include the number and types of assessments you have performed. You need to use Time 2 Track and invite me to approve your hours.

## **Child Abuse Reporting**

### **Reporting Suspected Child Abuse and Neglect**

**Child Abuse/Neglect Hotline <sup>(T)</sup><sub>(F)</sub> 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)

[\(http://www.preventchildabuseutah.org/cmsdocuments/ReportingAbuse\\_Educators.pdf\)](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.

## Schedule

Date	Column 1	Column 2
Week 1		
T May 02 Tuesday		
W May 03 Wednesday		
Th May 04 Thursday		
F May 05 Friday		
Week 2		
M May 08 Monday	Orientation to the Taylor Building -- meet in the Taylor Building, lower lobby at 10 am on Monday May 8 for a quick tour.	
T May 09 Tuesday	Out of town at IMFAR -- available by email and text 801-694-8282	
W May 10 Wednesday	Out of town at IMFAR -- available by email and text 801-694-8282	
Th May 11 Thursday	Out of town at IMFAR -- available by email and text 801-694-8282	
F May 12 Friday	Out of town at IMFAR -- available by email and text 801-694-8282	
Week 3		
M May 15 Monday		
T May 16 Tuesday		

W May 17 Wednesday	Group Supervision 12-1, Individual supervision at 11 by appt. or at 7 pm M or W by appt.	
Th May 18 Thursday		
F May 19 Friday		
Week 4		
M May 22 Monday		
T May 23 Tuesday	Generally not avail. on Tuesdays, but can make exceptions, just check with me first.	
W May 24 Wednesday	Group Supervision 12-1, Individual supervision at 11 by appt. or at 7 pm M or W by appt.	
Th May 25 Thursday	Avail. except for 1 - 3 pm.	
F May 26 Friday		
Week 5		
M May 29 Monday	<b>Memorial Day</b>	
T May 30 Tuesday	Generally not avail. on Tuesdays, but can make exceptions, just check with me first.	
W May 31 Wednesday	Group Supervision 12-1, Individual supervision at 11 by appt. or at 7 pm M or W by appt.	
Th Jun 01 Thursday	Avail. except for 1 - 3 pm.	
F Jun 02 Friday		
Week 6		
M Jun 05 Monday		
T Jun 06 Tuesday	Generally not avail. on Tuesday, but can make exceptions. Check with me first.	
W Jun 07 Wednesday	Group Supervision 12-1, Individual supervision at 11 by appt. or at 7 pm M or W by appt.	
Th Jun 08 Thursday	Avail. except for 1 - 3 pm.	
F Jun 09 Friday		

Week 7		
M Jun 12 Monday		
T Jun 13 Tuesday	Generally not avail. on Tuesdays, but can make exceptions, check with me first.	
W Jun 14 Wednesday	Group Supervision 12-1, Individual supervision at 11 by appt. or at 7 pm M or W by appt.	
Th Jun 15 Thursday	Avail. except for 1 - 3 pm.	
F Jun 16 Friday		
Week 8		
M Jun 19 Monday		
T Jun 20 Tuesday	<b>Spring Exam Preparation (06/20/2017 - 06/20/2017)</b>  Generally not avail. on Tuesdays, but can make exceptions, check with me first.	
W Jun 21 Wednesday	<b>First Day of Spring Final Exams (06/21/2017 - 06/22/2017)</b>	
Th Jun 22 Thursday		