



**CPSE 678-R**  
**School Psychology – Practicum**  
**Fall 2019**

Mondays 4:00 – 5:30 p.m., 343 MCKB

**Instructors**

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**Course Overview**

This course supports graduate students placed in a school setting for 10 hours per week.

Practicum students are assigned a field-based mentor supervisor who is licensed as a school psychologist. On site supervisors provide at least one hour of planned, face-to-face supervision. Students also participate in one and a half hours of small group supervision provided by a university faculty. Classroom discussions and readings allow students to blend didactic and experiential learning to enhance mastery of the essential school psychology competencies.

Students are assigned to an elementary, secondary, or alternative school setting (or a combination of settings) for 10 hours per week over a 14-week period. Students should report a minimum of 120 hours of practicum experience Fall semester (and a minimum of 300 hours of practicum prior to internship). In the schools, students should take an active role in consulting and collaboration; collecting data and conducting assessment for intervention; designing, implementing, monitoring, and refining interventions based on data-based decision making (individual, classroom, and school wide); providing interventions (group and individual); and participating in other school psychology roles and functions.

During practicum, students are required to integrate their knowledge with practice. Students are required to collect work samples; qualitative and quantitative data demonstrating their competency.

## **Course Objectives**

Students will demonstrate knowledge and use of effective problem-solving processes.

Students will consult and collaborate with others in planning and decision-making processes at the individual, group, and system levels.

Students will conduct assessments and use assessment information to assist in determining effective research-based interventions (both behavioral and academic).

Students will write assessment reports using the format provided by course instructors.

Students will develop a foundational professional identity through school-based experiences and demonstrate appropriate and ethical professional attitudes and behaviors.

## **Required Text**

Greene, R W. (2014). *Lost at school* (Revised edition). New York: Scribner.

NASP Website: <https://www.nasponline.org/>

## **Class Assignments**

Students will proactively seek personal skill development, determining personal goals and measuring skill development. They will log their hours/activities in the public schools. These assignments are uploaded to Learning Suite. Other assignments will be uploaded to TaskStream. If students do not have TaskStream access by the second week of classes, please see an instructor.

**1. Practicum Training Portfolio** (20% of grade): Students will provide descriptions of how they have demonstrated the skills described in the NASP Practice Model, consisting of 10 Domains. Students should focus on completing Domains 1 - 4 during Fall semester. Students will upload 3 (or more) artifacts for each domain to TaskStream, not using the same artifact for more than 2 domains. Students will also write descriptions summarizing how their skills were demonstrated at the school site. They will also reflect on their strengths and areas for growth in each domain (self-evaluation). This self-reflection is distinct from the "Final Report on Progress on Goals" (#2 below) 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. See Appendix A for more information.

**2. Practicum Self-Improvement Goals** (5% of grade, 2% midterm and 3% final): After the first week in the schools, carefully design at least two goals for personal improvement across the semester. The activities and indications of success should be measurable and observable. Provide mid-semester and end of semester progress updates via Learning Suite. See Appendix B for more information.

**3. Time Logs** (20% of grade, 3% September, 4% October, 5% November, 8% December): Students will complete a minimum of 120 hours of experience in public schools during Fall semester (with an additional 120+ during Winter semester, and 60+ hours during Spring term for a total of at least 300 hours across the academic year). (Note: These minimum hours apply to work done inside the schools, but students may also track other hours performing relevant work, such as attending professional workshops). Students will document their activities on an Excel file (download the template from Learning Suite). Students will then upload their time logs to Learning Suite at the end of each month. Because students are placed in schools as a courtesy by local districts, we have a reciprocal obligation to them to remain at the practicum site through the last week of the public school calendar, regardless of BYU academic class schedule or students' completion of the 120 hour minimum. This includes the last week before Christmas break and the last week before school ends for the summer. Public school calendars are available at respective district websites. Please follow the tips for practicum success (below).

**4. Site Visits** (10% of grade, 5% each): The BYU student, public school site supervisor, and BYU supervisor will participate in a mid-semester and end of semester site visit. This will involve an observation of the student engaged in a school psychology activity and a discussion of performance between all parties (for about an hour). Proactively plan three activities for your BYU supervisor to observe, just in case one or two fall through. The BYU Site Visit Feedback form will be completed by the BYU supervisor and uploaded to Task Stream by the practicum coordinator. The BYU student will schedule and coordinate the visit with their site supervisor and BYU supervisor. The student is responsible for ensuring that the BYU supervisor observes them in one of each of the following experiences across the academic year (Fall, Winter, or Spring):

- A. An IEP meeting in which the BYU student summarizes testing
- B. An individual counseling session with a K-12 student
- C. A small-group intervention led by the BYU student

Additional activities for BYU supervisors to observe could include a collaboration meeting with teachers/parents, classroom presentation, formal assessments or observations of K-12 students, etc.

**4. Supervisor Evaluations of Student Performance** (15% of grade): Public school supervisors evaluate BYU students at mid-semester and at the end of the semester through Taskstream. Students are encouraged to complete this evaluation together with the supervisor; however, if a supervisor wishes to complete this online evaluation alone, that preference should be respected.

**5. Psychoeducational Report** (10% of grade): Please 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. Optimally, the report should be written before the IEP meeting takes place, but if revisions are necessary, insert the final report in the K-12 student's file by the end of the semester.

**6. CPS Plans – Brief Summary** (3% of grade): 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.

**7. CPS presentation in class - one student per week** (3% of grade): 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, describe 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 investigate specific social skills programs and to share them with your cohort members.

**8. UASP Participation** (3% of grade): Students benefit from establishing a professional identity and by networking with other professionals. This happens best at the UASP conference. This year's conference will be held in Layton on October 25th. You must register ahead of the conference.

**9. Ethical Dilemma** (3% of grade): Students will describe in detail one ethical dilemma to upload the relevant form to domain 10 of the practicum portfolio on Taskstream.

**10. Field Demographics Assignment** (3% of grade): Students complete the field demographics form and upload to TaskStream. See Appendix C for the forms.

**11. Class Participation and Active Learning** (5% of grade):

Students should attend all classes. Notification of an absence should be provided prior to a scheduled class. Students come prepared with (de-identified) cases from the public school to discuss 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.

**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

Per CPSE policy, students earning below a B- must re-take the class.

## **Additional Performance Components**

**Upload Case Studies and Program Evaluation to TaskStream:** As a necessary component of developing the required portfolio, students will upload their behavioral and academic case studies and their program evaluation report to TaskStream.

**Assessment Log:** Keep a log of all assessment measures administered (including RTI assessments and interventions). Also record in-class and recess observations of K-12 students. This information will be helpful for your applications for internships.

**Student Evaluation of Practicum Site and Supervisor:** To improve the future of our program, BYU students evaluate both the practicum site and supervisor at the end of the semester (on Taskstream).

## **Typical Class Outline**

Opening prayer/spiritual thought (by volunteers, not required)  
Students' raise issues and questions about their work in the schools  
Case presentation (different student each week)  
Presentation by the instructors or guest professionals

DATE	Topic & In-Class Assignments	Readings & Due Dates
9/9	<p>Syllabus Overview Brief Overview of Learning Suite Content</p> <p>Introduction to the Internship Readiness Form &amp; Goal Writing</p> <p>Suicide assessment and response; signs of abuse and reporting.</p> <p>Presented by: Nancy</p>	<p>Please read this short article and come prepared to discuss how this might apply to your practicum experience:</p> <p><a href="http://aspiringmormonwomen.org/2013/12/20/four-tips-for-thwarting-impostor-syndrome/">http://aspiringmormonwomen.org/2013/12/20/four-tips-for-thwarting-impostor-syndrome/</a></p> <p><b>HW Assignment:</b> Sign up for class presentations. Link in announcements on learning suite.</p>
9/16	<p>Please be prepared to discuss 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. De-escalation techniques.</p> <p>Presented By: Tim</p> <p><i>*Those considering out of state internships should begin researching application due dates now.</i></p>	<p><b>Reading:</b> Lost At School Skim: ch. 1-2 Read: ch 3-4</p> <p><b>Assignment Due:</b> Practicum Goals (learning suite)</p>
9/23	<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 5). Review of sample SPED file.</p> <p>Introduction to the Portfolio and Taskstream</p> <p>Presented By: Nancy</p>	<p><b>Assignment:</b> Organize first site visit and schedule with BYU supervisor.</p>
9/30	<p>Please come prepared to discuss chapters 5-7 of "Lost at School"</p> <p>Presented By: Tim</p>	<p><b>Reading:</b> Lost At School Read: ch 5-7</p> <p><b>Assignment Due:</b> September Time Log (learning suite)</p>
10/7	<p>Class Lecture: Practicum Goal setting and IEP software/paperwork. TaskStream and introduction to Domains 1-3 -- what is required for artifacts, summaries and reflections.</p> <p>Presented By: Nancy</p>	

10/14	<p>Guest Presenter: Derek Jack– Landing an Internship</p> <p>Preparing now for internship applications. Tips for interviewing.</p> <p>Presented by: Nancy</p> <p><b>Reminder: Students CANNOT apply for internship prior to defending their thesis prospectus.</b></p>	<p><b>Assignment Due:</b> Work with site supervisor to ensure mid-semester evaluation of you (the student) is completed.</p>
10/21	<p>Come prepared to discuss chapters 8-9 of "Lost at School"</p> <p>Presented By: Tim</p> <p>Districts Invited to Present</p>	<p><b>Reading:</b> Lost At School Read: ch 8-9</p>
10/28	<p>Class Discussion: Review of consultation basics and role plays of consultation meetings with teachers/administrators</p> <p>Presented By: Tim</p> <p>Districts Invited to Present</p>	<p><b>Assignment:</b> Organize second site visit and schedule with BYU supervisor.</p> <p>Provide a midterm update to goals and submit via learning suite</p>
11/4	<p>An Introduction to Domains 4-6 -- what is for artifacts, summaries and reflections.</p> <p>Presented By: Nancy</p> <p>Districts Invited to Present</p>	<p><b>Assignment Due:</b> October Time Log (learning suite)</p> <p><b>Assignment for Next Week:</b> Prepare a Psychoeducational Report to share in class.</p>
11/11	<p>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.</p>	<p><b>Assignment Due:</b></p> <p>Peer reviewed psychoeducational Report <i>(to learning suite by end of class)</i></p>
11/18	<p>Discussion Topic: (1) Setting Appropriate Professional Boundaries (having a heart while maintaining appropriate self-care); (2) Lifelong participation in professional organizations and local leadership</p> <p>Presented By: Tim</p>	<p><b>Assignment Due:</b> CPS Plans – Brief Summary (learning suite)</p>
11/25	<p>Discussion Topic: Helpful technology tips &amp; forms to keep track of things. Google Drive Folder.</p>	

	<p>Presented By: Nancy</p> <p><i>*Reminder: regardless of hours accumulated, students are to continue to attend practicum through the last week of the public school calendar.</i></p>	
12/2	<p>Family Advocacy: Empathetic communication during IEP meetings. IEP Role Play</p> <p>Presented By: Tim</p>	<p><b>Assignment Due:</b> Fall end of semester evaluation of practicum site &amp; supervisor.</p> <p>November Time Log (learning suite)</p>
12/9	TBA	<p><b>Assignment Due:</b> Supervisor end of semester evaluation on Taskstream <b>Final Assignments, Taskstream</b> <b>December 16<sup>th</sup>.</b></p> <ul style="list-style-type: none"> <li>- Case studies</li> <li>- Program Eval</li> <li>- Psych Report</li> <li>- Supervisor Evals</li> <li>- Domains 1-4</li> <li>- Final Time Log</li> <li>- Final update on goals</li> <li>- Ethical Dilemma</li> <li>- Field Demographics</li> </ul>



## TIPS FOR SUCCESS at your practicum site

The first week of practicum will involve orientation to the school and personnel. Learn names and policies. After you have a solid understanding of what is expected, confirm future arrangements, such as what tasks you could begin to do next week (e.g., assessments). Then after you have a sense of mutual understanding, use weekly supervision time to lots of questions, such as:

What do you see as the primary roles of a school psychologist in this school?

What factors/resources help you succeed?

When was a time that you knew that your work had truly benefitted this school?

How has understanding cultural issues helped you to better meet students' needs?

How do you see school psychologists working with families to promote school success?

What recommendations would you give to a beginning school psychologist?

Establish a strong working relationship with your supervisor. If you have not previously worked in public schools, the first two weeks will involve shadowing your supervisor, but by the third week you should be doing some tasks independently (e.g., assessments, observations). Then continuously work to implement what you had seen during the shadowing phase (do what you saw done), and proactively seek out opportunities to use your skills independently. For instance, if you observed how your supervisor runs a weekly social skills group, gradually transition to co-leading the group and then leading the group, then adding a second on your own (or a third group on a similar topic, such as emotional regulation).

Please conduct yourself as an emerging professional. Be appreciative to your supervisors and other school personnel. Dress professionally. Uphold the BYU honor code, and professional and ethical standards; be especially aware of confidentiality issues. For the most part, what happens at practicum, stays at practicum (e.g., no stories about specific children to your roommates/family).

Be on time. If you are not able to attend practicum because you are sick (there should be very few good reasons for missing practicum) notify supervisors of your illness and make plans to make up the missed time. If you know you will not be attending practicum for other reasons, make sure your supervisors are aware of your absence in advance

Contact parents after obtaining your supervisor's permission.

When entering any classrooms for observations, introduce yourself to the teacher and ask if this time is OK for them. Introduce yourself as a "school psychology assistant or graduate student" but NOT as a school psychologist. In some schools, the preferred 'protocol' is to schedule observations with the teacher before you enter the classroom to observe.

After asking questions about how to proceed on a given task, move forward. Mistakes are expected (so relax) – and are opportunities to learn. The supervision process will help you understand what to do differently next time. It is doubtful that you will make mistakes that cannot be corrected because you will be supervised closely. Acknowledge that you have important contributions to make. You are a college graduate and have good ideas about students and the learning process. Be unassuming and flexible when making your contributions.

If you experience ongoing frustration in your practicum setting, use the problem-solving process and seek supervision from your respective supervisor. Problems ignored or left unattended tend to get more difficult to solve.

Your primary purpose for being at practicum is to learn. If you are not learning or are not having a variety of experiences, contact your university-based supervisor for guidance about how to proceed.

## **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-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.

## **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.

## **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

## **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.

## APPENDIX A

### PRACTICUM AND INTERNSHIP PORTFOLIO

During the second year of the program students complete course assignments and projects in school settings that are compiled into a simplistic portfolio relevant to practicum (CPSE 678).

All interns are required to complete a comprehensive portfolio during their internship. This section explains what to include in the internship portfolio. Evaluations of the portfolio are explained in the Appendix of practicum and internship forms and evaluations. The portfolio provides documentation of students' professional competencies across the 10 NASP domains. The internship portfolio is divided into 10 sections representing each of the 10 NASP domains. Each section or domain should begin with a rationale statement or introduction, briefly describing the artifacts included in the section, a rationale or justification for including the artifacts which describes a clear connection between the artifact and the knowledge, skills, and dispositions related to the domain. The student also includes a reflective statement that accurately evaluates both the strengths and the weaknesses of the artifacts and their skills. The student may also identify future efforts to increasing competency in the respective domain. Examples of previous students' portfolios are available from the program coordinator. Two case studies, two psycho-educational reports, and a program evaluation that are completed during the internship year are also required. One case study must focus on a child with an academic concern, and the other case study must focus on a child with a behavioral concern. Portfolios include the following sections:

#### Domain I: 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.

Artifacts to demonstrate competency:

- Examples of varied assessments (e.g., Functional Behavior Assessment (FUBA), Curriculum Based Evaluations (CBE), Psychoeducational Evaluations) that demonstrate that interventions are based on assessment data and that interventions are closely monitored by collecting data and using that data to make further intervention decisions.
- Case studies, with interventions and progress monitoring provided. One case study must address an academic concern and the other a behavioral/social-emotional problem.
- Program evaluation or school-wide data that shows improved outcomes in academic or behavioral/social-emotional aspects of schooling

#### Domain II: 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.

Artifacts to demonstrate competency:

- Data regarding student progress as a result of collaboration/consultation
- Case studies (documenting collaboration)
- Documentation of participation in team (e.g., district, school, or community) planning and decisions and improved student outcomes from participation

- Documentation of effective collaboration with teachers, specialists, administrators, parents and family members, community-based agencies, and physicians and medical personnel, etc. (brief narrative descriptions, letters of support from collaborators that document effective relationships that facilitated positive change, etc.)

### Domain III: Intervention 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.

Artifacts to demonstrate competency:

- Data regarding student progress to academic interventions
- Data documenting involvement in planning and implementing early prevention and intervention work
- Curriculum-based assessments and intervention documentation
- Description or copy of learning aids, lessons, materials, applications, etc. implemented
- Documentation of involvement in school or district academic interventions

### Domain IV: 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.

Artifacts to demonstrate competency:

- Data regarding student progress to social, behavioral, and life skill interventions that identify appropriate developmental needs and expectations
- Behavioral assessments and intervention documentation (FUBA, BIP)
- Descriptions or copies of social and life skills counseling, lessons, materials, systems, groups, etc. that were implemented and that demonstrate an awareness of developmental levels
- Documentation of involvement in school or district behavioral or adaptive interventions or initiatives (e.g., Positive Behavior Support)

### Domain V: 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.

Artifacts to demonstrate competence:

- Description of involvement (and outcomes from being involved) in systems interventions (school-wide or district) and committees, etc.
- Evidence of integration of general and special education interventions and activities
- Evidence of contributions to team meetings and decisions
- Evidence regarding policy change and development
- Supervisor evaluation of effective relationships within school settings

### Domain VI: 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 multi-tiered prevention, and evidence-based strategies for effective crisis response.

Artifacts to demonstrate competence:

- Evidence of development and implementation of preventative initiatives in mental health that appropriately meet the developmental and cultural needs of the students whom they serve.
- Lesson plans for general or special education students that address mental health issues. The lessons will include objectives and means of measuring student learning. The lessons will have a foundation of empirical evidence.
- Intervention plans for a school-based crisis that reflect cultural influences of the respective setting and integrate appropriate community resources to best meet the needs of those served. Obtaining feedback and data about the effectiveness of intervention plans and revising the plans to increase effectiveness for future needs.
- Data-based intervention plans for students who are challenged by mental health issues.

### Domain VII: 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.

Artifacts to demonstrate competence:

- Evidence of meetings with families (in collaboration with their field or university-based supervisor) and identifying family strengths and components of the family system that impact delivery of services and implementation of interventions. These meetings will result in families being an important and valued contributor in the intervention process.
- Documentation of school-based meetings that strengthen family systems
- Documentation of school-based initiative that respond to family needs
- Documentation of collaboration with community resources (faith-based groups, community agencies, private mental health professionals, or health care providers)

### Domain VIII: 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.

Artifacts to demonstrate competence:

- Self-rated research-based measure of multicultural competence
- Data regarding school demographics (FED form—see student handbook) and service utilization
- English Language Learner evaluations and outcomes that demonstrate culturally responsive evaluation and intervention practices
- Translation of school materials into various languages
- Documentation of effective use of interpreters
- Documentation of research/information about cultural issues in the school
- Documentation of responsive support of culturally and linguistically diverse students
- Materials/references/resources/crisis intervention resources developed for teachers/parents/students with respect to cultural and linguistic issues
- Descriptions of interventions regarding multicultural acceptance, anti-racism, acculturation/cultural issues, etc.

- Evidence of involvement of cultural experts in decision making that impacts students with unique needs and those from diverse backgrounds

### Domain IX: 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.

Artifacts to demonstrate competence:

- Evidence that interventions are evidenced-based by providing citation of references in intervention plans.
- Summaries of a personal research project (thesis) that contributes to the understanding of human nature. Sharing research findings with other practitioners, teachers, staff, and parents.
- Program evaluations (e.g., school-wide interventions, comprehensive guidance programs, after school programs) that summarize and identify program outcomes and implications for future practice, using aggregated data if appropriate.

### Domain X: 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.

Artifacts to demonstrate competence:

- Summary of a situation that required using a problem solving model to determine an ethical approach to resolving the problem. Ethical Dilemma.
- Evidence of using legal knowledge to protect the rights of children and the organizations that serve them
- Summary of personal roles and functions of a school psychologist within their current work setting
- Evidence of completed appropriate professional development activities and document how the professional development activity made a positive difference in the education of a child.

# APPENDIX B

## Example: Practicum Goal Setting Chart

Goal Plan for: \_\_\_\_\_ Date: \_\_\_\_\_

Objective	Activities	Indications of Success	Projected date of completion
1.0	<p>Demonstrate proficiency in using the problem solving process to respond to student, teacher, and parent concerns about student's learning or behavior.</p>	<p>With your supervisor, identify a student which has behavioral or academic concerns.</p> <p>Complete the problem solving process worksheet with your supervisor and other professionals or parents as is appropriate.</p>	<p>Review of problem problem-solving process in your journal.</p> <p>Record feedback from supervisor in journal.</p> <p>Record personal observations of process in your journal.</p> <p>Include problem-solving process worksheet in your portfolio.</p> <p>Progress notes.</p> <p>Reflections in journal.</p>
1.1	<p>Demonstrate proficiency maintaining the problem-solving process through initial intervention, assessment, and monitoring interventions.</p>	<p>Maintain progress notes, assessment plans, and intervention summaries which document the effectiveness of intervention and assessment.</p>	<p>March 10, 2020</p>
1.2	<p>Demonstrate proficiency in administering standardized tests</p>	<p>Observe supervisor administer WISC</p> <p>Observe professional administer a measure of academic performance</p> <p>Co-score standardized tests (list specific tests) with supervisor or other professional</p>	<p>Notes in internship log</p> <p>Discussion with supervisor</p> <p>Protocols from activity</p> <p>December 15, 2020</p>
1.3	<p>Demonstrate proficiency in qualitatively reviewing assessment procedures</p>	<p>After co-scoring protocols discuss with supervisor the significance of test results</p> <p>Read two psychological reports and evaluate the usefulness of the information in developing interventions and informing the reader about quantitative results</p> <p>Draft a psychological report that contains qualitative information about assessment procedures</p>	<p>Record highlights of discussion in journal</p> <p>Report reactions in journal</p> <p>Psychological report</p> <p>December 15, 2020</p>
1.4	<p>Demonstrate proficiency in developing interventions from assessment</p>	<p>Develop interventions based on assessment.</p> <p>Have a peer review recommendations and incorporate appropriate feedback into report</p> <p>Draft a psychological report and submit to instructor for review</p>	<p>Write recommendations based on assessment. Recommendations have evidence of efficacy and efficiency.</p> <p>Peer notes and second draft of report.</p> <p>Final draft of a psychological report that presents assessment data which leads to effective and efficient interventions.</p> <p>December 15, 2020</p>





## APPENDIX C

### Steps in Resolving an Ethical Dilemma

To be completed by the practicum student

Date: \_\_\_\_\_

- (1) Identify the problem or dilemma.
  
- (2) Identify the potential issues involved.
  
- (3) Review the relevant ethics codes.
  
- (4) Know the applicable laws and regulations.
  
- (5) Obtain consultation.
  
- (6) Consider possible and probable courses of action.
  
- (7) Enumerate the consequences of various decisions.
  
- (8) Decide on what appears to be the best course of action.
  
- (9) Document your actions.

# Field Experience Demographics Worksheet

**To be completed by the Practicum student**

Each semester during practicum and internship, university students record their interaction with diverse K-12 students. If a university student has FEWER than three schools, leave spaces blank.

- School Name:**1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_

On the USOE web site: <https://datagateway.schools.utah.gov/> “School Report Cards” (right side of page), then “reports” (top menu), then “Current UPASS School Performance Reports” (appears as option under reports menu), then select the “district and school” to find the demographic information for each school. For elementary schools:

	School 1	School 2	School 3
<b>Language Arts    Status / Progress</b>			
<b>Math                    Status / Progress</b>			
<b>Science                Status / Progress</b>			

On the school report site, look under “additional information.” Document actual numbers for schools, not estimates or approximations.

	School 1	School 2	School 3
<b>Average Daily Attendance (%)</b>			
<b>School Mobility Rate (%)</b>			
<b>Total Number of Students Enrolled:</b>			
# African American/Black			
# American Indian			
# Asian			
# Hispanic			
# Not Declared			
# Pacific Islander			
# White			
# English Language Learners			
# Socioeconomic Status (Free/Reduced Lunch)			
# Students with Disabilities			
Elementary Title 1 program(s)    yes / no			

**Conceptual Format for Counseling "SOAP" Notes  
Session Summary Report**

Date: \_\_\_\_\_

Session # \_\_\_\_\_

Practicum/Intern \_\_\_\_\_ Student \_\_\_\_\_

**SUBJECTIVE:** (Student's feelings, reported or observed)

**OBJECTIVE:** (Facts, issues addressed during session)

**ASSESSMENT:** (Theoretical understanding, diagnosis -if applicable, prognosis, progress)

**PLAN:** (Plans/contract for next session)

Short term

Long term:

**Collecting Data:** What data will you collect to assist in monitoring student's progress? Who will collect the data? Who will monitor and summarize the data? What data benchmark will determine success? Who will you share this data with in order to account for student's progress?

## Group Counseling Record

Group \_\_\_\_\_

Day and Time of Group: \_\_\_\_\_

Student Name	Teacher	Room	Grade	Permission Slip	#1	#2	#3	#4	#5	#6	#7	#8

### Goals of Group Counseling:

### Collecting Data:

What data will you collect to assist in monitoring students' progress?

What baseline data will be collected?

Who will collect the data?

Who will monitor and summarize the data?

What data benchmark will determine success?

Who will you share this data with in order to account for students' progress?

What follow-up data will be collected?

### #1 Session Summary

Date:

Topic/Activity/Goals:

Comments:

**#2 Session Summary**

Date:

Topic/Activity/Goals:

Comments:

**#3 Session Summary**

Date:

Topic/Activity/Goals:

Comments:

**#4 Session Summary**

Date:

Topic/Activity/Goals:

Comments:

**#5 Session Summary**

Date:

Topic/Activity/Goals:

Comments:

**[Add additional sessions as needed]**

**Final Summary of Group Counseling:** Specify goals, data collected to monitor the goals and summarize students' progress in meeting those goals. Specify necessary follow-up or additional support needed to ensure students success.

## Case Consultation Notes

University Practicum Student:

School:

Dates of Contact:

Reason for Referral/Initial Concerns:

Observations/Information from Interview:

Diagnostic Impression:

Goals: Be specific (select measurable and observable behaviors)

Data Collection: How will you measure your goals? Who will collect data, what type of data will be collected?

### **Session Summaries**

Session:

#1

#2

[Add more sessions as needed]

Final Disposition (Referral, Closure, Evaluation, data collected and summary of data)