

1. General Information

1a. Submitted by the College of: EDUCATION

Date Submitted: 12/16/2014

1b. Department/Division: Educational, School and Counseling Psych

1c. Contact Person

Name: Rachel Hammond

Email: rachel.hammond@uky.edu

Phone: 859-257-9367

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: EDP 674

2c. Full Title: SCHOOL-BASED PRACTICUM IN SCH PSYCH

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

PRACTICUM: yes

2g. Grading System: Graduate School Grade Scale

2h. Number of credit hours: 1-6

2i. Is this course repeatable for additional credit? Yes

If Yes: Maximum number of credit hours: 18

If Yes: Will this course allow multiple registrations during the same semester? No

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2j. Course Description for Bulletin: Supervised experience in the application of psychoeducational, diagnostic assessment, intervention, and consultation services in a school setting. Requires minimum three hours of on-site activities per credit hour. Students will have a primary supervisor at their school site. Students will attend class meetings in a didactic format. Students will have a university supervisor who will serve as a secondary supervisor and communicate and coordinate on-going communication with the school-based supervisor. May be repeated to a maximum of 18 credits.

2k. Prerequisites, if any: Admission to the School Psychology Program and consent of instructor

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 8

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain:

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|RJREES2|Robert J Reese|EDP 674 NEW Dept Review|20141123

SIGNATURE|MYRT|Martha L Geoghegan|EDP 674 NEW College Review|20150114

SIGNATURE|ZNNIKO0|Roshan Nikou|EDP 674 NEW Graduate Council Review|20150410

New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

Generate F

Attachments:

Upload File

| | ID | Attachment |
|--------|------|--|
| Delete | 4201 | EDP_674_Proposed_Syllabus_Spring_2015.docx |

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(*denotes required fields)

1. General Information

- a. * Submitted by the College of: Submission Date:
- b. * Department/Division:
- c.
- * Contact Person Name: Email: Phone:
- * Responsible Faculty ID (if different from Contact): Email: Phone:
- d. * Requested Effective Date: Semester following approval OR Specific Term/Year ¹
- e.
- Should this course be a UK Core Course? Yes No
- If YES, check the areas that apply:
- Inquiry - Arts & Creativity Composition & Communications - II
- Inquiry - Humanities Quantitative Foundations
- Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning
- Inquiry - Social Sciences U.S. Citizenship, Community, Diversity
- Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes ⁴ No
- b. * Prefix and Number:
- c. * Full Title:
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed ² with (Prefix and Number):
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.
- | | | | |
|---------------------------------------|--|-------------------------------------|---|
| <input type="checkbox"/> Lecture | <input type="checkbox"/> Laboratory ¹ | <input type="checkbox"/> Recitation | <input type="checkbox"/> Discussion |
| <input type="checkbox"/> Indep. Study | <input type="checkbox"/> Clinical | <input type="checkbox"/> Colloquium | <input checked="" type="checkbox"/> Practicum |
| <input type="checkbox"/> Research | <input type="checkbox"/> Residency | <input type="checkbox"/> Seminar | <input type="checkbox"/> Studio |
| <input type="checkbox"/> Other | If Other, Please explain: <input type="text"/> | | |
- g. * Identify a grading system:
- Letter (A, B, C, etc.)
- Pass/Fail
- Medicine Numeric Grade (Non-medical students will receive a letter grade)
- Graduate School Grade Scale
- h. * Number of credits:
- i. * Is this course repeatable for additional credit? Yes No
- If YES: Maximum number of credit hours:
- If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

Supervised experience in the application of psychoeducational, diagnostic assessment, intervention, and consultation services in a school setting. Requires minimum three hours of on-site activities per credit hour. Students will have a primary supervisor at their school site. Students will attend class meetings in a didactic format. Students will have a university supervisor who will serve as a secondary supervisor and communicate and coordinate on-going communication with the school-based supervisor. May be repeated to a maximum of 18 credits.

k. Prerequisites, if any:

Admission to the School Psychology Program and consent of instructor

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 8

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

8. * Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. * Will this course be a new requirement ^a for ANY program? Yes No

If YES ^a, list affected programs:

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) ident additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if appl 10.a above) are attached.

^a Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

^b The chair of the cross-listing department must sign off on the Signature Routing Log.

Ⓜ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, requires two hours per week for a semester for one credit hour. (from SN 5.2.1)

Ⓜ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

Ⓜ In order to change a program, a program change form must also be submitted.

Rev 8/09

EDP 674: SCHOOL-BASED PRACTICUM IN SCHOOL PSYCHOLOGY**Syllabus****Spring 2015****Tuesdays, 4:00-6:30****Room TBD****Department of Educational, School, and Counseling Psychology****University of Kentucky*****“Research and Reflection for Learning and Leading”***

| | |
|--|--|
| Instructor: | Rachel Hammond, Ph.D. Licensed Psychologist, KY; Certified School Psychologist, KY |
| Office Location | 170 G TEB |
| Phone Number | 257-9367; Home (502) 228-8024; Cell (502)292-7990 |
| Email | Rachel.hammond@uky.edu |
| Virtual Office Hours | 12:00-2:00, Tuesdays or by appointment |
| Technological Requirements | Computer with internet access or access to UK computer facilities. Access to digital video recording devices (digital camera, digital video recorder, laptop webcams) |
| For Technological assistance | Contact TASC at http://www.uky.edu/TASC or call 859.257.8272 Contact Information Technology Customer Service Center http://www.uky.edu/UKIT or 859.257.1300 |
| Technical Complaints | Contact the College of Education Instructional Technology Center at 859.257.7967 or contact Information Technology Customer Service Center http://www.uky.edu/UKIT or 859.257.1300 |
| Preferred method for contacting instructor | Email or by appointment |
| Anticipated Response Time | Email will be responded to within 24 hours, Monday – Friday. If you need to reach me immediately, please call my cell phone. |
| Information on Distance Learning Library Service | http://www.uky.edu/Libraries/DLLS |
| DL Librarian | Carla Cantagallo, DL Librarian; local 859.257.0500 ext 2171 Long distance: 800.828.0439, option 6 dllservice@email.uky.edu |
| DL Interlibrary Loan Service | http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llob_id16 |
| Face-to-Face Librarian | Sarah Vaughn, Education Librarian sarah.vaughn@uky.edu 859.257.7977 |
| Face-to-Face Interlibrary Loan Service | http://libguides.uky.edu/educ |
| Course Website: | Blackboard |

Course Description:

Supervised experience in the application of psychoeducational, diagnostic assessment, intervention, and consultation services in a school setting. Requires minimum three hours of on-site activities per credit hour. Students will have a primary supervisor at their school site. Students will attend class meetings in a didactic format. Students will have a university supervisor who will serve as a secondary supervisor and communicate and coordinate on-going communication with the school-based supervisor. May be repeated to a maximum of 18 credits.

Prerequisites:

Admission to the School Psychology Program and consent of instructor.

UK College of Education Professional Themes

This course will address the four themes of the conceptual framework for the UK professional education unit: **research, reflection, learning, and leading**. Students will be given the opportunity to review, analyze, discuss, and apply **research** from diverse perspectives in education, including professional scholarship and practitioner inquiry, in order to reflect on their own practices as they study, observe, and practice in P-12 school and university classrooms. **Reflection** will also be integrated into students' learning opportunities through the production of written essays and analyses of observation and teaching experiences to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one's own teaching. This course emphasizes the commitment of the professional education unit to ensure that its graduates move into their professional lives equipped for life-long **learning** as educators who will be active in **leading** colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

Course Learning Targets, Outcomes, and Assessments

This course has been designed to provide students with opportunities to acquire skills, knowledge, conceptual understanding, classroom experience, and practice school psychology core practices. These learning targets are aligned with our training models for EdS and PhD students, as well as with NASP domains for practice in the schools. By the end of this course, students will have gained the following:

| Learning Target/Outcome | Assessment (Formative/Summative) |
|--|---|
| <p>Data-Based Decision Making and Accountability:</p> <p><i>Students will demonstrate a sound diagnostic reasoning and decision-making based on the formulation of possible preliminary hypotheses and testing of hypotheses via use of appropriate assessment methods.</i></p> <p><i>Students will demonstrate skills in planning appropriate assessments, taking into consideration contextual factors, referral concerns, and background information; and will select appropriate evaluation methods.</i></p> <p><i>Students will become familiar with the</i></p> | <p>Supervisor rating form (summative)</p> <p>Case Presentation (formative)</p> <p>Sanitized Reports (formative)</p> |

| | |
|--|--|
| <p><i>application of state special education rules and regulations.</i></p> | |
| <p>Consultation and Collaboration <i>Students will demonstrate effective consultation and collaborative skills with various stakeholders. They will utilize the theories of consultation in real consultation cases</i></p> | <p>Supervisor rating form (summative) Consultation cases (formative)</p> |
| <p>Interventions and Instructional Support to Develop Academic Skills <i>Students will link recommendations to targeted academic areas</i> <i>Students will develop and implement academic interventions that are consistent with and grounded in empirical evidence of effectiveness and utility.</i></p> | <p>Supervisor rating form (summative) Case study presentations (formative) Intervention Presentation (formative)</p> |
| <p>Interventions and Mental Health Services to Develop Social and Life Skills <i>Students will link recommendations to targeted mental health, social, and life skills</i> <i>Students will develop and implement interventions that are consistent with and grounded in empirical evidence of effectiveness and utility</i></p> | <p>Supervisor rating form (summative) Intervention Presentation (formative) Case Study Presentation (formative)</p> |
| <p>School-Wide Practices to Promote Learning <i>Student will develop skills in determining school and individual student needs while providing supports</i></p> | <p>Supervisor rating form (summative) Professional Development and write-up (formative)</p> |
| <p>Preventive and Responsive Services <i>Students will develop the ability to recognize potential crisis situations and respond in a professionally responsible manner.</i></p> | <p>Supervisor rating form (summative)</p> |
| <p>Family- School Collaboration Services <i>Students will develop their ability to communicate effectively with families and stakeholders regarding assessment and interventions</i></p> | <p>Supervisor rating form (summative)</p> |
| <p>Diversity in Development and Learning</p> | <p>Supervisor rating form (summative)</p> |

| | |
|--|---|
| <p><i>Students will demonstrate sensitivity toward cultural diversity and diversity of values</i></p> <p><i>Students will demonstrate an understanding of their own biases and how that could impact those with whom they work</i></p> | <p>Case Presentation (formative)</p> |
| <p>Research and Program Evaluation</p> <p><i>Students will apply research foundational knowledge to evaluating interventions and curricula utilized in the schools</i></p> | <p>Supervisor rating form (summative)</p> <p>Intervention Presentation (formative)</p> <p>Intervention summary analysis (summative)</p> |
| <p>Legal, Ethical, and Professional Practice</p> <p><i>Students will identify and apply relevant legal and ethical responsibilities/requirements.</i></p> <p><i>Students will demonstrate effective interpersonal skills with clients and colleagues, appropriate to the functioning as a professional school psychologist.</i></p> | <p>Supervisor rating form (summative)</p> <p>Case Presentation (formative)</p> |

This course is designed to provide opportunities for students to develop the professional skills of a school psychologist through supervised school and clinic-based experiences and practices. The goal of the course is for students to master the basic competencies, required for the delivery of psychological services as a school psychologist. The professional skill areas of assessment, diagnostic decision-making, intervention, and consultation are emphasized as students engage in providing services in school systems. Under faculty and school-system staff supervision, students will assume psychological service delivery responsibilities and with increasing independence will respond to the diagnostic and intervention needs of children and families. In keeping with the philosophy of the school psychology program and the conceptual framework of the UK College of Education, students are expected to engage in empirically based decision making, use reflective decision making skills, and base decisions on empirical evidence of effectiveness and utility. This course will encompass two semesters, with specific goals delineated for each semester.

Course Delivery:

There will also be a weekly didactic classes held on campus that will focus on the objectives stated above, as well as various formal and informal presentations related to various areas of school psychology and student school-based experiences.

Course Readings/Text:

Steege, M.W. & Watson, T.S. (2009). *Conducting School-Based Functional Behavioral Assessments, Second Edition: A Practitioner's Guide*. Guilford: New York.

Other readings will be posted on Blackboard.

B001K8G3UW

Grades:

Grading will occur during the final evaluation conference arranged individually between the student and UK instructor/supervisor. Final grades will be based upon the following criteria:

A = Mastery of all basic competencies (90%+)

B = Mastery of minimum competencies with improvements needed (80-89%)

C = Marginal, insufficient mastery of minimum competencies (<80%) * require retake of practicum

E = Unacceptable performance

See below for breakdown of tasks and grade.

Final Exam Information:

There will be no final exam for the course. Final submissions will be

Course Requirements

Hours:

Students are required to be present at their designated school and/or working on practicum related activities for at least 12 hours (i.e., 1.5 days) per week, resulting in around **180** school-based hours per semester, totaling 360 for the year. Thus, the instructor will ensure that students are on target for the full completion of hours in the fall.

A separate syllabus will be provided for these activities in the clinic, but generally students will complete one autism assessment and one social skills group to meet these requirements. Ed.S. students are required to complete 40 hours in the clinic in the spring (and be registered in 1 additional hour of practicum/separate course), while Ph.D. students are required to complete 100 hours in the clinic for the year (and be registered in 1 additional hour of practicum/separate course for spring and fall).

Report writing, for example, can count toward your overall hours, which you might need to do away from the school setting. The goal is to gain as much experience in the SCHOOLS as possible, so the majority of overall hours should be in that setting. University meetings, both individual and class time, will also count toward the overall hours. The practicum placement will follow the University calendar.

In order to obtain the required hours, students are recommended to initiate school site practicum as soon as possible after the semester begins. It will be the student's responsibility to maintain this documentation and anticipate any problems with their hours.

To document the school-based experience, students will keep an ongoing log of all their practicum activities, which may be brought to the weekly practicum meetings with the faculty supervisor for discussion and consultation. Students are recommended to maintain logs of activities, interactions, as well as an accumulation of services provided (e.g., administered KABC-II; scored BASCS) and to whom those services are provided. This will be discussed in class. These logs will also be turned in **at the end of the semester for final grading**. Students will be evaluated through their school-based supervisor's ratings and comments, breadth of practicum

experiences (determined through written documentation of the types of services provided—see below), and quality of written psychological reports.

As part of the **social justice** model we espouse, students are strongly recommended to work with their supervisor on obtaining experiences with students from varying backgrounds. **At least one case** (assessment, intervention, consultation) should be with a student/family from a diverse background (e.g., English Language Learner), with appropriate supervision and support. This requirement could be difficult for some given their practica setting. Thus, students should target this from the onset of practicum, and advise the instructor of any challenges.

Specific course requirements (FALL 2014, SPRING 2015) will include the following:

1. Attend and participate in all practicum class meetings, supervision, and presentations. A portion of your grade is related to attendance and participation in the course.

Participation:

Students will gain much support, knowledge from their peers within the course meetings. It is not just good enough for students to be present. *Students will obtain points per each class based on their active participation and active listening toward their peers (excused absences will not count for or against students).* The instructor will let students know if there are concerns regarding their participation.

Attendance:

UK attendance policies apply to face-to-face meetings. Students must give **prior notice** of absences. *If the instructor is not notified of an excused absence prior to class, the student's final grade will be lowered by 5%.* You can request verification for excused absences. Excused absences include:

- Significant illness of student or serious illness of household member or immediate family
- Death of a household member or immediate family
- Trips for members of student organizations, class excursions or participation in intercollegiate athletic events
- Major religious holidays
- Any other circumstance that the instructor finds reasonable cause for nonattendance

Please see Student Rights and Responsibilities, Part II, Section 5.2.4.2

(<http://www.uky.edu/StudentAffairs/Code/part2.html>) for UK's policy on excused absences.

Tardiness:

Students are expected to arrive to class on time, ready to engage in the discussions and/or lectures. *Students must let the instructor know **prior to class** if they will be tardy and the reason why. If a student arrives past 4:10 with no prior excused notice, the tardy will result in their final grade will be lowered by 2%.*

Late Assignments:

Students are expected to turn in assignments on the due date, including reaction papers and the accumulation of the semester work (due in December/May). The student is expected to submit assignments in class on the day they are due or on the pre-determined time/day. If assignments are received after the time they are due, but on the same day, a 2% deduction will be taken. After the due date, a 5% deduction per each day the assignment is late. If assignments are incomplete, points will be deducted.

Even if a student has an excused absence, assignments are still required to be turned in on the due date, unless

prior arrangements are made. If a student has an excused absence, the assignment is still due. The contact for rescheduling must be done within 2 days of the missed class, or late assignments penalty will be given. If a student has an unexcused absence, they can complete the assignment with the late assignment date applied.

No assignments will be accepted later than May 7 at noon. There will be no exceptions to this date and assignments will not be accepted after this time.

2. Each student must have access to email and check their UK email address on a regular basis. Students ***must sign up for the course listserv*** and have access to blackboard.
3. Maintain a **personal log** of one's practicum experiences to document hours, activities, and skill development. The practicum log should be kept in an excel spread sheet or a three-ring binder with the following sections:
 - a. **Goals and Learning Objectives:** Includes a written statement of the skills/experiences the student hopes to develop during practicum. The goals should be developed and/or revised in the spring. A **minimum of five goals** should be identified and documented. The goals will be reviewed and updated in January. Once developed, students should submit and review these goals with *their supervisor*, or develop them in conjunction with their supervisor in order to plan for each semester.
 - b. **On-site activities:** This section is to include dates, times, hours spent, activities, location, persons contacted, as well as any information related to learning experiences and follow up (e.g., research needed). Students should also maintain a running log through both semesters for summary of activities. Specifically, students will want to tally student age/background, rating scales, assessments, etc. This will be reviewed in class.
 - c. **Reports:** Copies of reports, intervention plans, agendas, memos, and letters, etc. produced during practicum activities. Names and confidential/identifying information are to be deleted.
 - d. Students will also complete **written reflections/reactions** (as indicated on the course schedule) in an electronic journal format. These reflections should involve specific practica experiences and analysis and insight into those events. Reaction papers are graded and returned to students with feedback/comments. Students are expected to respond to instructor feedback either via classroom discussion, in person, or in the next journal.

3. At a minimum, each **student is to observe/attend** and document in their log the following:
 - a. Attendance at **ARC/informing conferences** for completed cases
 - b. Observation in at least one resource special education classroom (Fall 2014)
 - c. Observation in at least one self-contained classroom (if applicable; Fall 2014)
 - d. Observation in at least one inclusive collaborative classroom individuals with multiple disabilities (Fall 2014)
 - e. Full due process file review (Fall 2014)
 - f. Attend a parent/staff/collaborative meeting (Fall 2014)
4. The number and breadth of school-based activities will vary according to needs of the school district/school-based supervisor. Nevertheless, over the course of the two semesters, it is expected that students will complete the following **minimum** activities:

- a. Each practicum student will conduct a **minimum of FIVE** comprehensive evaluations **across the year**. Over the course of the year, the student must complete at least **Two** initial evaluations. Every effort should be made to conduct evaluations with a variety of individuals (including age and disability). A variety of assessment methods shall be utilized for each evaluation, including:
1. Formal and informal test administration *
 2. Behavioral observations (with a minimum of two observations per evaluation and following course)
 3. Interviews with teachers, parents, **and** the student (if applicable) and rating scales (as applicable)
 4. Behavioral/curriculum-based measurement (if applicable)**

*Educational testing is not a requirement, but can serve as a good experience for students. If a school district utilizes diagnosticians to conduct the educational tests, the on-site supervisor and student can determine if they would like for the student to complete this component of the evaluation.

**CBM should be utilized as part of an evaluation, as appropriate and related to best practices.

*** Most students will participate in an autism assessment as part of their clinic hours.

All reports must meet the standards of the district that the student is serving in and meet the standards of the School Psychology Training Program at the University of Kentucky. All reports must be prepared in a timely manner for supervisors to review; all reports must be co-signed.

Students and on-site practicum supervisors should make every effort to attend and present results in the ARC with the guidance of their supervisor. If scheduling prevents attendance, the student should do one of the following: (a). pre-meet with their supervisor and any other relevant members (e.g., a special education teacher) to review results (b). if okay given district guidelines, pre-meet with the parent(s) and supervisor to review results.

- b. Students will conduct a minimum of **two** full functional behavioral assessments over the year. It would be advisable for students to assist in behavior observations using FBA methods (e.g., continuous ABC recording; narrative ABC recording; frequency). Included in this assessment will be (a) reason for referral, (b) specific topography of the behavior, (c) interviews with teachers and the student, (d) operational definition of behavior (based on information derived from steps b and c), (d) behavioral observations (with a minimum of three observations), (e) rating scales, and (3) and specific recommendations for teachers.

Districts and even school psychologists could potentially differ in how these are implemented. The university expectations could possibly involve more components, but will adhere to best practice expectations. A checklist and review of these procedures will be discussed in class. At a minimum, students must include specific, data driven recommendations related to hypotheses of behaviors. If a student takes the Behavior Consultation course in the spring, this course requirement would suffice for the course requirement. *The student will be expected to turn in a written FBA report (with identifying information deleted).*

c. Practicum students will conduct **1 consultation case in the Fall semester and 1 in the spring Semester**. These cases will involve ongoing collaboration with a teacher regarding a specific academic/behavior problem. PLEASE NOTE: students enrolled in EDP 671 (Consultation in Schools) may have their consultation project fulfill the Fall requirement. *A written summary document (for the case not fulfilling the EDP 671 course) will be turned in to the instructor.*

The course instructor will consult with the EDP 671 instructor to ensure the student has completed the requirements for the consultation case in order for the Fall requirement to be checked off.

d. Practicum students will complete a total of **3 intervention** cases for the year. At this time, the students should complete 4 interventions in the school. Students should consider tiered interventions. Students should consider completing a needs assessment with the guidance of their on-site practicum supervisor. Students can select from the following:

SCHOOL:

1. Individual intervention/counseling with a student experiencing academic and/or behavioral difficulties (i.e., once per week for a minimum of four weeks)
 2. Small group intervention with students experiencing an academic, social, and/or behavioral difficulty (i.e., once per week for a minimum of six sessions)
 3. Whole class intervention – Tier 1 – to implement an academic, social, study skills, or behavioral intervention (work with teacher and on-site supervisor to determine length of time and dependent on intervention; minimum of 4 sessions which can include feedback, data collection)
- *Most students will complete one additional intervention (e.g., a social skills group for individuals with autism) in the clinic.

Data Collection/Generalization/Outcomes:

All interventions must include relevant and appropriate data collection tool. Some examples could be a pre and posttest (e.g., brief rating scale; knowledge scale) and/or individual session data (e.g., frequency - number of turns taken out of opportunities; duration – length of time engaged in appropriate conversation; anecdotal – student rating of level of anxiety). Students should also pre-determine some method for generalizing the targeted skill. For example, students can design a weekly note to go home or to the teacher describing the skill targeted. The data will be **graphed** and turned in at the end of the semester.

Parent or legal guardian permission **must be obtained** for individual or group interventions. Students should ask their school based supervisors what permission forms their respective districts utilize. If questions remain, students are responsible for asking the professor. Students should also consult with their on-site supervisor in regard to documentation of intervention sessions. This will typically require documentation beyond what is asked for in the class. *A written summary document will be turned in to the instructor at the end of the semester.*

e. Practicum students will provide **1 professional development** activity (e.g., parent/teacher workshop, teacher in-service, etc.), which will be conducted over the course of the Year. The topic and group will be determined by the needs of the school and agreement between practicum student and school-based supervisor. *A written summary document will be turned in to the instructor and any visuals used during the presentation. Students enrolled in EDP 671 are required to complete a PD activity. This will **not** count toward the requirement in this class.*

f. Practicum students will observe, if possible, crisis response or threat assessments. Typically, most districts require psychologists and other professionals to attend training on crisis intervention. If so, check with your supervisor about attending this training if it is appropriate. Regardless, students will serve as “observers” in this process, but should actively seek out opportunities in this area.

5. Conduct a **self-evaluation** at the end of the semester. Meet with the University supervisor individually in the fall semester to review the practicum, and again at the beginning of the second semester to review materials

completed and overall performance in the Fall semester. The student will also **participate each semester** in at least one onsite, face to face evaluation conference with field and university supervisor, between midterm and finals week. The university supervisor will give the students potential meeting times, and the student will be responsible for organizing the meeting date and advising BOTH the practicum supervisor and the University supervisor.

6. Submit an **evaluation form** (separate for Ph.D. and Ed.S. students) completed by the school-based supervisor at the **end of each semester**. Initially, it would be beneficial for the student and on-site supervisor to review this evaluation form, based on NASP and APA ethical guidelines and best practices, in order to help review expectations. A letter will be provided to supervisors reviewing the format. It is often helpful to review these evaluations upon completion with the practicum supervisor, if that is an option. If needed, the student, on-site supervisor, and student will meet again to review the evaluation form or components of the form (if not completed).

7. In the first semester, students will be expected the by the **third week of the class** (one-two weeks after their placement has been initiated) to informally present information on their site. A minimum of one school must be discussed, but no more than two schools. Information to relay can include:

- a. Who is the student population (e.g., ethnic backgrounds, free and reduced lunch, rural or more urban)?
- b. Special programs (e.g., Title 1)
- c. School-wide discipline/management systems
- d. Special education support teams
- e. RTI or other intervention team(s) in process
- f. Specific interventions programs, across tiers

8. Students will sign up for an in-class presentation on an intervention, which serves as a follow up from our interventions course. This project will differ from case presentations. The presentation should be related to a specific research based intervention, an assessment measure that the students have observed or implemented, etc. Students are required to have pre-approval for their topic. The student portion of the presentations will last for **no longer than 20 minutes, but with the expectation of longer discussions per class format**. A visual aid must accompany the presentation, but does not have to be formal (i.e., power point). A bulleted list WITH relevant references will suffice. As appropriate, **references or links are required**. Students will be graded with a rubric, with content being the primary focus. Students should make every effort to make the interventions selected relevant to their practicum site (e.g., related to an assessment, intervention; a school-wide bullying program). Topics must be pre-approved.

9. Students will be prepared to **present case summaries** during weekly practicum meetings. These summaries including reason for referral, relevant background information, assessment results, summary of hypotheses/diagnostic impressions, and intervention goals and strategies. So that all students have the opportunity to present cases, the instructor will assign 2 students per each class to be prepared to discuss a case. Students will be graded with a rubric, with content being the primary focus. The cases can include assessment, consultation, FBA, or interventions. If the case is related to eligibility, the student **MUST** review with the class the actual KY eligibility forms. This activity is expected to increase both presenter and cohort problem-solving skills. Students are expected to ask **thoughtful questions**; more than likely, these case presentations encourage great discussions among the class and are a learning experience for all.

10. Students will complete reflections about their experiences. These will be expected to be around 1.5 pages, double spaced. Emphasis should be placed on analyzing experiences with consideration for follow-up, rather

than a recap of day to day activities. Students are expected to follow due dates for these reflections. Further, students should respond to questions posed by the instructor, either in the next post, in class, or individually.

*It is very important that these journals be reflective rather than just a restating of your activities. The instructor needs to know how these events inform your practice and your previous knowledge/experiences.

10. Students should conduct themselves according to professional and ethical standards and demonstrate an openness to feedback from supervisors. The instructor will review practicum decorum with the students, as well as expect students to be aware of expectations outlined in the evaluation form.

11. To further student learning and translation of research to application, students will engage in a variety of activities and readings (see course schedule). Students are expected to prepare for these activities, and use them as opportunities to enhance their understanding of school systems and services.

Supervision:

School-based and University supervisors will provide supervision. The school-based supervisor is responsible for work within the context of the school setting. Questions regarding procedural or bureaucratic aspects of practicum work at the school site should be directed toward the school-based supervisor. Both the school-based and university supervisors are responsible for all clinical supervision. Both written and oral evaluations of your work will be obtained from the school-based supervisor. The University supervisor will be in contact with the school-based supervisor during the semester. A copy of the evaluation form that the school-based supervisor will be provided to students during the Fall semester.

Class Format:

Each class period will begin with practicum news, cases, etc. Students are especially encouraged to bring up new cases for input from the group. The remainder of the class period will be given to specific cases and/or topic(s) presented by the students. This information will be discussed in a seminar format, unless in the more formal presentations. As a psychologist, confidentiality is an ethical responsibility and must be taken very seriously. Discussions in class regarding students must be kept confidential. This means you do not discuss names, relevant information (e.g., what school) outside of class with other colleagues or relatives. Be cautious with any materials that have student identifying information.

Evaluation Methods:

Since the practicum is not a typical didactic course, a modified mastery learning approach will take the place of most traditional graded assignments. Progress and professional behaviors will be continuously evaluation. Practicum performance and completed casework will be judged on the basis of self-evaluations and supervisory feedback and judgments concerning professional skill development. The practicum evaluation will take into account the following:

| Evaluation | Percentage | Information |
|--|------------|--|
| School-based Experiences <ul style="list-style-type: none"> • Reports from school-based supervisors • On-site supervisor rating • Completion of | 75 % | <i>The instructor and on-site supervisor will look for progress from the first to second semester. Students should take feedback obtained in the first semester ratings and utilize it as they develop their goals for the second semester. If the second semester feedback and ratings are not considered to be, at a minimum, an acceptable level for a practicum in school psychology, the student will</i> |

| | | |
|--|-----------------------------------|--|
| <p>required activities with quality and focus on outcomes and analysis</p> <ul style="list-style-type: none"> • Logs and activity sheet • Goal development | | <p><i>receive and “I” and will be asked to complete additional practicum activities.</i></p> <p><i>Overall, Ed.S. students are required to receive a summative rating of “3” or higher on their supervisor ratings, while Ph.D. students are required to receive a summative rating of “2” or higher on their supervisor ratings in order to pass the course.</i></p> <p>Practicum log entries (including hours spent on-site, at home, and in class). Supervision will be clearly labeled on the logs.</p> <p><i>The primary on-site time of the practicum student should be spent engaging in school-based activities. By the second semester, the student should be able to initiate activities independently and require less direct supervision in organizing daily activities. Although report writing might occur at the school site, the student should prioritize in completion of direct activities in the school setting.</i></p> |
| <p>Class activities</p> | <p>TOTAL: 25 (detailed below)</p> | <p><i>Completion of all required components (school-based and class based) and hours – If required components are not completed by the end of the semester, or year-long requirements the student will receive an “I” and in conjunction with the instructor, determine timeline for completion.</i></p> |
| <ul style="list-style-type: none"> • Attendance and participation, including self-evaluations, and group discussions | <p>5%</p> | <p><i>Goals should be reviewed and agreed upon by site supervisors and should relate to NASP or APA standards. Students should be ready to participate in class, and complete designated self-evaluations.</i></p> |
| <ul style="list-style-type: none"> • Monthly written reflections | <p>7.5%</p> | <p><i>Electronic, journal format. Due dates below.</i></p> |
| <ul style="list-style-type: none"> • Class intervention presentation | <p>5%</p> | <p><i>See example rubric below.</i></p> |
| <ul style="list-style-type: none"> • Quality of case conceptualization and presentation | <p>7.5%</p> | <p><i>See example rubric below.</i></p> |

Insurance:

All practicum students are required to obtain insurance through the department’s Graduate Studies Office.

Other:

The academic honesty policy is included in graduate student handbook. All services provided should be in compliance with NASP and APA ethical guidelines. The following numbers and/or addresses are provided for your assistance. If you have a documented disability that requires academic accommodations, make your request to UK Disability Resource Center. The center will require current disability documentation. Contact the Director at 859-257-2754.

For assistance with the Distance Learning Library Services use <http://uky.edu/libraries/DLLS>, or 859-257-0500 or 800-828-0439.

For access to DL Interlibrary Services use: <http://www.uky.edu/Libraries/libpage.php?lweb id=253&lbid=16>.

For problems with Blackboard, email the helpdesk at helpdesk@uky.edu or call 218-4357. There are also several locations on campus to obtain help.

Course Schedule

Tentative schedule of assignments. Relevant resources might be added through the semester based on issues, cases within school-based placements.

SPRING SEMESTER 2014

| DATE | TOPIC | Assignments due: |
|-------------|--|---|
| Jan 20 | Review schedule Goals updated | Self-evaluations due |
| Jan 27 | Presenting Results in a respectful and meaningful way Reading – Communicate articles on Blackboard) Sign up for intervention topic dates Sign up for case study presentations | Developed and review updated goals with on-site supervisor <i>Communicate articles</i> |
| Feb 3 | Small group discussions | Goals due – provide to instructor during Individual meeting |
| Feb 10 | Linking assessment to Interventions; Adaptable Periphery – Adapting interventions | Individual Meetings (weeks of Jan 26 & Feb 2) Reflection papers due Feb 9 via |

| | | |
|----------|---|---|
| | | email by noon. |
| Feb 17 | Practicum Updates Autism Assessments: Rating Scales and Differential Diagnosis – Presentation in class Site Evaluations given to students | <i>Review autism assessment practices at your practicum</i> |
| Feb 24 | NO CLASS - NASP CONFERENCE | |
| Mar 3 | Case Presentation – Assessment/FBA (2) Small group discussions | |
| March 10 | Case Presentation – Assessment/FBA (2) | Site Practicum Evaluations Due Reaction papers due Friday, March 12 by noon. |
| March 17 | NO CLASS - UK Spring Break | On-site meetings scheduled Case presentations to instructor by *** |
| March 24 | Case Presentation – Assessment/FBA (1) | |
| March 31 | Resources documents – Updated | Gather data and information from practicum about rating scales, different assessments measures for varied areas |
| April 7 | Case Presentation – Intervention (2) | |
| April 14 | Case Presentation – Intervention (2) | Reflection papers due April 13 via email by noon. |
| April 21 | Case Presentation – Intervention (1) Small group discussions | |

| | | |
|----------|---|---|
| April 28 | <p>Resource document</p> <p>Final class</p> <p>Concluding thoughts</p> | |
| May 5 | FINALS WEEK - No class | Final Evaluations, logs, documentation, and components are due by May 7 th at Noon |

EDP 674: PRACTICUM IN SCHOOL PSYCHOLOGY

Checklist for required activities

| | Fall | Spring | Comments |
|--|---|--------|----------|
| Observation in resource class | | | |
| Observation in self-contained class | | | |
| Observation in inclusive setting | | | |
| Full due process file review | | | |
| Attendance at Staff/Parent/Collaborative meeting | | | |
| Initial *(minimum of 2; See syllabus) | *1. ARC _____ *2. ARC _____ | | |
| Re-evaluations * (See syllabus) | 1. ARC _____ 2. ARC _____ 3. ARC _____ | | |
| FBA *(See syllabus) | 1. 2. | | |
| Consultation | 1.EDP 671 requirement | 1. | |

| | | | |
|---|------------------------------|--|--|
| | | | |
| Intervention cases (indicate Tier/type/setting) | 1. 2. 3. | | |
| Professional Development | 1. EDP 671 Requirement 2. | | |
| Other: <i>List</i> | | | |

Appendix:

*Below are two rubric examples. These are subject to change and if so, would be provided to the student ahead of time.

Intervention presentation

| Area | Score | Comments |
|--|-------|----------|
| Use of visuals: Student used visuals to support presentation (e.g., use of power point) | /5 | |
| Content: Student reviewed the topic so that the listener understood the basic premise and use of the specific intervention (e.g., targeted population, age range). Student outlined relevant research on the topic and provided cohort with references. | /20 | |
| Application to the field/Examples: The student discussed how the intervention has application to their current practicum site or student population and/or provided relevant examples based on their experiences | /15 | |
| Presentation style: Student had a comfortable presentation style and demonstrated understanding of their topic (not reading verbatim from slides) | /5 | |
| Time (15-20 minutes): Student had an awareness of the 20 minute time limit and was responsive to questions embedded through the presentation or at the end | /5 | |
| Total: | /50 | |

- Handout is not necessary; however, students should send me their power point to be posted on Blackboard).

Appendix

Case Presentation Guidelines:

1. Select an assessment case (or intervention; FBA; consultation) that you have found interesting and/or challenging
2. Prepare a **handout for class** and visual (can be word document on projector; does not have to be power point)
 - a. *Consider leaving out results* – ask your peers what they think!
3. “Sanitize” personal information
 - a. Any info that might identify student, which could include ...
 - i. Name of student, parents/guardian name, teacher name
 - ii. DOB (leave age & Grade)
 - iii. School/Home address
 - b. Specific/Unusual history, background, disability (e.g., Name of hospital; Name of outside therapist)
4. Prepare information in a logical sequence
5. Present in a succinct manner with audience in mind (differ from ARC presentation)
6. As appropriate, provide class with relevant references/links
7. **Prep for about 20-25 minutes** (prior to questions); I will not count off unless you are unprepared!
8. Prepare for questions
 - a. Think critically about the case considering the “broad” picture
 - b. As a framework, the whole child theory should guide your assessment

What must be included:

- Handout – word document summary
- Reason for referral. If re-evaluation, what is current disability? What was your hypothesis(es)?
- Relevant background information (e.g., early history; previous diagnoses; culture; family dynamics; educational experiences)
- Assessment procedures used (Tests; Interviews; Observations; Rating Scales)
- Results
- Summary of diagnostic impressions
- **Eligibility determination form** (if applicable). and discussion (were there issues/questions/conflicts in information that differed from initial hypotheses, reason for referral). You must walk the class through the eligibility form and guide in determination of potential disability
- **Interventions/strategies/recommendations**

| Area | Score | Comments |
|---------------------|-------|----------|
| Reason for Referral | /5 | |

| | | |
|--|-----|--|
| Background Information | /10 | |
| Assessment procedures; If not an evaluation, go through areas of concern and information gathered to assist in problem | /5 | |
| Results | /15 | |
| Diagnostic Impressions and Eligibility Discussion (must have form); If not an evaluation case, go through problem-solving steps | /20 | |
| Recommendations and Resources ** Must include thoughtful recommendations and appropriate resources | /20 | |
| TOTAL: /75 | | |