

NIAGARA UNIVERSITY
Department of Education
Fall 2005/Spring 2006
Fall: Thursdays 7:15 – 10:00 pm
DN207M

Dr. Kristine Augustyniak
e-mail: kma@niagara.edu

Office Telephone (716) 286-8548
Office Hours: Tues. 11 a.m-1:00 p.m.
Weds. Noon -2:00 p.m.
Thur. 11 a.m-1:00 p.m.

A. Course Number and Title:

EDU 805 & 806: School Psychology Practica I &II

B. Catalogue Description:

These courses are designed to provide candidates with an introduction to school psychology practice in preparation for the subsequent counseling internships (EDU 807 & 808). Candidates will be placed in a school setting for a minimum total of 400 clock hours, of which at least 150 hours is to be direct service experience. Candidates will have at least one hour equivalent weekly individual supervision as well as biweekly seminars/group supervision.

C. Number of Credit Hours:

5 per semester

D. Required Texts:

Levine, M. (2002). *A mind at a time*. New York: Simon & Schuster.

Thomas A. & Grimes J. (Eds.), (2002). *Best practices in school psychology: IV*
Washington DC: National Association of School Psychologists.

E. Course Objectives:

Candidates will:

1. Develop knowledge of the organization and operations of educational and/or therapeutic institutions.
2. Develop and utilize culturally sensitive strategies in psychoeducational assessments, consultation, therapeutic interventions, and program planning.
3. Participate in case conferences, multidisciplinary teaming sessions, and parent conferences.
4. Conduct all phases of psychoeducational evaluations including: a) the use and interpretation of curriculum-based assessments, intelligence, and achievement tests in a non-discriminatory manner, b) the use and interpretation behavioral, socio-emotional, and adaptive behavior assessment instruments, and c) the use and interpretation of informal evaluation procedures such as observations, interviewing, conferencing, and functional assessments.

5. Provide individual and/or group therapeutic interventions.
6. Consult with parents, teachers, and mental health professionals for the enhancement of effective therapeutic and/or academic interventions.
7. Demonstrate attitudes and behaviors that form the core conditions necessary for effective counseling relationships.
8. Demonstrate behaviors consistent with professional ethical standards.
9. Recognize and respond appropriately to professional abilities and limitations.
10. Apply knowledge of ethical and legal issues to relevant situations.

F. Methods of Instruction:

The practicum cohort group will consist of no more than 10 candidates. Alternate weekly sessions will be organized using seminar approach. Candidates will be expected to communicate their experiences in the practicum setting to other candidates and faculty. Feedback from others in the practicum will enhance candidates' perceptions and allow them to return to the practicum setting with new ideas. Planned activities such as grand-rounds style of case presentation, review treatment plans, examples of counseling and other interventions approaches, discussion of multidisciplinary team meeting, and additional instruction on specific topics will be decided upon in accordance with candidates' needs. In addition to the feedback sessions, candidates will meet individually with the professor (schedule to be determined). These meetings will focus upon individual supervision and feedback on the practicum experience and assignments.

G. Fall 2005 Course Outline and Assignments:

<u>Date</u>	<u>Topic / Assignment</u>
1. 9/01	Welcome and introduction
2. 9/15	SAVE Legislation Training Certification (Note: you must still take certification course for mandated reporting of suspected child abuse - offered through the Office of Continuing and Community Education, generally the first week of each semester) Review Goals for Practicum 1 Discussion of <i>A Mind at a Time</i> Chps. 1-3
3. 9/29	Overview of neuropsychological assessment Discussion of <i>A Mind at a Time</i> Chps. 4-6
4. 10/13	Present research on standardized assessment instrument Discussion of <i>A Mind at a Time</i> Chps. 7-9
5. 10/27	Present research on standardized assessment instrument Discussion of <i>A Mind at a Time</i> Chps. 10-11

6. 11/10 **Discussion of *A Mind at a Time* Chps. 12-13**
Grand rounds style case presentations

(No Class 11/24 - Happy Thanksgiving!)

7. 12/08 Course Debrief
Grand rounds style case presentations
Self-evaluations due and discussed
Supervisor evaluations due
Time logs due

(Note: The course outline and assignment schedule for EDU 806 will be provided in spring 2006.)

- Required minimum of two full days per week (approximately seven hours each day) in an actual school setting under the immediate supervision of a school psychologist in the field. Practicum hours must total 400 by the end of two semesters.
- Attendance and participation in ALL seminar and individual sessions is mandatory.

In addition to completing field placement hours and responsibilities, candidates will:

- (805) Research a standardized assessment instrument not covered in previous coursework (assigned or approved by instructor), and make a formal presentation to the practicum group:
 - i) demonstrate familiarity with the validity and reliability of this instrument.
 - ii) interpret data generated by this instrument and underscore the significance of these data in relation to diagnosis and treatment.
 - iii) suggest which presenting problems/diagnostic considerations this assessment instrument would be most helpful in evaluating.
 - iv) discuss the limitations of this assessment instrument including factors related to use with culturally diverse populations.
- (805) Present an actual case study in grand-rounds format to others in the practicum for feedback on their skills in assessment, intervention planning, counseling, consultation, and the directions one might take in future sessions. It is suggested, but not mandatory, that the candidate relate this case to relevant concepts from the selected course readings.

- (805 & 806) Students' home reading assignments are essential to the development of professional skills and the success of the weekly classes. Classes will be structured based on the assumption that candidates have read the material assigned for each class. To maximize learning, it is expected that candidates will be active participants in all class discussions and be prepared to relate to classmates how weekly reading assignments apply to their current field work. Each class, candidates' participation will be assessed in the following manner:
 3= demonstrates mastery of content / high level of engagement / active participation, contributes positively to the learning environment.
 2 = demonstrates mastery of content to a minimal level / somewhat passive participation.
 1 = mastery is not demonstrated / lacks participation / ill preparation/ absent from class.

Students assessed at a level "1" for any lab session will be permitted to demonstrate mastery of content via written analysis of the topic in question (minimum: three typed, doubled-spaced pages).

Achievement of a level "2" for **every** lab session (Pass) is required for completion of this course.

- (805 & 806) Candidates will maintain weekly documentation of practicum clock hours which will be signed by field supervisors on a monthly basis (time sheets provided).
- (805 & 806) A self-evaluation must be completed at the end of each semester using the "Self-Assessment of Professional Skills". Candidates will use this self-evaluation, along with feedback from peers, university faculty, and field supervisors as a basis for the final reflection with focus on establishing professional development goals for the subsequent semester.

- **(806) Mid-Point Examination:**

An important part of the School Psychology Program is the completion of the Mid-Point Examination which gives candidates the opportunity to demonstrate their ability to integrate and apply their skills and knowledge. *Candidates must pass the mid-point exam prior to internship placement.* The examination consists of an integrated Case Study write-up incorporating the following domains of school psychology practice:

a) Problem Formulation:

1. Initial referral
2. Psychosocial History
3. Informal interviews with multiple informants

b) Assessment:

1. Behavioral observations in multiple settings

2. Structured or standardized interviews with multiple informants
3. Normed assessments across various domains of functioning (cognitive, educational, language, social, emotional, behavioral,).
4. Functional behavioral assessment where appropriate.
5. Assessment data translated into utilitarian baseline data.

c) Consultation/Collaboration :

(With feedback from site supervisor, candidate will write a critique of their strengths and weaknesses in this process.)

1. Efforts and challenges in forming collaborative relationships.
2. Dissemination of assessment results and recommendations to parents, teachers, etc.
3. Where appropriate, recommendations will be made with regard to classroom management and/or parenting strategies.
4. Strategies to ensure treatment plan integrity.

d) Intervention*:

1. Educational: Development of an academic skills improvement plan OR IEP with specific rationale for selection of goals, objectives, and evaluation procedures.

OR

2. Behavioral or Psychosocial:

A critical analysis which details the following: The main part of the case analysis will consist of a detailed description of the intervention plan devised by the candidate to address the presenting problem. This will include the specific objectives of the intervention, the theoretical orientation and techniques used to facilitate success, strategies to assess progress, and any anticipated ethical issues. The conclusion of the analysis will include a discussion of the indicators the candidate would use to determine the child's readiness to terminate therapy and an appropriate plan for case closure.

*Interventions must be selected for high probability of success

e) Follow-up:

1. Discussion of the results/outcome data of intervention (changes in skills, behavior, self-reports of distress/satisfaction, etc.).
2. Progress compared with expected level.
3. If necessary, reformulation of hypothesis, goals, expectations, etc. OR
4. If appropriate, appropriate plan for case closure.

Grading Rubric for Mid-point Sections a-e

Excellent	Satisfactory	Unsatisfactory
The elements listed above are addressed in a comprehensive, thorough manner	The elements listed above are addressed in a manner which evidences a strong	The area lacks the totality of elements as defined above. And/ Or

congruent with a best-practice approach in professional school psychology.	conceptual foundation. However, applied mastery of related skills is not readily apparent, though may be developing.	The manner in which the elements are address is vague, underdeveloped, and/or not related to the intended standard.
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The entire comprehensive exam should be no more than 10 pages (double spaced, 12 point print) and a maximum of 20 pages in length. Criteria for grading are based on relevance of selected procedures and depth of consideration given to presenting issues. Exams will be graded pass/fail according to a rubric scoring system. (to be presented in class).

Pass = The candidate integrated knowledge and skills to potentiate a comprehensive assessment and treatment program.

Fail = The candidate did not demonstrated mastery in integrating knowledge and skills in responding to referral issues.

Note: The design of the mid-point evaluation was formulated to assess readiness of candidates to proceed to internship, but was also designed to assist candidates in preparing application for national certification. Candidates planning to apply for the NCSP credential should refer to the NASP website for additional information on the “Case Study in Intervention/Problem Solving”. Though the formats are congruent, they are not identical (e.g. The University requires inclusion of a standardized assessment instrument, while NASP does not, maximum length of pages differ, etc.).

H. Evaluation Process:

The final grade (S, U or I) will be determined by feedback from the candidate, the other practicum candidates, the on-site supervisor and the university professor. All class requirements must be submitted for feedback to be eligible for a passing grade.

Academic Integrity: I commit myself to do everything in my power to provide a fair and stimulating learning environment. You, however, must be equally committed to this goal by resisting the temptation to use the work of others and by informing me of any compromise to fairness of the environment. Cheating is considered to be a serious offence and if prevention attempts fail and cheating occurs, formal action may be taken, which may include dismissal form the class or the program.

Attendance Policy: Attendance in this course is required in order to receive a favorable grade. As expected with graduate level work, you will be in control of your attendance and your educational experience. This means you are responsible for motivating yourself to fulfill all of the requirements for successfully completing this class. I expect both myself and the students to be ready to begin at the designated time. It is distracting to me and to the students when someone enters the room after the lecture has begun. Again,

you are responsible for determining the weather conditions and planning appropriately to arrive on time.

Disability and Counseling Services: Any student eligible for and needing academic adjustments or accommodations because of a disability is requested to speak with the professor no later than the first two weeks of class. Students should also notify the Coordinator of Specialized Services located in Seton Hall of their particular situation and special needs. The university will make reasonable accommodations for persons with documented disabilities.

IMPORTANT REMINDER:

(You are required to have certification courses on mandated child abuse reporting / violence prevention prior to graduation. Plan for the courses on first week of classes in fall or spring semester. To register: call AHEAD to Continuing Education at 286-8181).

I. Bibliography:

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Baird, Brian N. (1999). The Internship, practicum, and field placement handbook: A guide for the helping professions (2nd Ed.). Upper Saddle River, NJ: Prentice Hall.

Bear, G.G., Minke, K.M. & Thomas, A. (Eds.) (1997). Children's needs II: Development, problems, and alternatives. Bethesda, MD: National Association of School Psychologists.

Bradley-Johnson, S. & Johnson, C.M. (1998). A handbook for writing effective psychoeducational reports. New York :ProEd.

Boylan, John C., Malley, Patrick B. & Scott, Judith (1995). Practicum and internship: Textbook for counseling and psychotherapy (2nd Ed.). Washington, DC: Accelerated Development.

Cottone, R. Rocco & Tarvydas, Villa M. (1998). Ethical and professional issues in counseling. Upper Saddle River, NJ: Prentice Hall.

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- Gibbs, J.T. & Huang, L.N. (Eds.) (1998). Children of color: Psychological interventions with culturally diverse youth. San Francisco: Jossey-Bass.
- Goh, D. (1997, June). New standards for testing released for public comment. Communiqué, p.33.
- Goldstein, S. & Reynolds, C.R. (1999). The handbook of neurodevelopmental and genetic disorders in children. New York: Guilford Press.
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- House, A.E. (1998). DSM-IV diagnosis in the schools. New York: Guilford Press.
- Jacob-Timm, S. & Hartshorne, T.S. (1998). Ethics and laws for school psychologists (3rd Ed.). New York: Wiley.
- Mash, E.J. & Barkley, R.A. (Eds.) (1998). Treatment of childhood disorders (2nd Ed.). New York: Guilford Press.
- Maxmen, J.S. & Ward, N.G. (1995). Essential psychopathology and its treatment (2nd Ed.). New York: W.W. Norton.
- Moline, Mary E., Williams, George T., Austin & Kenneth M. (1998). Documenting psychotherapy: Essentials for mental health practitioners. Thousand Oaks, CA: Sage Publications, Inc.
- Nastasi, B.K. (2000). School psychologist as health-care providers in the 21st century: Conceptual framework, professional identity, and professional practice. School Psychology Review, 29 (4), 540-554.
- National Association of School Psychologists. (1997). Professional conduct manual (3rd Ed.). Bethesda, MD: Author.
- Phelps, L. (Ed.) (1998). Health-related disorders in children and adolescents: A compilation of 96 rare and common disorders. Washington DC: American Psychological Association.
- Posavac, E.J. & Carey, R.G. (1997). Program evaluation: Methods and case studies (5th Ed.). Upper Saddle River, NJ: Prentice Hall.

Reschly, D. (2000). The present and future status of school psychology in the United States. School Psychology Review, 29 (4), 507-521.

Reynolds, C.R. & Gutkin, T.B. (Eds.) (1999). The handbook of school psychology (3rd ed.). New York: Wiley.

Sattler, J.M. (2001). Assessment of children: Cognitive applications (4th Ed.). LaMesa, CA: Author.

Sattler, J.M. (2001). Assessment of children: Behavioral and clinical applications (4th Ed.). LaMesa, CA: Author.

Shapiro, E. (2000). School psychology from an instructional perspective: Solving big, not little problems. School Psychology Review, 29 (4),560-572.

Sheridan, S.M. & Gutkin, T.B. (2000). The ecology of school psychology: Examining and changing our paradigm for the 21st century. School Psychology Review, 29 (4), 485-502.

Sternberg, R.J. & Grigorenko, E.L. (1999). Our labeled children. Reading, MS: Perseus Books.

Swerdlik, M.E. & French, J.L. (2000) School psychology training for the 21st century: Challenges and opportunities. School Psychology Review, 29 (4), 577-588.

Thomas A. & Grimes J. (Eds.), (1995). Best practices in school psychology: III (325-336). Washington DC: National Association of School Psychologists.

Young, M.E. (2001). Learning the art of helping (2nd Ed.). Upper Saddle River, NJ: Prentice Hall.

Additional resources will reflect needs specific to the seminar group and will be furnished accordingly.