

CPSE 678R - School Psychology Practicum

Spring 2014

Section 002: TBA TBA from 5:00 pm - 5:00 pm

Instructor/TA Info

Instructor Information

Name: Terisa Gabrielsen

Office Location: 340-A MCKB

Office Phone: 801-422-5055

Office Hours: Only By Appointment

Email: Terisa_Gabrielsen@byu.edu

Course Information

Description

This is an interdisciplinary practicum course that is designed to follow initial training in psychometrics and cognitive assessment (CPSE 647). Course content will consist of individual completion of psychoeducational assessment case that has been referred to the Comprehensive Clinic at BYU for other evaluation. Evaluations will be limited to intake, cognitive, achievement and adaptive measures, and screening measures for other indicated areas of function as needed. Cases will be conducted individually under the supervision of Terisa Gabrielsen, PhD, a licensed psychologist, with consultation of the students and supervisors of the clinic in which the referral originated. Some cases may involve clients already in treatment at the clinic. Others will be the first assessment of a client prior to assessment by students in the other programs. Case conference with the interdisciplinary team will be required before and after assessment. A psychoeducational report and feedback session with the client will be completed as the final steps in the case.

Prerequisites

Successful completion of CPSE 647, Psychometrics and Intellectual Assessment.

Learning Outcomes

CPSE 678R School Psychology Practicum

During the second year of training students participate in 300 hours of site-based experiences in K-12 school settings. Coursework during the second year of training aligns with practicum assignments. See the School Psychology Student Handbook, page 41, "Overview of Practicum" [http://education.byu.edu/cpse/documents/Handbook 2010-11 Sept 8.pdf](http://education.byu.edu/cpse/documents/Handbook%202010-11%20Sept%208.pdf).

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

CPSE 678R School Psychology Practicum – Assessment

- Synthesize assessment information -All Sections
 - Students will be able to synthesize assessment information (including test scores, background information, behavioral observations, etc.) into a written assessment report.Contributes to 4 program outcomes
- Explain assessment findings -All Sections
 - Students will be able to explain assessment findings in a way that is understandable to other mental health professionals, teachers, clients, and parents.Contributes to 5 program outcomes

•
Administer, score and interpret measures of intelligence -All Sections

· Students will be able to administer, score, and interpret multiple measures of intelligence, including those most commonly used in the field of psychology and school psychology.

Contributes to 5 program outcomes

Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%
T	0%

Participation Policy

For this practicum course, you will be expected to participate in a pre-case conference, at least one assessment session, a post-case conference, a feedback session, and possibly an intake session. For full credit in the course, you need to attend all of these sessions. There are no alternatives to this type of participation.

HBLL Course Reserve Readings

HBLL Course Reserve Readings
passowrd is gab678

Reporting Suspected Child Abuse

Reporting Suspected Child Abuse and Neglect

Child Abuse/Neglect Hotline 1-855-323-3237 (DCFS)

Toll free number in Utah: 1-800-678-9399

Based on current Utah law, all individuals—including school employees—who know or reasonably believe or suspect that a child has been neglected, or physically or sexually abused, must immediately notify the nearest police officer, law enforcement agency, or Department of Child and Family Protective Services (DCFS). Reporting suspected abuse/neglect to a principal, supervisor, school nurse or school psychologist does not satisfy the school employee's personal duty to report to law enforcement or DCFS.

All reports to the Utah Division of Child and Family Services remain strictly confidential. Any person making a report in good faith is immune from liability. Once a report is received, the case is assigned a priority depending on the seriousness of the abuse and the danger to the child.

It is not the responsibility of those reporting suspected abuse to personally investigate or prove abuse/neglect. It is not the responsibility of the person who is reporting the suspected abuse/neglect to determine whether the child is in need of protection. Investigations are the responsibility of the DCFS and local police.

During an investigation, school personnel must allow appropriate access to student records; must not make contact with parents/legal guardians of children being questioned by DCFS or local law enforcement; must cooperate with ongoing investigations; and must maintain appropriate confidentiality.

Failure to report suspected child abuse constitutes a class "B" misdemeanor and is punishable by up to six months in jail and/or a \$1,000 fine. For more specific information, refer to the following Internet link which offers a two-page handout for Utah educators. This information lists indicators of abuse.

http://www.preventchildabuseutah.org/cmsdocuments/ReportingAbuse_Educators.pdf

As a program, we expect our school psychology students to follow these guidelines. As challenging situations arise, seek support and guidance from field-based supervisors and department faculty. School psychology students are required to keep current with state law.

Class Schedule

The class schedule is subject to change. Any changes in the schedule will be sent out in the form of an announcement on Learning Suite that is sent to your email of record.

NASP Domains

Practices That Permeate All Aspects of Service Delivery

-

Domain 1: 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.

-

Domain 2: 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.

Direct and Indirect Services for Children, Families, and Schools

Student-Level Services

-

Domain 3: Interventions 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.

-

Domain 4: 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.

Systems-Level Services

-

Domain 5: 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.

-

Domain 6: 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 multitiered prevention, and evidence-based strategies for effective crisis response.

-

Domain 7: 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.

Foundations of School Psychological Service Delivery

-

Domain 8: 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.

•

Domain 9: 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.

•

Domain 10: 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.

APA Guidelines

Please refer to Learning Suite Content page:

APA Guidelines for the following statements and reports regarding APA standards for assessment and reporting. Committee on Psychological Tests and Assessment, American Psychological Association. (2007)

Recent developments affecting the disclosure of test data and materials: Comments regarding the 1996 Statement on the Disclosure of Test Data. Committee on Psychological Tests and Assessment American Psychological Association. (2007)

Statement on third party observers in psychological testing and assessment: A framework for decision making.

Assignments

Assignment Descriptions

Intake session (depending on case)

Due: Monday, May 12 at 11:59 pm

If your client has not yet had an intake session with the clinic (some of the clients who will not be assessed until the Fall may not have had an intake yet), please meet with the client for an intake session to determine the nature of the referral question.

Group Supervision

Due: Monday, May 12 at 11:59 pm

Supervision 2

Due: Monday, Jun 09 at 11:59 pm

Pre-case Conference

Due: Monday, Jun 09 at 11:59 pm

Assessment session(s)

Due: Monday, Jun 09 at 11:59 pm

You may need to schedule multiple assessment sessions, depending on the referral question. You may schedule during the day at the CCC or after school in the JFSB.

Supervision 1

Due: Monday, Jun 09 at 11:59 pm

Post-case Conference

Due: Monday, Jun 09 at 11:59 pm

Feedback Session

Due: Monday, Jun 09 at 11:59 pm

Report 3rd Review

Due: Tuesday, Jun 17 at 11:59 pm

Self Evaluation of Feedback skills

Due: Tuesday, Jun 17 at 11:59 pm

Self evaluation of assessment sessions

Due: Tuesday, Jun 17 at 11:59 pm

Report 2nd review

Due: Tuesday, Jun 17 at 11:59 pm

Report 1st Review

Due: Tuesday, Jun 17 at 11:59 pm

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 Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education

and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at 801-422-2130; the Honor Code Office at 801-422-2847; the Equal Employment Office at 801-422-5895; or Ethics Point at <http://www.ethicspoint.com>, or 1-888-238-1062 (24-hours).

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.