

CIEP 546
School Psychology
Specialty Practicum
Fall 2010
Corboy Law Center (CLC) 324

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Readings: To be determined by the student through the School Psychology Specialty Practicum Plan and as part of case presentations.

OVERVIEW OF THE COURSE

The School Psychology Specialty Practicum is an advanced practicum designed for doctoral level school psychology candidates, who will engage in supervised clinical experiences in applied settings and receive university-based supervision related to their cases through group supervision and case presentations. The goal of the Specialty Practicum is for students to obtain additional clinical experiences in applied settings following a year-long school-based practicum.

ACADEMIC HONESTY

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at:

http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

ACCESSIBILITY

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

HARASSMENT (BIAS REPORTING)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to

fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

CONCEPTUAL FRAMEWORK

The School of Education, as part of Loyola's Jesuit tradition, espouses the conceptual framework of *professionalism in service of social justice*, through its components of service, skills, knowledge and ethics. Within a social justice framework, professionals are prepared for advancing distributive justice. This course exemplifies social justice through gaining knowledge of scientifically-based academic and behavioral interventions that are appropriate and valid for the diverse populations of students and families served in schools. Students gain skills commensurate with professionalism in the service of social justice through the development of data-based decision-making and intervention planning skills in a multicultural context. Students also provide service to a wide range of schools through summarizing schoolwide data and making recommendations in an ethical and responsible manner, with a focus on needs of an increasingly diverse school population.

TECHNOLOGY

Technology is integrated into the course through review of schoolwide data that is assessed through school-based databases. These data are then used, interpreted and presented using presentation technology as part of a culminating case study.

DIVERSITY AND CULTURALLY COMPETENT PRACTICE

The development of professional skills and ethical data-based decision-making to meet the changing needs of a diverse population in public schools is a thread throughout the course and a mainstay of the school psychology program that is addressed through our core focus on the use of data-based decision making to facilitate socially just school psychology practice. We focus on the practice of culturally competent practice and sensitivity to diversity in work with other professionals (e.g., teachers, principals, and school service personnel) as well as students and families. Students are evaluated on their sensitivity to diverse populations during in-class exercises, in the completion of a reflection paper and in the case study project that involves the integration of schoolwide behavior and academic data.

SPECIALTY PRACTICUM PROCEDURES

The School Psychology Specialty Practicum is a two day a week commitment equaling 28 days in one semester for a minimum of 200 clinical hours. Students have the option of remaining in the clinical site for one academic year, depending on the needs of the clinical site and would subsequently accrue their clinical hours across the academic year. Often, students complete more hours than the minimum requirement, remaining in the site beyond one semester to gain additional clinical experiences. The practicum site must be approved by the university training director and can include schools, clinics, or hospitals. Onsite supervision is provided by a certified school psychologist or licensed psychologist, with a minimum average of two hours month supervision. University supervision is also provided by a school psychology faculty member who is also a certified school psychologist and licensed clinical psychologist.

It is the candidate's responsibility to find their Specialty Practicum site during the spring semester/summer prior to enrolling in the course. The candidate must consult with the university clinical training director prior to selecting a practicum to assess the types of clinical experiences that will be provided, the nature of the site, the nature of the supervision the student will receive and the fit of the student for the site. Once the site is secured and the Specialty Practicum student consults with the clinical supervisor, a tentative Specialty Practicum Plan is created, in which the activities that the student will engage in are described, as well as how the activities align with School Psychology Doctoral Program Goals and Objectives (described below). It is likely not possible for every doctoral program goal and objective to be addressed. However, the Doctoral Program Goals are used to guide the activities and are ultimately used as part of the evaluation procedures for the student.

Once at the site during the start of the semester, the candidate will finalize the proposed School Psychology Specialty Practicum Plan with input from the site supervisor and university supervisor. The final plan is to be based upon:

- relevant readings selected by the candidate and approved by the site supervisor and university supervisor;
- operationally defined specific activities/projects to be accomplished, aligned with selected Doctoral Program Goals and Objectives;
- a culminating Specialty Practicum Project that demonstrates how the student has built upon existing skills and demonstrated competence in the goals and objectives set forth in the School Psychology Specialty Practicum Plan.
- case presentations discussed during the Specialty Practicum course.

Following are the Doctoral Program Goals and Objectives. A subset of the goals and objectives should be used to create the activities within the School Psychology Specialty Practicum Plan, as well as the Culminating Specialty Practicum Project. Goal 1, objectives 3 and 4, as well as Goal 2, objectives 1-5 are the most relevant to this course. However, depending on the clinical site, it is possible that other goals will be relevant as well.

GOALS

Goal 1: To facilitate students' professional identity development as school psychologists and foster strong commitments to ethical guidelines and the provision of services within the context of a social justice orientation.

Objectives

1. Students will demonstrate knowledge of school psychology in terms of historical development, theoretical models, traditional and emerging roles and functions, current professional issues, and its scope of research and practice.
2. Students will demonstrate professional identities as school psychologists through their membership and participation in national, state, and local organizations.
3. Students will demonstrate knowledge of, and adherence to, ethical and legal guidelines in all aspects of their professional work.
4. Students will demonstrate knowledge of individual differences and the influence of social, cultural, racial/ethnic, experiential, socioeconomic, gender-related, and linguistic factors on development, behavior, and functioning. Students will use this knowledge to understand the school psychologist's role in serving diverse populations in diverse communities.

Goal 2: To provide students with in-depth training in evidence-based, data-driven practice from a social justice perspective using both direct and indirect service models.

Objectives

1. Students will demonstrate competence in psychological assessment and the development of related treatment recommendations with sensitivity to individual differences.
2. Students will demonstrate competence in the application of evidence-based counseling and mental health interventions.
3. Students will apply evidence-based consultation and collaboration skills.
4. Students will demonstrate competence in family-community collaboration.
5. Students will apply system-level and classwide interventions in diverse environments.

Goal 3: To train students in the scientist-practitioner model who are competent in the evaluation, production, and dissemination of research from a social justice perspective.

Objectives

1. Students will demonstrate competence in the critical review and evaluation of the psychological and educational research literature.
2. Students will demonstrate competence in research design, data analysis, and data interpretation.
3. Students will disseminate the results of their research to the profession and broader community. This includes presentation(s) of research findings at professional conferences and/or via publication(s) in peer-reviewed forums.

COURSE REQUIREMENTS

1. Two days a week of onsite experience (28 days) across one or two semesters;
 - a. Documented by a log, student's personal calendar, and a monthly reflective journal, based on clinical work in an approved applied setting.
 - b. The university School Psychology Specialty Practicum supervisor must pre-approve the site and content of the School Psychology Specialty Practicum.
2. Onsite supervision provided by a certified school psychologist, licensed clinical psychologist, or a licensed mental health professional with a minimum average of two hours a month supervision;
3. University supervision/coordination provided by the School Psychology Specialty Practicum class instructor/supervisor, inclusive of weekly class attendance to obtain university-sponsored group supervision.
4. A School Psychology Specialty Practicum Plan written by the student with input from the site supervisor and university supervisor/ordinator, which contains the following components (10% of grade):
 - a. Is based upon the Doctoral Program Goals and Objectives, as outlined in this syllabus
 - b. Includes relevant readings selected by the student and approved by the site supervisor and university supervisor/ordinator
 - c. Operationally defines specific activities/projects to be accomplished
 - d. Incorporates a culminating project to be completed by the student, approved by the university and clinical supervisor, and is aligned with one or more Doctoral Program Goal and Objective.
5. Two case presentations completed in class, along with distribution of 1-2 related readings to the class at least one week prior to the presentation (20% of grade)
6. Submission of a final culminating project that is tied to the Specialty Practicum Plan, the Doctoral Program Goals and Objectives, and determined and approved by the university and on-site supervisors and student. (20% of grade)

EVALUATION PROCEDURES

The student will be evaluated on the quality of work products by both the site supervisor and university supervisor/coordinator. The site supervisor's recommendation will constitute 50% of the final grade, based on site visits and evaluation data and the other 50% of the grade will be university-based and tied to the course requirements described above.

SITE VISITS

There will be two site visits during the semester. The first will occur at the beginning of the term, the second will occur near the end of the term.

The first meeting will provide an opportunity to review and approve your School Psychology Specialty Practicum Plan and answer any questions that arise. The focus will be on the goals you have devised, the activities and projects that you anticipate, the process of evaluation and supervision, the contributions that you would like to make during your practicum experience, and identify areas for professional growth.

The second meeting will focus on the practicum experience. This will be an opportunity to review your learning goals and how well you accomplished them, to solicit and offer feedback on the supervision process and relationship, to get an overall written and oral evaluation of the experience (from both you and your supervisor), and to assess the growth and development you and your supervisor believe resulted from the practicum.

SEMINAR ACTIVITIES

Every week throughout the semester, a seminar will be held with the students in order to discuss common experiences, field-site observations, as well as issues and concerns and for case presentation to occur. Students presenting information are expected to provide 1-2 articles for the class prior to meeting. These seminars will provide students with opportunities to assist each other in evaluating selected issues, problems they may be experiencing at the field site, as well as for university supervision to occur. For discussions to be productive and helpful, we must agree that all conversations held in the seminar are confidential. Additionally, the seminars may be used by students to explore with invited practitioners and /or faculty a variety of topical issues.

CLASS SCHEDULE

Date	Content/Topic	Assignment Due
9/1/11	Introductions/Syllabus/Discussion of Specialty Practicum Plan; Discussion of Sites, and Case Presentation Assignments	None

9/8/11	In-Class Work on Specialty Practicum Plan; Completed Draft of Specialty Practicum Plan	Draft of Specialty Practicum Plan
9/15/11	Case Presentation #1; Discussion of Sites, Supervision; Review of Reading Materials	
9/22/11	Case Presentation #2; Discussion of Sites, Supervision; Review of Reading Materials	Completed Specialty Practicum Plan
9/29/11	No Class	
10/6/11	Case Presentation #3; Discussion of Sites, Supervision; Review of Reading Materials	
10/13/11	Case Presentation #4; Discussion of Sites, Supervision; Review of Reading Materials	
10/20/11	Case Presentation #5; Discussion of Sites, Supervision; Review of Reading Materials	Log Due (updated to date)
10/27/11	Case Presentation #6; Discussion of Sites, Supervision; Review of Reading Materials	
11/3/11	Case Presentation #7; Discussion of Sites, Supervision; Review of Reading Materials	
11/10/11	Case Presentation #8; Discussion of Sites, Supervision; Review of Reading Materials	
11/17/11	Case Presentation #9; Discussion of Sites, Supervision; Review of Reading Materials	
11/24/11	Case Presentation #10; Discussion of Sites, Supervision; Review of Reading Materials	Final Culminating Project
12/1/11	Case Presentation #11; Discussion of Sites, Supervision; Review of Reading Materials	
12/8/11	Case Presentation #12; Discussion of Sites, Supervision; Review of Reading Materials	Submission of Final Logs