

University of Texas at Austin
Practicum in School Psychological Services
Spring 2015 EDP 389H Unique #10630
SZB 435
Monday 1:00-4:00 PM

Instructors: Lisa Lasater, Ph.D., L.S.S.P., Licensed Psychologist; Licensed Specialist in School Psychology
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Office hours by appointment

Assigned Reading: School Psychology Program (2013). School psychology program school-based practicum handbook. The University of Texas at Austin: Author.

Readings as assigned

Optional Texts: Thomas, A., & Grimes, J. (Eds.). (2008). Best practices in school psychology V. Bethesda, MD: National Association of School Psychologists.

Course Description: According to the School psychology program school-based practicum handbook, the description of the course is as follows: *Psychological Services in the Schools Practicum II & III* is a yearlong experience completed during the fall and spring semesters of second year. Students are expected to complete 150 hours each semester in the school setting under supervision, for a total of 300 hours over the entire school year (approximately 10-12 hours per week).

During the *spring semester* students will continue to develop their skills sets and expand their roles at their individual sites. The goal of the spring semester is for students to take on more responsibilities and to integrate their assessment data to design empirically based instructional, behavioral, or counseling interventions. Nature of cases will depend on the individual site and site supervisor's caseload. While some of the student cases may involve assessment only, it is highly recommended that some identified cases also involve a multi-faceted assessment and included intervention and/or consultation. Supervision will continue to be both by the assigned site-supervisor and university-based supervisor.

Course Objectives: Expected learning outcomes as defined in The School psychology program school-based handbook for this course are identified below:

- Prepare students to be self-aware, reflective practitioners, able to effectively monitor their beliefs and personal experiences as applied to professional practice.
- Prepare students to provide developmentally and culturally sensitive, ecologically valid, and integrated educational and psychological interventions in schools, families, and other systems.
- Prepare students to be able to identify the early signs of educational, psychological and behavioral health difficulties and to be able to intervene so that they prevent negative developmental outcomes.
- Prepare students to help educators and other caregivers acquire the knowledge and competencies needed to promote healthy development and educational attainment in youths and families.

Class Attendance: Students are expected to attend every class, and to be on time. At the graduate level, students are responsible for monitoring their own attendance. However, it will be impossible to learn the material and to complete all assignments without attending class. It is understandable that emergencies or circumstances arise which will cause a student to miss or be late. It is the responsibility of the student to determine what they missed in class and to get all assignments or notes from other students or Blackboard. Students should notify the professor as soon as possible of the reason for the absence.

Accommodations: If you have a medical, psychiatric, or learning disability and require accommodations in this class, please let the instructor know as soon as possible, or as soon as you are eligible. Documentation will have to be provided to the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259, <http://www.utexas.edu/diversity/ddce/ssd/>. The University of Texas upholds the standards for Compliance set forth in the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Students needing special services for requirements assigned in EDP 389H Unique #10630 should inform the instructor of such needs.

Academic Honesty: All students should abide by the UT Honor Code (or statement of ethics): <http://registrar.utexas.edu/catalogs/gi09-10/ch01/index.html>). "The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community."

Self Care: Please be careful about personal disclosures during class discussions. Your confidentiality cannot be assured, and your disclosures might make your classmates uncomfortable. If you use relatives or friends as examples, please protect their privacy by not revealing identifying information about them (e.g., their names, their relationship to you, etc.). Please monitor your reactions to the course material. If you become personally distressed in response to course content, please notify the instructor and seek support from a therapist on campus, or in the community, if needed. Should you become emotionally upset by course content, you may leave class to take a break without explanation or penalty.

Grading: Graduate students at this level are expected to produce 'A' work, with an occasional 'B,' and a rare 'C.'

Grades for this practicum are based on successful completion of practicum requirements and turning in required documents on-time. Grades will also reflect attendance to site and attendance to practicum seminar. The on-site supervisor in conjunction with the University supervisor will evaluate students at the end of each semester. During the university seminar, there will be required assignments that will also contribute to the grades in this course.

The following are examples of behavior that could result in reduction in letter grade and when necessary require the student to be put on a written plan to make necessary improvements to continue in the program: poor attendance, not turning in assignments/required documents, ignoring or disregarding ethical and legal guidelines, not completing assigned tasks by site supervisor in a timely manner or disregarding timelines, inappropriate or disrespectful behavior towards the site supervisor, lack of communication with the site supervisor. Attendance to practicum sites should be a priority for students. Most site supervisors expect regular and consistent attendance.

If the student fails to meet practicum requirements or demonstrate significant problems with professional behavior related to practicum, the student may be required to retake the practicum to earn course credit.

A grade of 'I' (incomplete) may be given only in exceptional cases in which **extenuating circumstances** that occur in the last 10 days of the semester interfere with the completion of final course work. For consideration by the instructor, the student must request a grade of 'I'. However, a grade of 'I' is given at the sole discretion of the instructor, and with the approval of the dean or program director. Work must be completed, and the grade received in the office of the registrar by the appropriate due date (and timeline). Otherwise, a grade of 'F' will be entered on the transcript.

Case Presentation Each student will choose a case of interest to him/her and present the case to the class (see guidelines provided). The presentation will be at least 30 minutes in length. In order to receive full credit, students must provide a hard or electronic copy of the presentation to the instructor. **(Feedback and completion grade)**

TF-CBT Web Each student has the option of completing the TF-CBT web-based learning course. *In order to access the online TF-CBT training, go to: <http://tfcbt.musc.edu/> and register.*

Schedule for School Psychology Practicum, Spring 2015

Date	Topic	Assignment Due; Readings
01/26	<p>Introductions; Discussion of class structure and organization</p> <p>Developmental Foundations and Introducing Services, Assessment and Diagnosis and How this translates to Services in the Schools</p> <p>Discussion of Case Conceptualizations/Presentations</p>	
02/02	<p>Neurodevelopmental Disorders</p> <p>Autism Assessment</p> <p>Play-based Assessment</p>	Readings as Assigned
02/09	<p>Special Education Law</p> <p>Working with parents in the schools:</p> <p>Parenting & Child Development</p> <p>Emotion Coaching & Limit Setting</p>	Readings as Assigned
02/16	Cognitive Behavioral Therapy in schools	Readings as Assigned
02/23	NO SEMINAR – Go to Sites	
03/02	Play Therapy in schools	Readings as Assigned
03/09	<p>Interpersonal Therapy Techniques & Transference/Countertransference in schools</p> <p>Group Counseling Techniques and Curriculum</p>	Readings as Assigned
03/16	NO CLASS – SPRING BREAK	
03/23	NO SEMINAR – Go to Sites	
03/30	<p>Child Abuse, Juvenile Sexual Offending, Domestic Violence, & Divorce</p> <p>Crisis Intervention</p>	Readings as Assigned
04/06	Counseling as a related service and IEP goals	Readings as Assigned
04/13	NO CLASS – EASTER BREAK	
04/20	Topic TBA	

04/27	NO SEMINAR – Go to Sites	
05/04	Topic TBA	

NOTE: Instructor reserves the right to make changes to the course schedule or syllabus – the general policies and learning objectives will not change. Instructor will provide advance notice of changes.

Practice Resource Websites

Association for Behavioral and Cognitive Therapies: <http://www.abct.org/home/>
SAMHSA's National Registry of Evidence-based Programs and Practices: <http://www.nrepp.samhsa.gov/Index.aspx>
DBT: <http://behavioraltech.org> ; <http://www.linehaninstitute.org> ; <http://faculty.washington.edu/linehan/>
PCIT: <http://pcit.php.ufl.edu> ; <http://www.pcit.org>
TF-CBT: <http://www.nctsn.org> ; <http://tfcbt.musc.edu>
General Info Families: <http://www.aboutourkids.org/families> ; <http://www.childmind.org/en/get-information/>
National Association of School Psychologist: <http://www.nasponline.org>

A Sampling of Recommended Books

Axline, V. M. (1986). *Dibs in search of self*. New York, NY: The Random House Publishing Group.

Barkley, R. (2000). *Taking charge of ADHD: The complete authoritative guide for parents (Revised ed.)*. New York, NY: The Guilford Press.

Beck, J.S. (2011). *Cognitive behavior therapy: Basics and beyond (2nd ed.)*. New York: The Guilford Press.

Cohen, J., Mannarino, A. P., & Deblinger, E. (2006). *Treating trauma and traumatic grief in children and adolescents*. New York, NY: The Guilford Press.

Conterio, K., Lader, W., & Bloom, J. K. (1998). *Bodily harm: The breakthrough healing program for self-injurers*. New York, NY: Hyperion.

Crosson-Tower, C. (2005). *Understanding child abuse and neglect (8th ed.)*. Boston: Pearson Education.

Gil, E. (1991). *The healing power of play*. New York: The Guilford Press.

Goleman, D. (2006). *Social intelligence: The new science of human relationships*. New York, NY: Batnam Books.

Gottman, J. & Declaire, J. (1997). *Raising an emotionally intelligent child*. New York, NY: Simon & Schuster Paperbacks.

Huberty, T.J. (2012). *Anxiety and depression in children and adolescents: Assessment, intervention, and prevention*. New York: Springer.

Karen, R. (1994). *Becoming attached: First relationships and how they shape our capacity to love*. New York, NY: Oxford University Press.

Landreth, G. L. (2002). *Play therapy: The art of the relationship*. New York, NY: Brunner-Routledge.

March, J. S., & Friesen, K. M. (1998). *OCD in children and adolescents: A cognitive-behavioral treatment manual*. New York, NY: The Guilford Press.

McKay, M., Wood, J. C., & Brantley, J. (2007). *The dialectical behavior therapy skills workbook: Practical DBT exercises for learning mindfulness, interpersonal effectiveness, emotion regulation, & distress tolerance*. Oakland, CA: New Harbinger Publication, Inc.

Mufson, L., Dorta, K. P., Moreau, D., & Weissman, M. M. (2004). *Interpersonal psychotherapy for depressed adolescents* (2nd ed.). New York, NY: The Guilford Press.

Najavitis, L. M. (2002). *Seeking safety: A treatment manual for PTSD and substance abuse*. New York, NY: The Guilford Press.

Nelsen, J. (2006). *Positive discipline*. New York, NY: Ballantine Books.

Oaklander, V. (2006). *Hidden treasure: A map to the child's inner self*. London: Karnac Books.

Oaklander, V. (2007). *Windows to our children*. Gouldsboro, ME: The Gestalt Journal Press.

Pearlman, M.Y., Schwalbe, K.D., & Cloitre, M. (2010). *Grief in childhood: Fundamentals of treatment in clinical practice*. Washington, DC: American Psychological Association.

Phelan, T.W. (2010). *1-2-3 magic: Effective discipline for children 2-12* (4th ed.). Parentmagic, Inc.

Purvis, K. B., Cross, D. R., & Sunshine, W. L. (2007). *The connected child*. New York, NY: McGraw Hill.

Siegel, D. J. (2013). *Brainstorm: The power and purpose of the teenage brain*. New York, NY: Penguin Group.

Siegel, D. & Bryson, T.P. (2011). *The whole-brain child: 12 revolutionary strategies to nurture your child's developing mind*. New York, NY: Bantam Books.

Sunderland, M. & Engleheart, P. (1997). *Draw on your emotions*. Milton Keynes, UK: Speechmark Publishing Ltd.

Sunderland, M. & Armstrong, N. (2008). *Draw on your relationships*. Milton Keynes, UK: Speechmark Publishing Ltd.

Teyber, E. (2006). *Interpersonal process in therapy: An integrative model*. Belmont, CA: Thomson Higher Education.

Yalom, I. D. (2002). *The gift of therapy: An open letter to a new generation of therapists and their patients*. New York, NY: HarperCollins Publishers.

Weisz, J.R. & Kazdin, A.E. (2010). *Evidence-based psychotherapies for children and adolescents* (2nd ed.). New York, NY: The Guilford Press.

Children's Books

American Psychological Association's Magination Press:

http://www.apa.org/pubs/magination/index.aspx?utm_source=Publishers+Weekly's+Children's+Bookshelf&utm_campaign=280cefd00b-UA-15906914-1&utm_medium=email

Brown, L. K. (1986). *Dinosaurs divorce*. Boston, MA: Atlantic Monthly Press.

Holmes, M. M. & Pillo, C. (2000). *A terrible thing happened*. Washington, D.C.: Magination Press.

Karst, P. & Stevenson, G. (2000). *The invisible string*. Marina del Rey, CA: Devorss & Co.

Thomas, P. (2000). *I miss you: A first look at death*. Hauppauge, NY: Barron's Educational Series, Inc.

SPRING PRACTICUM REQUIREMENTS

Requirement	Date Completed	Assignment Submitted	Notes
ASSESSMENT			
Observe Autism team assessments			
Complete 1-2 Autism assessments with team (Assessment and write-up)			
Observe Play-Based Assessment			
Complete 1-2 Autism assessment with team (Assessment and write-up)			
Complete 1-2 Social Emotional Assessments and/or LD, ID or OHI assessments			
Present assessment results at an ARD meeting			
COUNSELING			
Participate as co-leader in group counseling			
Take 1-2 counseling cases as appropriate			
MEETINGS and CONSULTATION			
Attend Student Support Meeting and determine procedure for how students are referred for Special Education Assessment			
Attend School Parenting Meeting with LSSP/Social Worker/Behavioral Specialist/Parent Liason			
Attend MD ARD meeting and help prepare for the meeting			
Observe student and provide feedback to teacher and/or LSSP supervisor – may help to prepare FBA			
Assignment for FAMILY SYSTEMS Class (Discuss with both supervisors first)			