

University of Texas at Austin
Practicum in School Psychological Services
Fall 2016 EDP 383 E
SZB 518C
Tuesday 9:00 AM -12:00 PM

Instructor: 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). The goal of the fall semester is for students to become acclimated to school systems. Students' will initially observe their site supervisor and gradually participate in assessments and interventions while the site supervisor monitors and observes their skills. Students will also participate in an ongoing seminar addressing professional issues related to practicum with their university-based supervisor. Students must have successfully completed the first practicum course in this series in order to continue with the school-based practicum sequence. Role-plays, supervision in small group and guest speakers will be utilized in this course.

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.

Course Requirements:

- **Direct Hours:** As outlined in the Practicum Handbook, Doctoral students are expected to spend 8-10 hours a week on-site at practicum and master students are expected to spend 12-15 hours a week on-site at practicum. Practicum students will engage in a minimum of 100 hours (doctoral) or 150 hours (masters) of supervised field experience and complete all required paperwork documenting this experience. Students should plan on spending "face time" at the practicum site each week, but can also count hours not at the site that are related to practicum experience (e.g., writing a report, reading a test manual, etc.). This may be scheduled in a way that works best for the student and site supervisor. Students will complete an hours log to document their experiences.
- **Reflections:** Additionally, students will maintain personal accounts of their practicum experiences, reflections, and questions that may arise as they work with students and educators in the schools. The purpose of the writing is to promote reflective thought during the practicum process and to facilitate supervision by documenting

questions and concerns that arise in field placements. Reflections are required and will be shared with the supervisor as appropriate. All information in these reflections will be treated as confidential. During the first class meeting, the entire class will determine if they want these reflections to be private or shared with classmates.

- **Write-ups Required Experiences:** Please see the Practicum Handbook for list of required experiences and use the last page of this syllabus to track your progress. Students are required to complete brief “write-ups” about each required experience. Assignments with content to cover in these write-ups can be found on CANVAS under *Assignments*. If your assigned site cannot provide you with one of these required experiences please consult instructor on a replacement assignment. It is recommended that students attend as many ARD meetings as possible during the practicum year.
- **Write-ups Recommended Experiences:** Students are required to complete brief “write-ups” about three recommended experiences. Assignments with content to cover in these write-ups can be found on CANVAS under *Assignments*. It is recommended that students get as many of these experiences as possible, but they are only required to complete Write-ups for 3.
- Turn in the following documents by September 09, 2016:
 - Student/Site Supervisor Memorandum of Agreement Form with Copy of Site Supervisor’s current license
 - Updated copy of Malpractice Insurance
- Turn in the following documents by December 02, 2015:
 - Hours Log (must be signed by site supervisor)
 - Student Rating Scale (one copy completed by site supervisor and one copy completed by student)
 - All samples of work products (de-identified) – e.g., assessment reports, Functional Behavior Assessment, consultation projects

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 coursework. 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)**

Schedule for School Psychology Practicum, Spring 2016

Date	Topic	Assignment Due; Readings
08/30	<p>Introductions; Discussion of class structure and organization</p> <p>Introduction to the Full Individual Evaluation (FIE)</p>	<ul style="list-style-type: none"> • Use your assessment from Practicum I and write the assessment into a Full Individual Evaluation (FIE) • Create realistic school observations if you were not able to observe in the schools. • Does this student need an FBA or BIP? • Due on 09/02
09/06	<p>FIE – Improving the FIE</p> <p>Cross Battery as applied to the schools</p> <p>Differences between the FIE and the Clinical Psychological Assessment</p> <p>Legal cases with the FIE</p>	<p>Discussion of FIE assignment in class – possible presentation of findings</p> <p>Readings as Assigned</p>
09/13	<p>Special Education 101</p> <p>Special Education Law</p> <p>504 vs. Special Education</p> <p>Eligibilities for 504 and Special Education</p>	Readings as Assigned
09/20	<p>Functional Behavioral Analysis</p> <p>Behavior Intervention Plans</p>	Readings as Assigned
09/27	<p>Neurodevelopmental Disorders</p> <p>Where does Traumatic Brain Injury fit in within the schools?</p> <p>Autism Assessment</p>	Readings as Assigned
10/04	<p>Autism Assessment Continued</p> <p>Play-based Assessment</p>	Readings as Assigned
10/11	Social Emotional Assessment and how it pertains to the eligibility of Emotional Disturbance, Autism, Other Health Impaired – Differentiating between these eligibilities	Readings as Assigned
10/18	The FIE is complete, the Individual Educational Program (IEP) is in place, what do services really look like? Goals, Schedule of Services and Related Services	Readings as Assigned

10/25	Positive Behavior Support in all Formats Tribes; Restorative Justice; others	Readings as Assigned
11/01	Working with supervisors/school personnel and parents within the school setting	Readings as Assigned
11/08	Ethics and School law – when ethical and legal bump up against each other – your license says one thing and your district or agency says another.	Readings as Assigned
11/15	Counseling as a related service and counseling with students for RTI purposes within schools Group counseling	Readings as Assigned
11/22	NO CLASS – Thanksgiving	
11/29	Evidence Based supervision practices and other topics as suggested by the class LAST CLASS DAY	Readings as Assigned

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.

FALL PRACTICUM REQUIREMENTS

Requirement	Date Completed	Assignment Submitted	Notes
ASSESSMENT			
Observe Autism team assessments			
Observe Play-Based Assessment			
Complete 1-2 full Cross Battery (full psychoeducational assessment (initial or reevaluation – LD, ID or OHI) including report writing			
Complete 1-2 Social Emotional Assessments and/or LD, ID or OHI assessments – may be better utilized in the spring practicum course			
Present assessment results at an ARD meeting			
MEETINGS and CONSULTATION			
Attend Student Support Meeting and determine procedure for how students are referred for Special Education Assessment			
Observe Current LSSP, diagnostician or Special Education Coordinator in IEP meetings, etc (as many as possible)			
Attend an assessment staff meeting or if at a smaller school (and it is applicable), attend a faculty professional development			
If applicable, observe self-contained or resource classroom, can include structured learning or PPCD			
If applicable, observe Alternative Educational Placement			
Attend School Parenting Meeting with LSSP/Social Worker/Behavioral Specialist/Parent Liason			
Attend Manifestation Determination ARD meeting			
Attend a transition planning meeting/ARD meeting			
Observe student and provide feedback to teacher and/or LSSP supervisor – may help to prepare Functional Behavioral Assessment and/or Behavior Intervention Plan			
Complete a consultation case if applicable for your site			
COUNSELING			
Participate as co-leader in group counseling			
Take 1-2 counseling cases as appropriate			