



PSY 691

CLINICAL PRACTICUM IN PSYCHOLOGY

COURSE SYLLABUS: Spring 2024

INSTRUCTOR INFORMATION

Instructor: Kendra Saunders, Ph.D., Assistant Professor of School Psychology

Office Location: Henderson 234

Office Hours: Tuesday 11:00am-3:00pm (Online via Zoom); by appointment

University Email Address: Kendra.Saunders@tamuc.edu

Preferred Form of Communication: University Email

Communication Response Time: Via university email within 48 business hours. Class

Meeting: Mondays 5:30pm – 6:45pm (Online via Zoom)

Course Description

The major goal of the school-based practicum is to provide an integrated and coordinated series of learning experiences that will serve students with opportunities to: (a) practice and expand on previously held knowledge and learned skills; (b) develop new skills and knowledge; and (c) experience personal and professional growth and development. Through these experiences students will be contributing to their professional growth in becoming a competent school psychologist. Practicum students can expect to assist in serving various student populations, families, care providers, and school personnel (i.e., teachers, counselors, diagnosticians, others).

Student Learning Outcomes

1. Develop knowledge and skills in delivering services
2. Develop and demonstrate a commitment to evidence-based intervention procedures
3. Consult and collaborate across settings and care-providers
4. Receive exposure to a diversity of academic and behavioral concerns, student demographics, and students' special needs within the school environment
5. Develop knowledge related to academic, behavioral, and social emotional/mental health concerns within the school environment
6. Demonstrate a commitment to diversity and individual differences
7. Apply ethical decision making to work and research activities

The syllabus/schedule are subject to change.

8. Develop an appreciation for school related research

Links to the NASP 2020 Domains of Practice

Domain 1: Data-Based Decision Making-- School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Domain 2: Consultation and Collaboration-- School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

Domain 3: Academic Interventions and Instructional Supports-- School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

Domain 4: Mental and Behavioral Health Services and Interventions-- School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social-emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

Domain 5: School-Wide Practices to Promote Learning--School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

Domain 6: Services to Promote Safe and Supportive Schools--School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

Domain 7: Family, School, and Community Collaboration--School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

Domain 8: Equitable Practices for Diverse Student Populations--School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

Domain 9: Research and Evidence-Based Practice--School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

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. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decisionmaking; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Using the learning management system, using Microsoft Word and Google Drive and Google Docs, using presentation and graphics programs.

Instructional Methods

This course will include a mixed methods of instruction including discussion, instructor led group supervision, student led presentations, and attendance at professional development sessions. Since this is a field based course, classes will meet to discuss experiences in the field as well as cover hot topics in the field to ensure further professional development. At times, individual meetings will be more appropriate.

Student Responsibilities or Tips for Success in the Course

Regularly logging into the course website, organization of final paperwork, and regular communication with the instructor to ensure that the student is meeting requirements and making progress.

GRADING

Final grades in this course will be based on the following scale:

| Assignments | Points Possible |
|--|------------------------|
| Monthly Hour Logs (5 submissions) | 50 |
| Written Reflections (3 submissions) | 30 |
| Consultation Report (1 submission) | 20 |
| Comprehensive Report (1 submission) | 20 |
| Practicum Case Presentation (1 submission) | 25 |
| A/I Presentation (1 submission) | 25 |

The syllabus/schedule are subject to change.

Evaluations (2 submissions) 30

Total Points Possible 200

A = 180-200

B = 160-179

C = 140-159

D = 120-139

F = 119 or Below

Assessments

School/Clinical Experiences: Credit for the three semester hours requires the student to work **150 clock hours in a school environment**. An appropriately credentialed site supervisors and the university supervisor conducts supervision of the student practitioners. *Please note that practicum students are expected to remain at their practicum placement until the end of the academic school semester regardless of the number of hours completed unless otherwise given permission by their filed supervisor. A practicum student may not accumulate hours outside of the academic semester.*

****Please note these hours are separate from job responsibilities if the student is placed within their district of employment.***

| Content Area/Log Code | Minimum Hours Required |
|---|------------------------|
| Supervision (S) | 30 |
| Academic Supports (AS) | 15 |
| Professional Practice (PP) | 15 |
| Preventive and Responsive Services (PRS) | 15 |
| Diversity in Development and Learning (DIV) | 15 |
| Consultation & Collaboration (CC) | 15 |
| Family-School Collaboration (FSC) | 15 |
| Research and Program Evaluation (RPE) | 10 |
| Mental Behavioral Health Services (MBH) | 10 |
| School-wide Practices to Promote Learning (SWP) | 10 |
| Grand Total | 150 |

Monthly Hour Logs (5 x 10 pts): To keep track of your hours and activities all students will turn in electronic hour logs at the **end of each month** with the final comprehensive log due prior to end of the semester (see course calendar for dates). On these progress reports you will keep track of hours and the type of activities you have been engaged in during the month. The end of semester summary log, signed by your supervisor, will also be required.

Written Reflections (3 x 10 pts): One important way to benefit from the practicum experience is to take time to write about the experience. The goal of this assignment is to stop at regular intervals to think about what you are doing and how you are developing as a school psychologist. It is a way for you to assess your practicum experience and what you are learning. For the first

two reflections, you will decide what to write about in your reflection. You will reflect on what you are experiencing in the field, and any connections you are making. *For the final reflection, you will discuss your thoughts and learning process about your comprehensive assessment case. Please answer the following questions: 1) How was this case the similar or dissimilar from your case studies in class? 2) What parts were more challenging than expected? 3) What parts were easier than expected? 4) Did the final eligibility decision/recommendations make sense to you? Explain your thought process. 5) What was your main take-away from this process, and how will it impact your future case planning and procedures? Each reflection should be at least two double spaced pages.*

Consultation Report (20 pts): Students must write 1 consultation case report (parent or teacher). The purpose of the report is to demonstrate your ability to engage in a consultative relationship to address a parent/teacher concern. More information about this assignment is on D2L.

Comprehensive Report (20 pts): Students must work with their supervisor and assist with one case report, to be submitted near the end of the semester. The report can be in any format that is used by your practicum site, but must include all major sections (reason for referral, instruments used, background information, interviews/observations, assessment results, summary, eligibility findings, and recommendations). Signatures are not required. This case can either be academic, behavioral, or emotional. *This may be the same case as the Practicum Case Presentation.* As a reminder, the submitted report must have all identifying information removed (including student, parent, teacher, school names and other potentially identifying information) using initials or a pseudonym. The purpose of the report is to demonstrate your ability to engage in all aspects of an integrative assessment case.

Practicum Case Presentation (25 pts): In group supervision each school psychology student will present (PowerPoint) on one case at practicum in which you are engaged this semester. Select cases and/or activities in which you are centrally involved and have been given significant responsibilities. All students should plan to conduct at least one Assessment Case (see additional details below). In addition, all students should also engage in at least one of the following: intervention case (group or individual), consultation, professional development, systems change project, or something else suggested by the student and approved by the instructor (see additional details below). Students may utilize their presentation time to explore any of the above activities. ***For class presentations be sure that all identifying information is removed (including student, parent, teacher, and school names and other potentially identifying information).*** You are STRONGLY ENCOURAGED to present at an “in-progress” point of the case or project to maximize the value of the group supervision time.

Assessment Case

Through this presentation you must demonstrate a scientific approach to your practice. This includes providing information on the presenting problem and referral questions, potential hypotheses, methods used to answer these questions, and final conclusions (if available by presentation time). The presentation must include background/interview data, cognitive/IQ testing, educational/achievement, social/behavioral or developmental

assessment, statement of SPED eligibility, and recommendations. Use of tables to show scores is encouraged. ***This presentation must incorporate A MINIMUM of 4 measures.***

Intervention Case (group or individual)

Similar to your assessment case, this presentation should demonstrate a scientific approach to your practice. This includes providing information on the presenting problem, systematic data collection to understand the nature of the problem, rationale for use of particular intervention, systematic assessment of the impact of the intervention, and any recommendations for revisions. The intervention case presentation should include a section describing the problem, the initial assessment of problem/baseline data, rationale for intervention selected, assessment of intervention effectiveness, and recommendations for changes to the intervention (if appropriate).

Professional Development/Systems Change Project

Part of your role as a school psychologist will be to serve as a resource to other professionals with whom you work. Depending on the needs of your system and your own professional expertise and interests, this can be accomplished in several ways.

- One means with which you already have experience is in providing professional development through educational in-services or a series of recommended practices handouts. Individually or in groups you may develop some form of professional development on educational or psychological issues for the other professionals with whom you work. The presentation for the in-service project should be an overview of your PD process from needs assessment and audience determination to defining goals and objectives to determining content and format and evaluating the effectiveness of the in-service.
- You may have identified or have been approached about providing leadership on systemic issues at your practicum settings. You are not expected to work in isolation on this project; systems change projects typically require the work of a team of professionals representing various perspectives/expertise. Similarly, it is not expected that you will “solve” these problems/issues in the next 4 months. However, you can provide substantial leadership in identifying the nature of the issues, determining who needs to be involved in developing and exploring these issues (i.e., the stakeholders), creating reasonable goals, procedures, and timelines to address the issues, and taking preliminary action(s). The presentation for the systems change project should detail the above components.

Assessment/Intervention (A/I) Presentation (25 pts): Each student will complete an in-depth presentation on an assessment tool that they have learned during their practicum experiences. This must be an assessment tool not taught in the program. Additionally, students will discuss a specific school-based, evidenced-based intervention that could be paired with the assessment tool. It is preferable to present an intervention that would be possibly beneficial to a current practicum case, but that is not required. Students will provide the class with the background of the intervention, including the targeted population/demographics, the purpose of the intervention, the duration, materials required for implementation, costs, any measures that may be included, cultural considerations, and results based on any research studies. Finally, discuss

whether you would use this intervention in your own practice. The purpose of this assignment is to help students make a stronger connection between assessment/intervention. Additionally, to allow students to share knowledge about assessment tools and interventions with their peers. The presentation should take about 20 minutes to complete.

Evaluations (2 x 15 pts): Practicum evaluations occur at the middle and end of each semester. Evaluations consist of the review and discussion of logged activities with the field and university supervisors. Evaluation results are reviewed as part of the student’s progress within the program. Submissions must be signed by both the supervisor and student. Evaluations are expected to reflect PROGRESS throughout the semester.

PRACTICUM ACTIVITIES

Responsibilities for School Psychology practicum students will usually include shadowing in the first few weeks of the first semester to gain more knowledge of the school system. By the midterm of the first semester the practicum student should be assisting with intervention/counseling (both individual and group, as well as behavioral management); consultation with teachers, parents, and other professionals; conducting the administration, scoring, interpretation, and assisting in report writing of psychological and psychoeducational diagnostic test batteries (including ED eligibility); participation in MDRs and ARD meetings, agency meetings, and in-service sessions; requested readings; and other activities appropriate for the particular agency. Attendance at professional association meetings may also be included. Minimum activities in each of the areas listed below are expected to be established across two semesters of practicum:

Recommended Minimum Experiences (across the year)

| <u>Activity</u> | <u>Minimum</u> |
|--|----------------|
| Evaluation (assisting all phases-including reports) | |
| ED (initial or re-evaluation) | 2 |
| ASD (initial or re-evaluation) | 2 |
| LD (initial or re-evaluation) | 2 |
| OHI (ADHD for academic or behavioral problems) | 2 |
| FBA | 4 |
| BIPs | 4 |
| Observation or Participation in ARDs and/or MDRs | 6 |

Intervention (assisting and/or conducting-including IEP and Progress Notes)

| | |
|---|---|
| Counseling groups or individual cases | 4 |
| Academic intervention group or individual | 2 |
| Behavioral intervention group or individual | 2 |

Consultation (assisting and/or conducting):

| | |
|---|---|
| Pre-referral consultation-assistance team involvement | 4 |
| Teacher consultations (at least one academic and at least one behavioral) | 4 |
| Parent consultations | 4 |

Training

| | |
|---|---|
| Conducting your own PowerPoint in-service training (research/present a topic) | 2 |
| Attendance at training program/in-service (regional or national) | 4 |
| Attendance at TAMUC SSP Program Symposiums | 4 |

Supervision:

- One hour per week (designated time with primary supervisor)
- Weekly Group Supervision (1 – 1.5 hours each week)

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

All students should activate and regularly check their Leo Mail (e-mail account) and myLEOonline (D2L Brightspace) accounts associated with this class. All assignments will be turned in on myLEOonline (D2L Brightspace) (when applicable) unless otherwise instructed to do something differently by the instructor of this course. All class communication will be done through Leo Mail/myLEOonline (D2L Brightspace). All communication about the class must be completed with your university email and will not be completed with personal email accounts. When emailing please put the Course Number in the Subject Line of the Email, for example PSY 691: Question about assignment. As noted above, all emails will be returned in 48 hours, with the exception of weekends and holidays. If you have a question that can be addressed through email, I will do so. If your question would best be served by us meeting by telephone, video chat, or in person, I will schedule an appointment with you during office hours or at a mutually convenient time.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

**ATTENDANCE TO ALL PRACTICUM SUPERVISION MEETINGS ARE REQUIRED.
MORE THAN 1 UNEXCUSED ABSENCE WILL RESULT IN A FAILING GRADE IN
THIS CLASS.**

AI use in course

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.

http://www.tamuc.edu/student_guidebook/Student_Guidebook.pdf

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

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Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&MCommerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Tentative COURSE OUTLINE / CALENDAR

*Note the assigned date of each week only reflects the Monday of that week and not necessarily when we will meet.

| | | Class Activities and Presentations | Class Materials Due (On Sunday night of the week listed) |
|-------|--------|--|--|
| WK 1 | Jan 10 | <i>(Classes begin on Wednesday)</i> | |
| WK 2 | Jan 15 | <i>Dr. MLK Day on Monday, NO CLASS MEETING</i> | |
| WK 3 | Jan 22 | Topic: <i>Overview of Syllabus, Assignments, Logs, Presentation Signup, and Schedules</i> Open Forum Discussion – Internship Interview Preparation/Practicum Site Impressions | |
| WK 4 | Jan 29 | Open Forum Discussion – Internship Interview Preparation/ Practicum Site Impressions | <ul style="list-style-type: none"> • Written Reflection #1 Due • January Log Due |
| WK 5 | Feb 5 | Open Forum Discussion – Clinical Issues <i>Assessment/Intervention (A/I) Presentations (Begin)</i> | |
| WK 6 | Feb 12 | NASP in New Orleans, LA – February 14-17 – NO CLASS | |
| WK 7 | Feb 19 | <i>Assessment/Intervention (A/I) Presentation</i> Individual Supervision | |
| WK 8 | Feb 26 | <i>Assessment/Intervention (A/I) Presentation</i> Dr. Saunders site visits | <ul style="list-style-type: none"> • February Log Due |
| WK 9 | Mar 4 | <i>Assessment/Intervention (A/I) Presentation</i> Dr. Saunders site visits | <ul style="list-style-type: none"> • Written Reflection #2 Due • Mid-Semester Evaluation Due |
| WK 10 | Mar 11 | Spring Break Week – NO CLASS | |

| | | | |
|--------------|--------|---|---|
| WK 11 | Mar 18 | <i>Assessment/Intervention (A/I) Presentation</i> Individual Supervision | |
| WK 12 | Mar 25 | <i>Practicum Case Presentation (Begin)</i> | |
| WK 13 | Apr 1 | <i>Practicum Case Presentation</i> | <ul style="list-style-type: none"> • March Log Due |
| WK 14 | Apr 8 | <i>Practicum Case Presentation</i> | |
| WK 15 | Apr 15 | <i>Practicum Case Presentation</i> Dr. Saunders site visits | <ul style="list-style-type: none"> • Consultation Report Due |
| WK 16 | Apr 22 | <i>Practicum Case Presentation</i> Dr. Saunders site visits | <ul style="list-style-type: none"> • April Log Due • Written Reflection #3 |
| WK 17 | Apr 29 | Individual meetings to complete practicum requirements Dr. Saunders site visits | <ul style="list-style-type: none"> • End-of-Semester evaluation Due • Comprehensive Report Due |
| Finals WK | May 6 | Dr. Saunders site visits | <ul style="list-style-type: none"> • Final Log Due • Signed Summary Log Due • Last Day of Practicum May 10 • Submit any final outstanding documents |