



PSY 691
CLINICAL PRACTICUM IN PSYCHOLOGY
COURSE SYLLABUS: Fall 2024

INSTRUCTOR INFORMATION

Instructor: Kendra Saunders, Ph.D., Assistant Professor of School Psychology
Office Location: Henderson 234
Office Hours: Tuesdays 11am-3pm via Zoom; by appointment
Office Phone: N/A
Office Fax: N/A
University Email Address: Kendra.Saunders@tamuc.edu
Preferred Form of Communication: University Email
Communication Response Time: 24 to 48 hours, excluding weekends and holidays
Class Meeting: Mondays at 7pm (Online via Zoom, Link Forthcoming)

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required: None

Software Required: *myLeo Online, D2L, Microsoft Word, Microsoft Excel, Google Drive*

Optional Texts and/or Materials: N/A

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).

The syllabus/schedule are subject to change.

Student Learning Outcomes (Should be measurable; observable; use action verbs)

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
8. Develop skills for applying school related research to practice

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,

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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.

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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 decision-making; 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. Additionally, using Microsoft Word/Excel/PowerPoint or another word/number/presentation processor.

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

The syllabus/schedule are subject to change.

Comprehensive Report (1 submission)	20
Practicum Case Presentation (1 submission)	20
Evaluations (2 submissions)	30
Total Points Possible	150

- A = 135-150
- B = 120-134
- C = 105-119
- D = 90-104
- F = 89 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 field 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 conducted during the month. The end of semester summary log, signed by your supervisor, will also be required.

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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.**

Comprehensive Report Assignment (20 pts): Students must work with their supervisor and assist with one case, and submitted a culminating assessment report. 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 be either 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, and 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 (20 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 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 has been 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.*

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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.

- 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.*
- 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.

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,

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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)	

TECHNOLOGY REQUIREMENTS

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

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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

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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.

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>

COMMUNICATION AND SUPPORT

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

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 24-48 hours, with

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the exception of weekends and holidays. If you have a question that can be addressed through email, I will do so. If meeting by telephone, or video chat would best serve your question, 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 SUPERVISOR MEETINGS ARE REQUIRED. MORE THAN 1 UNEXCUSED ABSENCE WILL RESULT IN A FAILING GRADE IN THIS CLASS.

Attendance, Tardiness, & Leaving Class Early Students are expected to attend class as scheduled. Attendance is mandatory and excused absences will only be allowed in extreme circumstances. However, the instructor will consider this on a case-by-case basis. If you have to be absent from class due to extreme circumstances, please be prepared to provide adequate documentation upon returning to class. Students can only have up to 1 unexcused absence for the course. In addition to attendance, being prompt for class and staying for the entirety of the class is important and will be monitored.

Late Assignments: Late assignments/work will NOT be accepted without prior written notice and arrangements with the instructor. If a student needs additional time to submit an assignment, this must be addressed with the instructor in writing BEFORE the due date so that a new due date can be generated. Without prior notice, the student must provide adequate documentation allowing the late work to be excused (doctor's note in case of illness). In the event your absence/work is excused due to extenuating issues, the missing assignment or exam must be completed within 1 week of your return to class or the student will receive a grade of "F" for the assignment. Please note it is the student's responsibility to obtain information on any missed assignments. Semester grades of incomplete (I) will be given only under special circumstances (e.g., medical emergencies) and are provided at the instructor's discretion.

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 can be found at <https://www.tamuc.edu/student-code-of-conduct/>.

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If you believe someone has engaged in behaviors that do not align with the Code of Student Conduct or you have other concerns, please visit the File a Report page at <https://www.tamuc.edu/office-of-student-rights-and-responsibilities/concerns-incident-reporting/>

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>

Academic Integrity

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

Undergraduate student academic dishonesty policy
[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

Undergraduate student academic dishonesty policy
[Undergraduate Student Academic Dishonesty Form](#)

Graduate student academic dishonesty policy:
<https://inside.tamuc.edu/aboutus/policiesproceduresstandardsstatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf>

Graduate student academic dishonesty form:
<https://inside.tamuc.edu/academics/graduateSchool/faculty/GraduateStudentAcademicDishonestyForm.pdf>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage.

Artificial Intelligence

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.

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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 Services
Velma K. Waters Library- Room 162

Phone (903) 886-5930

Fax (903) 468-8148

Email: StudentDisabilityServices@tamuc.edu

Website: <http://inside.tamuc.edu/campuslife/campusServices/StudentDisabilityServices/default.aspx>

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



A&M-Commerce Supports Students' Mental Health

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

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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&M-Commerce 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.

A&M-Commerce Supports Students' Mental Health

Counseling Center Services

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Department or Accrediting Agency Required Content

Tentative COURSE OUTLINE / CALENDAR

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*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 (Generally, assignments are due on the Sunday of the meeting week at 11:59pm)
WK 1	Aug 26	Topic: <i>Overview of Syllabus, Assignments, Log, and Schedules</i>	Schedule Site Visits
WK 2	Sept 2	<i>Labor Day on Monday</i> Dr. Saunders supervisor meetings <ul style="list-style-type: none"> Open Forum Discussion – 1st Week’s Site Visit Review 	Supervisor Contact Information Due
WK 3	Sept 16	Dr. Saunders supervisor meetings <ul style="list-style-type: none"> HIPAA, FERPA overview discussion Open Forum Discussion – Practicum Placement	
WK 4	Sept 23	Open Forum Discussion – Clinical Issues <ul style="list-style-type: none"> Please be prepared with a 5–10-minute overview of your practicum site (service provision model, why you selected the site, and a discussion of your personal professional growth goals for this semester and year). 	Written Reflection #1 DUE
WK 5	Sept 30	Open Forum Discussion – Clinical Issues Example Practicum Case Presentation: Social/Emotional Assessment Case <i>Individual Check-Ins</i>	

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WK 6	Oct 7	Open Forum Discussion – Clinical Issues Example Practicum Case Presentation: Neurocognitive Assessment <i>Individual Check-Ins</i>	Aug/Sep Log DUE
WK 7	Oct 14	Practicum Case Presentation & Discussion Dr. Saunders supervisor meetings (optional) Presenter: Presenter:	Begin Presenting Practicum Cases
WK 8	Oct 21	Practicum Case Presentation & Discussion Dr. Saunders supervisor meetings (optional) Presenter: Presenter:	Evaluation #1 DUE Written Reflection #2 DUE
WK 9	Oct 28	Practicum Case Presentation & Discussion Presenter: <i>Individual Check-Ins</i>	
WK 10	Nov 4	Practicum Case Presentation & Discussion Presenter: <i>Individual Check-Ins</i>	Oct Log DUE
TASP Convention in Dallas Nov 7-9			
WK 11	Nov 11	Practicum Case Presentation & Discussion Presenter: Presenter:	

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WK 12	Nov 18	Practicum Case Presentation & Discussion Presenter: Presenter:	
WK 13	Nov 25	Thanksgiving Break Week – No Class	
WK 14	Dec 2	Practicum Case Presentation & Discussion Presenter: Presenter:	Nov Log DUE
WK 15	Dec 9	Open Forum Discussion – Clinical Issues Dr. Saunders supervisor meetings Presenter:	Comprehensive Report DUE Evaluation #2 DUE
WK 16	Dec 16	Dr. Saunders supervisor meetings <i>Individual Check-Ins ONLY</i> Last Day of Practicum Dec 13	Dec Log DUE Summary Log DUE Written Reflection #3 DUE

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Appendices
PRACTICUM EVALUATION FORM
School Psychology Program
Texas A&M University-Commerce
(Completed by Site Supervisor)

Student Name

Semester/Year

Site

Beginning Date

Address

Ending Date

Supervisor

Today's Date

Circle the number that indicates your evaluation of the student's skills.

1 - Unsatisfactory 2- Needs Improvement 3- Satisfactory 4 - Outstanding N/O - Not Observed

Data-Based Decision Making

1. Understands and utilizes assessment methods to identify strengths and needs.
2. Uses a problem-solving framework to inform all professional activities.
3. Systematically collects data from multiple sources (i.e., interviews, standardized tests/rating forms, behavioral observations, work samples, etc.) as a foundation for decision-making
4. Considers ecological factors (e.g., classroom, family, and community characteristics) as context for assessment and intervention
5. Generates appropriate interventions, services, or programs that are clearly based on assessment data
6. Implements intervention procedures with integrity
7. Collects and effectively interprets on-going data to measure intervention effectiveness
8. Observes and/or articulates assessment process and recommendations verbally, as needed (e.g., IEP/ARD meetings)
9. Writes clearly about the assessment process and recommendations, as needed (e.g., report writing for eligibility determination)

Consultation and Collaboration

1. Possesses or demonstrates the ability to implement multiple consultation models
2. Effectively assists with or independently conducts consultation with school professionals (colleagues, school staff, etc.) to make decisions or solve problems
3. Effectively assists with or independently conducts consultation with parents and/or caregivers to make decisions or solve problems

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Academic Interventions and Instructional Supports

1. Possesses or demonstrates knowledge of evidence-based curricula and instructional methods/interventions to support academic development
2. Possesses or demonstrates skill in selecting, carrying out, interpreting, and applying results related to the assessment of cognitive and/or academic abilities, in collaboration with others
3. Uses ongoing assessment methods to evaluate the effectiveness of academic intervention and support activities

Mental and Behavioral Health Services and Interventions

1. Possesses or demonstrates knowledge of evidence-based instructional methods/interventions to support social-emotional development
2. Demonstrates skill in selecting, carrying out, interpreting, and applying results related to the assessment of emotional, social, and/or functional skills, in collaboration with others.
3. Uses ongoing assessment methods to evaluate the effectiveness of emotional, social, and functional skill interventions

School-Wide Practices to Promote Learning

1. Understands systems-level functioning (i.e., systems' structures, organization, and theory)
2. Demonstrates knowledge about general and special education programming
3. Demonstrates knowledge about school-wide strategies to support academic, social, and emotional health of students
4. Works with others to promote the academic, social, and emotional health of students at a school-wide or system-wide level

Services to Promote Safe and Supportive Schools

1. Utilizes knowledge about resilience and risk factors related to academic, social, and emotional functioning in case conceptualization and treatment planning
2. Assists with the provision of multi-tiered prevention and health promotion programs
3. Possesses or demonstrates knowledge of evidence-based crisis preparation, response, and/or recovery strategies

Family, School, and Community Collaboration

1. Demonstrates knowledge of family systems, strengths, needs, and culture to work effectively with students' families
2. Uses evidenced-based strategies to support positive family influences on children's learning and mental health
3. Assists in the development and provision of services that facilitate family and school collaboration
4. Assists in the development and provision of services that facilitate interactions with community agencies for the academic and social/behavioral well-being of students

Equitable Practices for Diverse Student Populations

1. Demonstrates knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the effects they have on development and learning.

The syllabus/schedule are subject to change.

2. Seeks out and applies evidence-based practices related to diversity in children, families, schools, and communities (e.g., factors related to language, culture/cultural identity, race, sexual orientation, gender identity/expression, socioeconomic status)
3. Demonstrates respect and appreciation for human diversity
4. Promotes equitable service delivery and social justice by advocating for all youth to learn in safe, supportive, inclusive environments

Research and Evidence-Based Practice

1. Effectively translates research to practice
2. Reads peer-reviewed literature on topics related to school psychology and student concerns
3. Can identify limitations in published research regarding transportability to specific situations.
4. Evaluates program effectiveness

Legal, Ethical, and Professional Practice

1. Is regularly prepared for work with the necessary materials
2. Is prompt in completing work and meeting deadlines
3. Is punctual and gives adequate notice for any absences
4. Demonstrates knowledge of ethical/legal standards in practice
5. Makes ethically and legally sound decisions
6. Seeks out consultation when unsure of ethics/law
7. Demonstrates honesty and integrity
8. Is adaptable and flexible
9. Keeps accurate, timely, and legal records, and is FERPA/HIPAA compliant

Interpersonal Skills

1. Establishes good rapport with supervisor, peers, and clients
2. Works effectively with supervisor, classmates, and clients
3. Accepts constructive criticism graciously
4. Demonstrates professional and personal maturity
5. Has the ability to manage stress
6. Is aware of personal strengths and weaknesses

What are the student's areas of relative strength?

What are the student's areas of relative weakness?

Overall, how would you rate the student's professional/practicum performance?

1 2 3 4

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- 1** - Student performance is **unsatisfactory**; student needs further training and close supervision. Do not permit student to function independently.
- 2** - Student performance **needs improvement**. With further training and supervision, student is expected to develop satisfactorily. Close supervision is required.
- 3** - Student performance is **satisfactory**. Moderate supervision is required.
- 4** - Student performance is **outstanding**. Student can function independently with normal periodic supervision.

Additional Comments (*Needed if student is rated Unsatisfactory or Needs Improvement*):

PRACTICUM LOG CODING SYSTEM

School Psychology Program Texas A&M University-Commerce

CODE

S

ACTIVITIES

Supervision. Supervision provided by an appropriately credentialed psychologist acting as the university program representative.

This includes:

- **Field Supervision.** Formal supervision provided by an appropriately credentialed professional, e.g. Licensed Specialist in School Psychology with three years of experience. *Note: The site supervisor's signature is required on the log to verify the other activities performed and listed.*
- **University Supervision.** Supervision provided by an appropriately credentialed psychologist acting as the university program representative. A minimum of one site visit per semester is required; however, regular communication and meetings are expected and should be documented.
- **Symposia.** Attendance at the scheduled symposia is required and counts as supervision as part of the internship course.

AS

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.

- **Assessment.** Activities having as a primary focus on the gathering of information to answer specific referral questions for both general and/or special education. These may include but are not limited to administrations and scoring of formal and informal tests, report writing, behavioral observations, review of cumulative records, interviews with parents, staff, agencies, teachers and data analysis and integration.
- **Intervention.** Activities having as the primary focus the development of appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to consultation, academic interventions, counseling for study skills, etc.

PP

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

The syllabus/schedule are subject to change.

professional decision-making; 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.

This includes:

- **Observation/Orientation.** Non-assessment and non-intervention related observation related to the orientation to the general and special education school environment, including orientation meetings, introductions, observation of classrooms and programs.
- **Professional Development.** Specific activities which focus on the development of professional skills, including but not limited to attendance at local, state, national conferences, in services, professional reading, etc.

PRS

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.

This includes:

- **Preventive and Responsive Service Implementation.** Activities of a non-assessment nature that involve observing, assisting, and/or directly working with the design, planning, implementation, and evaluation of prevention and intervention programs. Preferable activities will involve working face-to-face with students. These may include but are not limited to group or individual treatments, direct instruction, or feedback to students.
- **Symposia.** (See above)

DIV

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

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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. This includes:

- **Observation/Orientation.** Non-assessment and non-intervention related observation related to the orientation to the general and special education school environment, including orientation meetings, introductions, observation of classrooms and programs.
- **Professional Development.** Specific activities that focus on the development of professional skills, including but not limited to attendance at local, state, national conferences, in services, professional reading, etc. for the purpose of enhancing sensitivity and skills related to diversity.

CC

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.

This includes:

- **Consultation.** Activities of a non-assessment nature that incorporate a model of consultation including but not limited to assistance with or directly consulting with teacher, staff, parents, agencies, etc. regarding intervention strategies, presentations, at staff development in services, meetings (ARDS), the dissemination of information, and other prevention/intervention activities.
- **Collaboration.** Activities involving observing, assisting, and/or directly working with others (colleagues, school staff, etc.) for the purpose of addressing individual, group, and system level concerns.

FSC

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.

This includes:

The syllabus/schedule are subject to change.

- **Home and Community.** Activities involving observing, assisting, and/or directly working with families and/or community agencies for the purpose of addressing student concerns (e.g., disseminating information to families, public relations, phone calls/conferences, emails, interactions with agency staff, etc).
- **Service Delivery.** Activities that involve the establishment and application of knowledge related to family systems and its influence on service delivery (e.g., ARDS meetings, presentations, readings, recommendations, etc).

RPE

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.

This includes:

- **Research.** Participation in the design, data collection, analysis, and/or interpretation of research findings (e.g., case studies, analyzing archival data, progress monitoring, etc.), conducting program evaluations, etc.
- **Symposia.** (See above)
- **Readings.** Reading peer reviewed literature on topics related to school psychology and student concerns, interpreting study findings, evaluating the usefulness of findings, and identifying implications for practice.

MBH

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.

This includes:

- **Assessment.** Activities having as a primary focus on the gathering of information to answer specific referral questions for both general and/or special education. These may include but are not limited to administrations and scoring of formal and informal tests, report writing, behavioral observations, review of cumulative records, interviews with parents, staff, agencies, teachers and data analysis and integration.
- **Intervention.** Activities having as the primary focus the development of appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement

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interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to consultation, behavioral intervention, and counseling.

SWP

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.

This includes:

- **Assessment.** Activities having as a primary focus on the gathering for needs assessments.
- **Intervention.** Activities having as the primary focus the development of school-wide practices to promote learning; implement interventions to achieve those goals; and evaluate the effectiveness of interventions.