



PSY 691
CLINICAL PRACTICUM IN PSYCHOLOGY
COURSE SYLLABUS: Spring 2026

INSTRUCTOR INFORMATION

Instructor: Kendra V. Saunders, Ph.D., NCSP, Assistant Professor, Licensed Psychologist
Office Location: Henderson 213
Office Hours: Tuesdays & Thursdays 11:00am – 1:30pm (online), or by appointment.
University Email Address: Kendra.Saunders@etamu.edu
Preferred Form of Communication: University e-mail
Communication Response Time: 24 to 48 hours, excluding weekends and holidays
Class Meeting: Mondays at 7:00pm (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).

Student Learning Outcomes

1. Develop knowledge and skills in delivering services
2. Develop and demonstrate a commitment to evidence-based intervention procedures

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3. Consult and collaborate across settings and care-providers
4. Receive exposure to a multitude of academic and behavioral concerns, student demographics, and student disability statuses 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 understanding social 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, 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,

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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.

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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
Consultation Report (1 submission)	25
PFA Training & Reflection (1 submission)	25
Practicum Case Presentation (1 submission)	25
C/A/I Presentation (1 submission)	25
Evaluations (2 submissions)	10
Total Points Possible	200

A = 180-200

B = 160-179

C = 140-159

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D = 120-139
F = 119 or Below

Assessments/Assignments

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 Evidence-Based Practice (RPE)	10
Mental Behavioral Health Services (MBH)	10
School-wide Practices to Promote Learning (SWP)	10
Grand Total	150

Monthly Hour Logs & Signed Summary Log (5 x 10 pts): To keep track of your hours and activities, all students will submit electronic hour logs at the end of each month, with the final comprehensive log due prior to the 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. Please continue to use the same log throughout the semester, uploading the most recent version with each monthly submission.

Written Reflections (3 x 10 pts): The goal of this assignment is to stop at regular intervals to think about your progress as a developing school psychologist. It is a way for you to assess your practicum learning experiences. 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 consultation case with a parent. Please answer the following questions: 1) What parts were more challenging than expected? 2) What parts were easier than expected? 3) What was your main takeaway from this process, and how will it impact your future case planning and procedures?* **Each reflection should be at least two double-spaced pages.**

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Consultation Report (25 pts): Students must complete a consultation case with a parent. Then, students must write about the results of this consultation. The purpose of the report is to demonstrate your ability to engage in a consultative relationship to address a parent's concern. More information about this assignment is on D2L, including a report template.

Psychological First Aid (PFA) Training & Reflection (25 pts): Psychological First Aid (PFA) is a 5-hour online interactive course in which the participant learns about PFA by taking on the role of a provider after a disaster. The course includes expert tips, videos, and activities in support of learning. This course also covers provider well-being before, during, and after disasters. Intervention strategies are intended for use with children, adolescents, parents and caretakers, families, and adults who are survivors or witnesses exposed to disaster or terrorism. Students must complete the course, submit your certificate, and write a brief (1-page) reflection about the training process. Additionally, students can complete the Skills for Psychological Recovery (SPR), but this is not required. PFA and SPR can also be provided to first responders and other disaster relief workers. The hours needed to complete this course should be added to the practicum log under Domain 6: Services to Promote Safe and Supportive Schools. A free account with The National Child Traumatic Stress Network (NCTSN) will need to be created to take the course and it available at this link:

<https://learn.nctsn.org/course/index.php?categoryid=11>

Crisis Plans & Assessment/Intervention (C/A/I) Presentation (25 pts): Each student will complete a presentation with three parts: 1) the crisis plan of your practicum site/district, 2) an assessment that you did not learn in the program, and 3) a school-based intervention that pairs well with the assessment you covered. In the first part of the presentation, each student will provide a brief overview of the crisis plan of their practicum school district, and address the role of the school psychologist in the district crisis plan. Next, each student will complete an in-depth presentation on an assessment tool discovered during his or her practicum experiences. *This must be an assessment tool not taught in the program, and will need to be approved by the instructor.* Finally, students will discuss a specific school-based, evidenced-based intervention that pairs well with the assessment tool. 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. Additionally, please discuss whether you would use this intervention in your own practice. The purpose of this assignment is to allow students to share knowledge about assessment tools and interventions with their peers. The presentation should take about 20-25 minutes to complete. Students must use PowerPoint or another visual presentation platform (i.e., Slides, Canva, etc.)

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 significant responsibilities.* All students should plan to conduct at least one Assessment Case (see additional details below). In addition, all students should 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***

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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.*

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.

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Evaluations (2 x 10 pts): Practicum evaluations occur at the middle and end of each semester. They consist of reviewing and discussing 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 the student. Students are expected to maintain satisfactory progress throughout the course.

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

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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 East Texas A&M University 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

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 East Texas A&M University 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>

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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

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.

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Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may necessitate the instructor's modification of 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.etamu.edu/student-code-of-conduct/>.

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.etamu.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 East Texas A&M University 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>

East Texas A&M University Attendance

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

Artificial Intelligence

East Texas A&M University 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.

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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 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.



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East Texas A&M University Supports Students' Mental Health

The Counseling Center at East Texas A&M University, 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.etamu.edu/counsel

Nondiscrimination Notice

East Texas A&M University 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 East Texas A&M University 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 East Texas A&M University 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 East Texas A&M University campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Department or Accrediting Agency Required Content

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)
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WK 1	Jan 12	Topic: <i>Overview of Syllabus, Assignments, Logs, Presentation Sign-ups, Schedules, Internship Preparation (if time allows)</i>	
WK 2	Jan 19	Dr. MLK Day--NO CLASS MEETING	
WK 3	Jan 26	Topic: <i>Internship Preparation</i> Open Forum Discussion – Internship Interview Preparation/Practicum Site Impressions	
WK 4	Feb 2	Topic: Open Forum Discussion – Internship Interview Preparation/ Practicum Site Impressions	<ul style="list-style-type: none"> • January Log Due
WK 5	Feb 9	Open Forum Discussion – Clinical Issues <i>Crisis/Assessment/Intervention (C/A/I) Presentations (Begin)</i> 1. 2.	<ul style="list-style-type: none"> • Written Reflection #1 Due
WK 6	Feb 17	<i>Crisis/Assessment/Intervention (C/A/I) Presentations</i> 1. 2.	
WK 7	Feb 23	NASP in Chicago, IL – February 24-27 – NO CLASS	<ul style="list-style-type: none"> • February Log Due
WK 8	Mar 3	<i>Crisis/Assessment/Intervention (C/A/I) Presentations</i> 1. 2. Individual Supervision	<ul style="list-style-type: none"> • Mid-Semester Evaluation Due
WK 9	Mar 9	University Spring Break Week – NO CLASS	
WK 10	Mar 16	<i>Crisis/Assessment/Intervention (C/A/I) Presentations</i> 1. 2. Individual Supervision	<ul style="list-style-type: none"> • Written Reflection #2 Due
WK 11	Mar 23	<i>Crisis/Assessment/Intervention (C/A/I) Presentations</i> 1. 2.	

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WK 12	Mar 30	<i>Practicum Case Presentations (Begin)</i> 1. 2.	<ul style="list-style-type: none"> • March Log Due
WK 13	Apr 6	<i>Practicum Case Presentations</i> 1. 2.	
WK 14	Apr 13	<i>Practicum Case Presentation</i> 1. 2.	
WK 15	Apr 20	<i>Practicum Case Presentation</i> 1. 2. Dr. Saunders site visits (optional)	<ul style="list-style-type: none"> • Consultation Report Due
WK 16	Apr 27	<i>Practicum Case Presentation</i> 1. 2. Dr. Saunders site visits (optional)	<ul style="list-style-type: none"> • April Log Due • Written Reflection #3 • End-of-Semester evaluation Due • PFA and/or SPR Certificate/Reflection Due
Finals WK	May 4	Individual meetings to complete practicum requirements	<ul style="list-style-type: none"> • May/Final Log Due • Signed Summary Log Due • Practicum Site Evaluation • Last Day of Practicum May 8 • Submit any final outstanding documents

Appendices

PRACTICUM EVALUATION FORM

School Psychology Program

East Texas A&M University

(To be completed by Site Supervisor via Qualtrics)

The syllabus/schedule are subject to change.

Student Name

Semester/Year

Site

Beginning Date

Address

Ending Date

Supervisor

Today's Date

Directions: The ratings provided on this form are intended to guide the practicum student and the School Psychology Program in evaluating readiness for supervised practice as an intern. Evaluations should be based on actual observations and/or reports of the student's performance in the site.

Please utilize the following guide to provide your ratings of the practicum student:

1. **Unsatisfactory.** Student performance reflected lack of critical knowledge and/or skills; consultation with university supervisor and remedial plan is recommended.

2. **Needs Improvement.** Student performance is below expectations; further supervision and experience are needed to help develop this knowledge and/or skill. Close supervision is recommended.

3. **Satisfactory.** Student performance meets expectations and reflects sufficient knowledge and/or skills to practice in this setting with appropriate supervision for this stage of training.

4. **Outstanding.** Student performance exceeds expectations and reflects knowledge and/or skills to practice independently in this setting with appropriate supervision.

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 based on assessment data

The syllabus/schedule are subject to change.

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. Demonstrates knowledge of effective consultation strategies to begin addressing presenting problem
3. Effectively assists with or independently conducts consultation with school professionals (colleagues, school staff, etc.) to make decisions or solve problems
4. Effectively assists with or independently conducts consultation with parents and/or caregivers to make decisions or solve problems

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
3. Effectively assists with or independently collaborates with other professionals in interpreting, and applying results related to the assessment of cognitive and/or academic abilities.
4. 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
3. Effectively assists with or independently collaborates with other professionals in interpreting, and applying results related to the assessment of emotional, social, and/or functional skills
4. 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

The syllabus/schedule are subject to change.

Services to Promote Safe and Supportive Schools

1. Utilizes knowledge about resilience factors related to academic, social, and emotional functioning in case conceptualization and treatment planning
2. Utilizes knowledge about risk factors related to academic, social, and emotional functioning in case conceptualization and treatment planning
3. Assists with the provision of multi-tiered prevention and health promotion programs
4. 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.
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 understanding of 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 related to transportability to specific situations
4. With appropriate support, can evaluate 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

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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 practicum student's areas of relative strength?

What are the practicum student's areas of relative weakness?

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

Supervisor Signature

Date

Student Signature

Date

Student acknowledges having reviewed the document, without necessarily agreeing or disagreeing with its content.

PRACTICUM SITE EVALUATION
School Psychology Program
East Texas A&M University
(Adapted from Sam Houston State University)

School Psychology Student: _____

Practicum Site: _____

The syllabus/schedule are subject to change.

Site Supervisor: _____

Date: _____

Please rate the following as each one relates to your practicum site with 1 being poor and 5 being excellent.

Supervision Received	1 2 3 4 5	Interactions with school personnel	1 2 3 4 5
Staff Development	1 2 3 4 5	Interactions with supervisor	1 2 3 4 5
Expectations of you	1 2 3 4 5	Consultation Experience	1 2 3 4 5
Counseling Experience	1 2 3 4 5	Availability of tools needed	1 2 3 4 5
Assessment Experience	1 2 3 4 5	Availability of Supervisor	1 2 3 4 5
Availability of time needed	1 2 3 4 5	Overall rating of Practicum Site	1 2 3 4 5

Would you recommend this site to future practicum students? Why or why not?

Strengths of site:

Weaknesses of site:

Practicum Student

Date

PRACTICUM HOURS LOG SUMMARY
School Psychology Program
East Texas A&M University

Practicum Student Name

Semester/Year

The syllabus/schedule are subject to change.

Practicum Site

Beginning Date

Address

Ending Date

Site Supervisor

Site Supervisor Phone

University Supervisor

Code

NUMBER OF HOURS

Semester 1

Semester 2

S – Supervision

AS – Academic Skills

PP – Professional Practice

PRS– Preventive & Responsive Services

DIV – Student Diversity

CC – Consultation & Collaboration

FSC – Family-School Collaboration

RPE – Research/Evidence-Based Practice

MBH – Mental and Behavioral Health Services

SWP - School-Wide Practices

SUBTOTALS:

TOTAL NUMBERS OF HOURS

I/We certify that the student named above has worked under my/our supervision for the above named semester, and that the number of hours reported represents an accurate count of the work that this student did for this field-site practicum experience.

Signature of Person Approving the Field-Site Practicum Date

Signature of Person Approving the Field-Site Practicum Date

PRACTICUM LOG CODING SYSTEM

School Psychology Program

East Texas A&M University

CODE

ACTIVITIES

The syllabus/schedule are subject to change.

S **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 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.

The syllabus/schedule are subject to change.

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 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

The syllabus/schedule are subject to change.

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:

- **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).

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

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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.