



PSY 691
CLINICAL PRACTICUM IN PSYCHOLOGY
COURSE SYLLABUS: Fall 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 contribute to their professional growth in becoming competent school psychologists. Practicum students can expect to assist in serving various student populations, families, care providers, and school personnel (i.e., teachers, counselors, diagnosticians, others).

Student Learning Outcomes

1. Develop knowledge and skills in delivering services
2. Develop and demonstrate a commitment to evidence-based intervention procedures
3. Consult and collaborate across settings and care providers

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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, positive behavior, and mental health. School psychologists, in collaboration with others, develop

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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.

The syllabus/schedule are subject to change.

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 method 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. Students will also engage in individual supervision to ensure appropriate progress.

Student Responsibilities or Tips for Success in the Course

Attending each group supervision class, logging into the course website, organizing paperwork, and communicating regularly 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
Ethical/Legal Dilemma (1 submission)	50
Practicum Case Presentation (1 submission)	30
Comprehensive Report (1 submission)	30
Evaluations (2 submissions)	10
Total Points Possible	200

A = 180-200

B = 160-179

C = 140-159

The syllabus/schedule are subject to change.

D = 120-139
F = 119 or Below

Assessments/Assignments

School/Clinical Experiences: Credit for the three semester hours requires the student to ***complete 150 clock hours in a school environment.*** Student practitioners are supervised by an appropriately credentialed site supervisor and the university supervisor. *Please note that practicum students are expected to remain at their practicum placement until the end of the academic semester, regardless of the number of hours completed, unless otherwise permitted by their field supervisor. A practicum student may not accumulate hours outside 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 (Professional Practice)	30
Academic Interventions and Instructional Supports	15
Legal, Ethical, and Professional Practice	15
Preventive and Responsive Services	15
Equity and Diversity in Practice	15
Consultation & Collaboration	15
Family-School Collaboration	15
Research and Evidence-Based Practice	10
Mental Behavioral Health Services	10
School-wide Practices to Promote Learning	10
Grand Total	150

Monthly Hour Logs & Signed Summary Log (5 x 10 pts): To track your hours and activities, all students will submit electronic hour logs at the end of each month, with the final comprehensive log due before the end of the semester (see the course calendar for dates). On these progress reports, you will record hours and the types of activities you completed each 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 pause at regular intervals to reflect on your progress as a developing school psychologist. It is a way for you to assess your practicum experience and what you are learning. For the first reflection, you will decide what to write about. You will reflect on what you are experiencing in the field and any connections you are making.

For the second reflection, you will observe and summarize activities in school team meetings. One meeting should be an MTSS/Child Study/Problem-Solving Team meeting, and the other an IEP/Special Education meeting. Briefly summarize these meetings. Then, compare and contrast

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these activities in this reflection. Guiding questions: 1) What was the purpose of each meeting, and what needs or concerns brought the team together? 2) Who participated in each meeting, and what roles did team members play? 3) How did the goals and structure of the MTSS/Problem-Solving Team meeting differ from the IEP/Special Education meeting? 4) What examples of effective collaboration did you observe? What challenges or barriers were present? 5) What role did the school psychologist play during each meeting? 6) What did you learn about the role of school teams in supporting students?

For the final reflection, you will discuss your thoughts and learning process regarding your comprehensive assessment case. Please answer the following questions: 1) How was this case similar or dissimilar to 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 and recommendations make sense to you? Explain your thought process. 5) What was your main takeaway from this process, and how will it impact your future case planning and procedures? Each reflection must be at least two double-spaced pages.

Response to an Ethical/Legal Dilemma (50 pts) – For this assignment, students will analyze the resolution of an ethical/legal dilemma relevant to school psychology practice. The purpose of this assignment is to develop ethical reasoning skills by applying professional standards and an ethical decision-making framework to a complex practice situation. Students may select a dilemma encountered during practicum or choose from a list of instructor-approved scenarios. All ethical/legal dilemmas must be approved by the instructor no later than November 1. After you have chosen an ethical/legal dilemma, in the paper you will:

- describe the context and events leading to the dilemma;
- identify the competing ethical, legal, and professional obligations involved;
- identify relevant standards from the NASP Principles for Professional Ethics (2020) and/or the APA Ethical Principles of Psychologists and Code of Conduct (2010);
- apply a stepwise ethical decision-making framework to analyze possible responses and justify the selected resolution;
- discuss factors that contributed to the dilemma and how it could have been prevented; and
- identify individual, supervisory, and/or systems-level strategies to prevent similar dilemmas in future practice.

Your paper should be at least five typed pages in length (double-spaced, 12-point font, 1” margins), references included. Editorial Style of the American Psychological Association (7th Edition) is required. Grading will be based on the quality of the written paper (rubric sections are below) and adherence to APA style. *Please note that successful completion of this assignment meets part of the requirements for Domain 10 of the School Psychology Program portfolio.*

1. Context and description of dilemma (5)
2. Identification of ethical/legal issues and competing obligations (10)
3. Application of APA and NASP standards (10)
4. Ethical decision-making process and justification of resolution (15)
5. Prevention/reflective analysis (5)

The syllabus/schedule are subject to change.

6. APA style, organization, and writing quality (5)

Practicum Case Presentation (30 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 may present on one of the following: an intervention case (group or individual), consultation, professional development, a systems change project, or another activity suggested by the student and approved by the instructor (see additional details below). **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.*

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, systematically collecting data to understand the nature of the problem, providing a rationale for the selected intervention, systematically assessing the impact of the intervention, and offering recommendations for revisions. The intervention case presentation should include a section describing the problem, the initial assessment of the problem/baseline data, the rationale for the selected intervention, an 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 for other professionals with whom you work. Depending on the needs of your system and your 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 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.*

The syllabus/schedule are subject to change.

- 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.

Comprehensive Report Assignment (30 pts):

Partner with your site supervisor or designee to conduct and complete a comprehensive assessment. This evaluation will likely not occur until mid-semester, after the site supervisor has provided several opportunities for the student to observe and administer small portions of other evaluations. This evaluation should comply with the policies and procedures set forth by the district. The evaluation report should include summaries (at minimum) in the following areas:

- reason for referral
- review of records
- a summary of developmental history or background information (from a parent and/or teacher interview/review of records)
- a brief summary of past and/or present interventions, supports, services
- testing and classroom observations
- a cognitive assessment (if possible)
- a brief educational screening (formal/informal)/or review of benchmark/performance on school-wide assessments
- social-emotional assessments
- An overall review of assessment results and interpretation, summary, and recommendations. Candidates are encouraged to rely primarily on the supervision of the site supervisor but can (and should) use the practicum class as an opportunity to gain additional support.

A final copy of the report will be submitted at the end of the semester and may be presented to the class. (**Note: All personally identifiable information on reports must be altered using initials or a pseudonym**). While school districts vary in the requirements for Psycho-educational/Psycho-social evaluations, it is imperative that the student receives exposure to a variety of assessment tools. Please ensure that you use this opportunity to practice collecting data (e.g., review of records, obtaining developmental history), interviewing (e.g., teacher interview), reviewing data from informal assessments (e.g., CBM, Benchmark Assessments) and formal assessments (e.g., high-stakes assessments), administering a checklist/inventory (e.g., behavioral checklists, social-emotional inventories, autism rating scales, adaptive behavior inventories). The purpose of the report is to demonstrate your ability to engage in all aspects of an integrative assessment case.

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Evaluations (2 x 5 pts): Practicum evaluations occur midway and at the end of each semester. The process involves reviewing and discussing logged activities with the field and university supervisors. Evaluation results are reviewed as part of the student's progress in the program. Submissions must be signed by both the supervisor and the student. Students are expected to maintain satisfactory progress throughout the course, as outlined in the handbook. Specifically, practicum students are expected to earn at least 75% "Meeting Expectations" ratings by the end of the first semester of practicum. By the end of practicum (second semester), students must achieve "Meeting Expectations" for all 10 NASP Domains being evaluated.

PRACTICUM ACTIVITIES

Responsibilities for School Psychology practicum students typically include shadowing in the first few weeks of the first semester to gain a deeper understanding 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

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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 ETAMU 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 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@etamu.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, an 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:

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<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

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

ATTENDANCE AT ALL PRACTICUM SUPERVISION MEETINGS IS REQUIRED.
MORE THAN 1 (ONE) 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 must 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. **Unless given previous permission, Cameras should remain ON during group supervision.**

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). If 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 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/>.

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 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

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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.

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 the use of such software for individual assignments or for the entire course entirely. 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@etamu.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.tamuc.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

The syllabus/schedule are subject to change.

Tentative COURSE OUTLINE / CALENDAR

		Class Activities and Presentations	Class Materials Due (Generally, assignments are due on the Sunday of the meeting week at 11:59pm)
WK 1	Aug 24	Topic: <i>Overview of Syllabus, Assignments, Log, and Schedules</i>	Supervisor Contact Information Due
WK 2	Aug 31	Dr. Saunders supervisor meetings Open Forum Discussion – 1st Week’s Site Visit Review	Schedule Site Visits
WK 3	Sept 7	<i>Labor Day is on Monday (No Meeting)</i> Dr. Saunders supervisor meetings HIPAA, FERPA overview discussion Open Forum Discussion – Practicum Placement	
WK 4	Sept 14	Open Forum Discussion – Clinical Issues 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 21	Open Forum Discussion – Clinical Issues Example Practicum Case Presentation: Social/Emotional Assessment Case <i>Individual Check-Ins</i>	Aug/Sep Log Due

The syllabus/schedule are subject to change.

WK 6	Sept 28	Open Forum Discussion – Clinical Issues Example Practicum Case Presentation: Neurocognitive Assessment Dr. Saunders supervisor meetings (optional) <i>Individual Check-Ins</i>	
WK 7	Oct 5	Practicum Case Presentation & Discussion Dr. Saunders supervisor meetings (optional) Presenter: Presenter:	Begin Presenting Practicum Cases
WK 8	Oct 12	Practicum Case Presentation & Discussion Presenter: Presenter:	Evaluation #1 Due
WK 9	Oct 19	Practicum Case Presentation & Discussion Presenter: <i>Individual Check-Ins</i>	Written Reflection #2 Due
WK 10	Oct 26	Practicum Case Presentation & Discussion Presenter: <i>Individual Check-Ins</i>	Oct Log Due
WK 11	Nov 2	Practicum Case Presentation & Discussion Presenter: Presenter:	
TASP Convention in Denton Nov 5-7			

The syllabus/schedule are subject to change.

WK 12	Nov 9	Practicum Case Presentation & Discussion Presenter: Presenter:	
WK 13	Nov 16	Practicum Case Presentation & Discussion Presenter: Presenter:	Response to an Ethical/Legal Dilemma Due Nov Log Due
WK 14	Nov 23	Thanksgiving Break Week – No Class	
WK 15	Nov 30	Open Forum Discussion – Clinical Issues Dr. Saunders supervisor meetings <i>Individual Check-Ins ONLY</i>	Comprehensive Report Due
Finals Week	Dec 7	Dr. Saunders supervisor meetings <i>Individual Check-Ins ONLY</i> Last Day of Practicum Dec 12	Evaluation #2 Due Dec Log Due Signed Summary Log Due Written Reflection #3 Due Submit any final outstanding documents

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Appendices

PRACTICUM EVALUATION FORM

School Psychology Program

East Texas A&M University

(To be completed by Site Supervisor via Qualtrics)

_____ 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. <i>Below Expectations / Developing:</i> Student performance reflects a lack of critical knowledge and/or skills; consultation with the university supervisor and a remedial plan are recommended. |
| 2. <i>Approaching Expectations / In Progress:</i> Student performance is approaching expectations; further supervision and experience are needed to help develop this knowledge and/or skill. Close supervision is recommended. |
| 3. <i>Proficient / Meeting Expectations:</i> 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. <i>Exceeds Expectations / Mastery:</i> Student performance exceeds expectations and reflects knowledge and/or skills to practice independently in this setting with appropriate supervision. |

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<u>Data-Based Decision Making</u>				
1. Selects and administers assessment tools appropriate to the referral question, under supervision.	1	2	3	4
2. Interprets assessment data accurately with supervisor support.	1	2	3	4
3. Systematically collects and integrates data from multiple sources (records, observations, rating scales, interviews) to inform decisions.	1	2	3	4
4. Uses data to monitor progress and evaluate intervention effectiveness.	1	2	3	4
5. Observes and/or articulates assessment process and recommendations verbally, as needed (e.g., IEP/ARD meetings). Communicates assessment results and recommendations clearly in written reports.	1	2	3	4
<u>Consultation and Collaboration</u>				
1. Applies consultation models (e.g., problem-solving, collaborative) appropriately with supervision.	1	2	3	4
2. Effectively communicates with teachers, staff, and other professionals.	1	2	3	4
3. Supports and facilitates collaborative problem-solving in team settings (e.g., MTSS, SST, IEP, Section 504).	1	2	3	4
4. Demonstrates developing skills in building rapport and trust with school personnel.	1	2	3	4
5. Effectively assists with or independently conducts consultation with parents and/or caregivers to make decisions or solve problems	1	2	3	4
<u>Academic Interventions and Instructional Supports</u>				
1. Identifies evidence-based academic interventions matched to student need.	1	2	3	4
2. Assists in developing instructional accommodations/modifications.	1	2	3	4
3. Supports progress monitoring of academic interventions.	1	2	3	4
4. Demonstrates emerging understanding of curriculum-based measurement and other academic assessment tools.	1	2	3	4

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5. Collaborates with teachers to implement classroom-based academic supports.	1	2	3	4
<u>Mental and Behavioral Health Services and Interventions</u>				
1. Demonstrates developing skill in delivering individual or group counseling under supervision.	1	2	3	4
2. Assists in conducting functional behavior assessments (FBAs). Supports development and implementation of behavior intervention plans (BIPs).	1	2	3	4
3. Demonstrates skill in selecting, carrying out, interpreting, and applying results related to the assessment of emotional, social, and/or functional skills.	1	2	3	4
4. Possesses or demonstrates knowledge of evidence-based instructional methods/interventions to support social-emotional development with supervisory guidance.	1	2	3	4
5. 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	1	2	3	4
<u>School-Wide Practices to Promote Learning</u>				
1. Participates in school-wide MTSS/RTI processes under supervision.	1	2	3	4
2. Demonstrates emerging understanding of systems-level data used for school improvement.	1	2	3	4
3. Demonstrates knowledge about school-wide strategies to support academic, social, and emotional health of students (may contribute to universal screening or school-wide prevention initiatives)	1	2	3	4
4. Supports implementation of school-wide positive behavior supports.	1	2	3	4
5. Shows developing awareness of how organizational systems affect student outcomes.	1	2	3	4

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<u>Services to Promote Safe and Supportive Schools</u>				
1. Assists with crisis prevention and intervention activities under supervision to support or mitigate resilience or risk factors.	1	2	3	4
2. Possesses or demonstrates knowledge of evidence-based crisis preparation, response, and/or recovery strategies	1	2	3	4
3. Assists with the provision of multi-tiered prevention and health promotion programs (e.g., bullying prevention and/or school climate initiatives).	1	2	3	4
4. Participates in safety planning for at-risk students with supervisor guidance.	1	2	3	4
5. Shows developing understanding of trauma-informed practices in schools.	1	2	3	4
<u>Family, School, and Community Collaboration</u>				
1. Communicates effectively and respectfully with families.	1	2	3	4
2. Considers the role of families as partners in the problem-solving/decision-making process.	1	2	3	4
3. Demonstrates knowledge of family systems, strengths, needs, and culture to work effectively with students' families. Demonstrates developing cultural humility when engaging diverse families.	1	2	3	4
4. Connects families with community resources as appropriate, with supervisor support.	1	2	3	4
5. Supports or facilitates parent conferences or meetings under supervision.	1	2	3	4
<u>Equitable Practices for Diverse Student Populations</u>				
1. Demonstrates awareness of own cultural biases and their potential impact on practice.	1	2	3	4
2. Adapts assessment and intervention approaches to be culturally responsive.	1	2	3	4

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3. Demonstrates knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the effects they have on development and learning.	1	2	3	4
4. 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)	1	2	3	4
5. Recognizes systemic inequities affecting diverse student populations and seeks guidance in addressing them.	1	2	3	4
<u>Research and Evidence-Based Practice</u>				
1. Locates and applies current research literature to inform practice decisions.	1	2	3	4
2. Demonstrates developing understanding of program evaluation methods.	1	2	3	4
3. Uses data to evaluate the effectiveness of interventions implemented.	1	2	3	4
4. Shows emerging ability to critically evaluate assessment tools and interventions for evidence base.	1	2	3	4
5. Integrates research findings into case conceptualization with supervisor support.	1	2	3	4
<u>Legal, Ethical, and Professional Practice</u>				
1. Demonstrates knowledge of relevant special education law (IDEA, Section 504) as applied to practice.	1	2	3	4
2. Adheres to NASP and state ethical guidelines with supervisory guidance, including promptness in completing work and meeting deadlines.	1	2	3	4
3. Maintains appropriate confidentiality and documentation practices.	1	2	3	4
4. Demonstrates developing professional identity and reflective practice.	1	2	3	4

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5. Seeks and responds constructively to supervision and feedback.	1	2	3	4
<u>Interpersonal Skills</u>				
1. Establishes good rapport with supervisor, peers, and clients	1	2	3	4
2. Works effectively with supervisor, classmates, and clients	1	2	3	4
3. Demonstrates professional and personal maturity	1	2	3	4
4. Has the ability to manage stress	1	2	3	4
5. Is aware of personal strengths and weaknesses	1	2	3	4
6. Demonstrates honesty and integrity	1	2	3	4
7. Is adaptable and flexible	1	2	3	4

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.

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PRACTICUM HOURS LOG SUMMARY

FILLABLE FORM LINK: [Log Summary](#)

School Psychology Program

East Texas A&M University

_____ Practicum Student Name	_____ Semester/Year
_____ Practicum Site	_____ Beginning Date
_____ Address	_____ Ending Date
_____ Site Supervisor	_____ Site Supervisor Phone
_____ University Supervisor	

<u>Area</u>	<u>NUMBER OF HOURS</u>	
	Semester 1	Semester 2
Data-Based Decision Making	_____	_____
Consultation and Collaboration	_____	_____
Academic Interventions and Instructional Supports	_____	_____
Mental and Behavioral Health Interventions and Supports	_____	_____
School-Wide Practices to Promote Learning	_____	_____
Preventive and Responsive Services	_____	_____
Family, School, and Community Collaboration	_____	_____
Equity and Diversity in Practice	_____	_____
Research and Evidence-Based Practice	_____	_____
Legal, Ethical, and Professional Practice	_____	_____
Supervision (Professional Practice)	_____	_____
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

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PRACTICUM LOG CODING SYSTEM

School Psychology Program East Texas A&M University

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

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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.