

Fall 9-1-2018

# PSYX 587.02: School Psychology Methods Second Year

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# **PSYX 587 – School Psychology Methods**

## **Section 02 – Fall 2017**

### **Course Time and Location**

Wednesday 12:00 – 1:50pm, Skaggs 303

### **Instructor Information**

Instructor: Anisa Goforth, Ph.D., NCSP

Office: Skaggs 367

Email: [anisa.goforth@umontana.edu](mailto:anisa.goforth@umontana.edu)

Office Phone: 406.243.2917

Cell Phone: 503.562.9379

Office Hours: by appointment

### **Course Background**

School Psychology Methods is designed to provide students with authentic clinical experiences in a school setting. The practicum provides opportunities for students to practice the skills they are learning or have learned in classes, and to begin to engage in the professional activities of a school psychologist. Students will develop a better understanding of schools, educational staff, and students, as well as the roles and functions of school psychologists. Given that this course includes both first and second year students, the topic or content of the course changes each year. One year will cover general multicultural topics and the other year will cover working with Native American students and their families. This year, we will be covering content related to cultural competence with children from diverse cultural and linguistic backgrounds.

The practicum seminar is designed to accompany the field component of the School Psychology Methods by providing students with a forum to discuss critical issues of practice in a community of scholars and practitioners. We will be using the class as a site to integrate your coursework and field experiences, to examine your development as a professional, and to discuss emerging issues of practice. You will receive direct and indirect supervision of your practicum experience in this class in addition to that provided by the field-based supervisor.

Students are expected to attend their practicum site for the equivalent of at least one full day (at least 8 hours) during the fall semester for a total of 180 hours. Please reserve 2-4 hours weekly to conduct class assignments in the field setting, the remainder of your time will be spent working directly with your field supervisor. Please note that your supervisor may not be in the building the entire day that you are there. A weekly written record is required to document your practicum hours. Professional dress and demeanor is expected in the practicum setting. Additional time in the site may be required to complete course expectations. It is occasionally necessary to temporarily withdraw students from the practicum placement if problems arise due to the students' progress or to unforeseen circumstances at

the practicum site. If this should occur, the instructor will consult immediately with the student and the field supervisor to develop a plan to reestablish the practicum as soon as is feasible.

The second year practicum is an opportunity to continue to learn new skills related to assessment, intervention and consultation, as well as synthesize those skills learned in first year. Specifically, you will continue to develop your skills related psychoeducational assessment, consultation, intervention planning and implementation skills, and outcome evaluation. Practicum students are expected to be closely supervised. The appropriate degree of autonomy given to students is left to the discretion of the field-based and university-based supervisors.

You will be involved in a variety of tasks as a school psychology practicum student. You should complete 180 hours of practicum-related work *per semester*. Some activities you will be involved in (but not limited to):

- Comprehensive psychoeducational evaluations.
- IEP intervention planning meetings.
- Consultation with classroom teachers (general and special) and parents.
- Observations in structured and unstructured settings (e.g., playground, break time).
- Intervention for students in: (1) general education and (2) special education
- Program and/or intervention outcome evaluation.

## **COURSE LEARNING OBJECTIVES**

1. You will practice under supervision at school-based site as a school psychologist to develop your assessment, consultation, collaboration, data-based decision making and intervention-related skills utilizing the problem-solving model.
2. You will become increasingly familiar with school personnel and organizational characteristics and related community resources.
3. You will develop personal, professional and ethical qualities appropriate to the roles of school psychologists.
4. You will develop further experience, knowledge and skill in working within the richly diverse environment that schools, children and their families represent.
5. You will further develop knowledge and skill in utilizing developmentally appropriate evidence-based best practice in assessment and intervention for exceptionalities and/or psychological disorders among children/youth.

### **Relevant NASP Domains of Practice to Course**

Domain 1: Data-Based Decision Making and Accountability

Domain 2: Consultation and Collaboration

Domain 3: Interventions and Instructional Support to Develop Academic Skills

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills

Domain 5: School-Wide Practices to Promote Learning

Domain 6: Preventive and Responsive Services.

Domain 7: Family-School Collaboration Services

Domain 8: Diversity in Development and Learning

Domain 9: Research and Program Evaluation

Domain 10: Legal, Ethical, and Professional Practice

## **Course Policies and Procedures**

### **Academic Honesty and integrity**

As students entering the field of school psychology, there is an expectation of a high standard of academic integrity. Students are expected to perform to the utmost of their ability in an honest and ethical manner. The University of Montana's [Student Conduct Code](#) (SCC) should be reviewed, especially in regards to plagiarism. It is the policy of the SPSY program that plagiarism will result in an "F" for the course in which the academic violation occurs as well as grounds for consideration of dismissal from the program.

### **Professionalism**

I expect all students to behave with the highest standard of professionalism, both during class and in your practicum site. As a school psychologist in-training, you represent the university as well as the field. Keep in mind that how you dress and behave makes an impression of you as a professional. Consequently, please wear professional clothing during your practicum setting and act in a manner that highlights your knowledge and expertise.

### **Disability Modifications**

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Disability Services for Students](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

### **Attendance and Active Engagement**

Attendance is highly encouraged since student's course grades are partially determined by participation in class discussions and activities. Moreover, missing a class can substantially affect students' depth of understanding. Please inform me prior to class if a late arrival or early departure from class is absolutely necessary. An excused absence will be granted only in a *documented* emergency situation. Malpractice Insurance

Malpractice coverage is required for students who are engaged in clinical work. In the fall, you will begin your clinical work in an elementary school. You are required to purchase the malpractice insurance by August 31, 2017 and you will upload the first page indicating the amount of coverage to the PSYX587 Moodle page folder (instructions will be given during your PSYX587 class). The [National Association of](#)

[School Psychologists](#) recommends Forrest T. Jones & Company and the American Professional Agency. We recommend that you become a NASP student member to obtain the discount.

### **Religious Observance**

Please notify me in advance if you will be absent from class for religious observances.

### **Incompletes and Make-Up Procedures**

Incompletes will be given under limited circumstances (e.g., personal situations, illness). Make-up procedures must be arranged immediately with me. It is my intention to facilitate your success in this course, please do not hesitate to contact me regarding potential barriers to this goal.

### **Electronic Devices**

Electronic devices (such as cell phones, I-pods, mp3s, etc.) must be turned off and put away before class. I encourage the use of computers during class to take notes or to use electronic articles and PowerPoints. However, the use of computers for personal reasons during class is inappropriate and disrespectful to other students and to me. I will speak with you if I feel that your use of computers is detracting from your learning and will use discretion in reducing grades for those students who are using computers in a disrespectful manner when class is in session.

### **Commitment to Multiculturalism**

I am committed to creating an environment in which individuals' diversity and opinions are respected. I strive to integrate multicultural and diversity issues in my courses in ways that is relevant to course content and process. I hope students will contribute their unique perspectives to this effort by considering and raising issues related to multiculturalism and diversity—and respecting others' outlooks throughout this course.

### **“People First” Language**

Students are expected to use appropriate, “people first” language in class discussions and written work. People with disabilities are just that: people who happen to have physical, sensory, behavioral, or intellectual disabilities. Please avoid phrases like “the handicapped,” “autistic kids,” or other statements that highlight the disability rather than the individual. Instead, speak and write in a way that puts “people first,” for example, “the student with a severe disability,” “the program for students with behavior disorders.” This small change emphasizes the humanity and individuality of the person and clarifies that disability is only one of many characteristics (and not necessarily the most important!) that people can possess.

### **Required Texts**

Note: The following texts should be part of your professional library. These texts (and others) support you in your role as a school psychologist.

*Best Practices in School Psychology: Student level services* (2014). Harrison, P. L. & Thomas, A. (Eds.). Bethesda MD: National Association of School Psychologists (NASP).  
Chapters: 14, 16

*Best Practices in School Psychology: Foundations* (2014). Harrison, P. L. & Thomas, A. (Eds.). Bethesda MD: National Association of School Psychologists (NASP).

Chapters: 1,10

Fadiman, A. (1997). *The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of cultures*. New York: Farrar, Straus, & Giroux.

Joyce-Beaulieu, D. & Rossen, E. (2016). *The school psychology practicum and internship handbook*. New York, NY: Springer Publishing.

Jones, J. M. (2009). *The psychology of multiculturalism in the schools: A primer for practice, training, and research*. Bethesda, MD: National Association of School Psychologists.

Jacob, S., Decker, D. M., & Lugg, E. T. (2016). *Ethics and Law for School Psychologists* (7th ed.). Hoboken, NJ: John Wiley & Sons.

### Required Articles

Blanks, A. B., & Smith, J. D. (2009). Multiculturalism, religion, and disability: Implications for special education practitioners. *Part of a special issue: Best Practices for Practitioners, 44*, 295-303.

Bronfenbrenner, U. (2005). Ecological systems theory. In Author (Ed.), *Making human beings human: Bioecological perspectives on human development* (pp. 106-167). Philadelphia, PA: Sage Publications.

Bryant-Davis, T., Ellis, M. U., Burke-Maynard, E., Moon, N., Counts, P. A., & Anderson, G. (2012). Religiosity, spirituality, and trauma recovery in the lives of children and adolescents. *Professional Psychology: Research and Practice, 43*, 306-314. doi: <http://dx.doi.org/10.1037/a0029282>

Campbell, C. D., & Gordon, M. C. (2003). Acknowledging the inevitable: Understanding multiple relationships in rural practice. *Professional Psychology: Research and Practice, 34*, 430-434. doi: 10.1037/0735-7028.34.4.430

Campbell, C., Richie, S. D., & Hargrove, D. S. (2003). Poverty and rural mental health. In B. H. Stamm (Ed.), *Rural behavioral health care: An interdisciplinary guide*. Washington, D.C.: American Psychological Association.

Edwards, L. M., & Sullivan, A. L. (2014). School psychology in rural contexts: Ethical, professional, and legal issues. *Journal of Applied School Psychology, 30*, 254-277. doi: 10.1080/15377903.2014.924455

Fryberg, S. A., Markus, H. R., Oyserman, D., & Stone, J. M. (2008). Of warrior chiefs and Indian princesses: The psychological consequences of American Indian mascots. *Basic and Applied Social Psychology, 30*, 208-218. doi: 10.1080/01973530802375003

Goforth, A. N., Yosai, E. R., Brown, J. A., & Shindorf, Z. R. (2016). A Multi-method Inquiry of the Practice and Context of Rural School Psychology. *Contemporary School Psychology, 1-13*. doi: 10.1007/s40688-016-0110-1

- Helms, J. (1995). An update of Helms' White and people of color racial identity models. In J. G. Ponterotto, J. M. Casas, L. A. Suzuki & C. M. Alexander (Eds.), *Handbook of multicultural counseling*. Thousand Oaks, CA: Sage Publications.
- Helms, J. E. (1992) *A race is a nice thing to have: A guide to being a White person or understanding the White persons in your life*. Topeka, KN: Content Communications.
- Nordal, K. C., Copans, S. A., & Stamm, B. H. (2003). Children and adolescents in rural and frontier areas. In B. H. Stamm (Ed.), *Rural behavioral health care: An interdisciplinary perspective*. Washington, D.C.: American Psychological Association.
- McIntosh, P. (1989). White privilege: Unpacking the invisible knapsack. *Peace and Freedom*, 10-12.
- Markstrom, C. A., Stamm, B. H., Stamm, H. E., Berthold, S. M., & Wolf, P. R. (2003). Ethnicity and rural status in behavioral health care. In B. H. Stamm (Ed.), *Rural behavioral health care: An interdisciplinary perspective*. Washington, D.C.: American Psychological Association.
- Orr, A., Baum, J., Brown, J., Gill, E., Kahn, E., & Salem, A. (nd). Schools in transition: A guide for supporting transgender students in K-12 schools.
- Pearson, Q. M. (2004). Getting the Most Out of Clinical Supervision: Strategies for Mental Health. *Journal of Mental Health Counseling*, 26, 361-373.
- Pham, A. V. (2014). Navigating social networking and social media in school psychology: Ethical and professional considerations in training programs. *Psychology in the Schools*, 51, 767-778. doi: 10.1002/pits.21774
- Shriberg, D., Song, S. L., Miranda, A. H., & Radliff, K. M. (2013). Introduction. In D. Shriberg, S. L. Song, A. H. Miranda & K. M. Radliff (Eds.), *School psychology and social justice: Conceptual foundations and tools for practice*. New York, NY: Routledge.
- Sue, D. W. (2010). *Microaggressions in everyday life: Race, gender, and sexual orientation*. Hoboken, NJ: John Wiley & Sons.
- Sue, S. (2006). Cultural competency: From philosophy to research and practice. *Journal of Community Psychology*, 34, 237-245.
- Sullivan, A. L. (2013). Understanding and addressing inequities in special education. In D. Shriberg, S. Y. Song, A. H. Miranda & K. M. Radliff (Eds.), *School psychology and social justice: Conceptual foundations and tools for practice*. New York, NY: Routledge.
- Swearer, S. M., Turner, R. K., Givens, J. E., & Pollack, W. S. (2008). "You're so gay!": Do different forms of bullying matter for adolescent males? *School Psychology Review*, 37, 160-173.

## Recommended Texts for Your Practicum Experience

Bear, G.G. & Minke, K.M. (Eds.) (2006). *Children's Needs III: Development, Problems and Alternatives*. Washington DC: National Association of School Psychologists (NASP).

Burns, M.K., Riley-Tillman, C.T., & Rathvon, Natalie (2017). *Effective school interventions: Evidence-based strategies for improving student outcomes*, 3rd edition. New York: Guilford.

Shinn, M.R. & Walker, H.M. (Eds.) (2010). *Interventions for achievement and behavior problems in a three-tier model including RTI*. Washington DC: National Association of School Psychologists (NASP).

Plotts, C., & Lasser, J. (2013). *School psychologist as counselor*. Washington DC: National Association of School Psychologists (NASP).

## Course Requirements

1. Practicum Goals, Self-Assessment, Professional Development Plan, & Reflections (40 points). At the beginning of the semester, you will prepare a statement of the specific learning goals (and documentation or a plan of how to achieve these goals) you have for your practicum. These goals and plan will be discussed at the first individual supervision. We will refer to these objectives throughout the semester to assist in the supervision of your experience.

You will reflect about your experience at your practicum site at the middle and end of the semester. You will reflect on your experiences with assessment, intervention and consultation as outlined on the *Reflections on Practicum Experience* guideline (see Appendix). Your reflections will be used by your university-based supervisors as feedback about your development as a professional. Specific topics that need further development will be identified for discussion in practicum seminar.

Finally, you will complete practicum hour logs to document your training experience. You will obtain your on-site supervisor's signature to each. The logs will be returned to you for inclusion in your professional portfolio (next semester).

2. Critical Questions (30 points). Each week, you will read the assigned readings and provide three critical questions related to the topic of the week. To obtain full credit (6 points each), the questions should reflect critical thinking about theory and practice as it relates to the topic. These questions can be used to prompt discussion during the class period.
3. Introspection Paper (50 points). Each student will complete a 5-6 page (typed, double spaced) introspection about topics discussed in our course. The purpose is to examine *your own identity and culture* in the context of being a school psychologist working with diverse populations. See Appendix for more information.
4. Case Presentation (50 points). You will present on a case conducted during the semester using the problem-solving model. It may be an assessment (e.g., referral for special education),

consultation (e.g., conjoint behavioral consultation) or intervention (e.g., academic or social, emotional, or behavior intervention). More information is in the Appendix.

5. Psychological Report: Special Education Re-evaluation (100 points). Under supervision of your practicum site-based supervisor, you will conduct a full, comprehensive psychological evaluation for a student referred for a re-evaluation for special education. Please see Appendix for more information.
6. Ethical Decision Making Presentation (50 points). Developing an understanding of the ethical issues surrounding the practice of school psychology is an integral part of your professional development. During the semester, we will explore ethical issues and dilemmas as well as legal guidelines of current importance in the field of school psychology. You will present a real-life dilemma using the framework outlined in *Ethics and Law for School Psychologists*. Please see Appendix for more information.
7. Professional Portfolio (credit/no credit) You will develop a Professional Portfolio as evidence of your growth over the year in taking on the school psychologist's professional role. You will be evaluated at the completion of your second year but you will submit any components that are completed at the end of Fall semester.
8. Clinical Evaluation (50 points). The following criteria will be used in clinical evaluations:
  - Maintaining a professional demeanor and appearance in the field site
  - Attendance and promptness in the field site
  - Meeting deadlines and responsibilities in the field site
  - Effective communication with field supervisors
  - Effective interactions with teachers, children, parents and other school staff
  - Maintaining confidentiality of all testing materials and files
  - Protecting the confidentiality of individuals involved in testing and other professional activities
  - Participation in and openness to receiving supervision

You will use the Practicum Student Performance Evaluation Form to obtain evaluative feedback from your on-site supervisor and discuss that information with your university-based supervisor. A copy will be provided to you for discussion and to retain in your professional portfolio.

You will use the Practicum Student Consumer of Services Performance Evaluation form, to obtain evaluative feedback from a consumer of your services during the semester. This person may be a general or special education teacher, a principal, a parent(s), etc., and should be someone who has had the most experience with you in your role as a school psychologist. Test protocols, surveys, observation documents and written reports will be constructively evaluated by your on-site practicum supervisor. *You must submit copies of case reports to your faculty supervisor for review and feedback.* For instances where written reports in schools have been replaced by a computerized "reporting format", students must still write and submit a psycho-

educational report for cases to be submitted to the university practicum supervisor for critical feedback about your skill development in professional report writing.

## Other Course Activities

### Activity Log

Documenting your practicum experience is important in planning your professional development as well as for applying for professional credentials. You should regularly keep a log of your hours (including supervision hours), activities, cases, workshops, client characteristics (e.g., age, disability, referral type), assessment tools used, and interventions conducted.

### Supervision Time

I will be your university-based supervisor. I am a licensed psychologist in the State of Montana, credentialed school psychologist in the State of Montana, and Nationally Certified School Psychologist. I will be meeting with you as part of the seminar to provide supervision as well as individual supervision throughout the semester.

## Course Grades

The points and percentage of the final grade related to each course assignment is as follows:

<b>Activity</b>	<b>Points</b>
Practicum Goals, Self-Assessment, & Reflections	40
Introspection Paper	50
Critical Questions	30
Case Presentation	50
Psychological Report: Special Education Re-Evaluation	100
Ethical Decision Making Presentation	50
Clinical Evaluation	50
Professional Portfolio	CR/NC
<hr/>	
Total:	470

<b>Percentage</b>	<b>Grade</b>
94 - 100	A
90 - 93	A-
87 - 89	B+
84 - 86	B
80 - 83	B-
77 - 79	C+
74 - 76	C
70 - 73	C-
67 - 69	D+
64 - 66	D
60 - 63	D-

Percentage	Grade
0 - 59	F

## Fall 2018 Seminar Schedule

Topics for discussion each week TBD through evaluation and as appropriate

Week	Date	Discussion Topics	Readings	First Year Assignment	Second Year Assignment
1	8/29	Introduction to Practicum Review Professional Behavior & Characteristics Ecological Model (Bronfenbrenner)	Pearson (2004) Bronfenbrenner (2005)	-Read Joyce-Beaulieu & Rossen (2016) Ch. 1-3 -Practicum assignment check-in	-Read Joyce-Beaulieu & Rossen (2016) Ch. 6-8 -Practicum assignment check-in
2	9/5	Cultural Humility, Cultural Competence	Novins & Bess (2011) BP Ch. 1: Miranda (2015) Jones (2011) Ch 1 & 2 <sup>[L][SEP]</sup> Sue (2001) <sup>[L][SEP]</sup>	-Practicum Goals, Self-Assessment & Professional Development Plan Due -Critical Questions due in Moodle	-Practicum Goals, Self-Assessment & Professional Development Plan Due -Critical Questions due in Moodle
3	9/12	Clinical Training: Positive Behavior Intervention Supports with Diverse Children	-TBD		-Individual Supervision with Dr. Goforth
4	9/19	Cultural Competence: White Privilege and Identity	Helms (1995) <sup>[L][SEP]</sup> Jones (2011) Ch 4 <sup>[L][SEP]</sup> McIntosh (1990) <sup>[L][SEP]</sup> Project Implicit (on Moodle)	-Critical Questions due in Moodle	-Critical Questions due in Moodle
5	9/26	Cultural Competence: School Psychological Practice in Rural Communities	Nordal, Copans, & Stamm (2003) <sup>[L][SEP]</sup> Markstrom, et al (2003) Goforth, Yosai, Brown, & Shindorf (2016) BP Ch 11--Beebe-Frankenberger & Goforth (2014)	-Week of Individual Supervision with Dr. Goforth -Critical Questions due in Moodle	-Critical Questions due in Moodle

Week	Date	Discussion Topics	Readings	First Year Assignment	Second Year Assignment
6	10/3	Cultural Competence: Discrimination, Microaggressions & Stereotypes	Sue (2010) <sup>SEP</sup> Fryberg, et al (2008)	-Critical Questions due in Moodle	--Critical Questions due in Moodle
7	10/10	Ethics & Law in Practice	Fadiman (2012) All chapters Jacobs, Decker, & Lugg ch. 1-2	-Observation 1 at Jefferson -Critical Questions due in Moodle	-Week of Individual supervision with Dr. Goforth -Critical Questions due in Moodle
8	10/17	Clinical Training: Ethical Problem Solving	Campbell & Gordon (2003) Pham (2014)	-Review your social media profiles as parent & teacher	-Review your social media profiles as parent & teacher
9	10/24	Cultural Competence: Gender & Sexuality	Orr et al (nd) Swearer, et al (2008) Genderbread Activity (on Moodle) <sup>SEP</sup> I am Jazz: Confronting Hate (on Moodle)	-Critical Questions due in Moodle	-Critical Questions due in Moodle
10	10/31	Social Justice & School Psychology	Shriberg, et al (2013) Sullivan (2013)	-Introspection Paper due -Critical questions due to Moodle	-Introspection Paper due -Critical questions due to Moodle
11	11/7	Ethical Decision-making Presentations: Second Years		-Observation 2 at Jefferson -Ecological Appraisal Paper due	
12	11/21	Thanksgiving Break—NO CLASS			
13	11/28	Case Reviews: First Years Ethical Decision-making Presentations: Second Years		-Observation of Developmental Milestones due	

<b>Week</b>	<b>Date</b>	<b>Discussion Topics</b>	<b>Readings</b>	<b>First Year Assignment</b>	<b>Second Year Assignment</b>
<b>14</b>	12/5	Case Presentations: Second Years		-Practicum Reflection & Self-Assessment Due -Clinical Evaluations due	-Psychological Report: Special Education Re-evaluation -Draft of Professional Portfolio due -Practicum Reflection & Self-Assessment Due
<b>15</b>	12/12	Case Presentations: Second Years		-Individual Supervision with Dr. Goforth	-Individual Supervision with Dr. Goforth

## Appendix A

### Professional Goals

The University of Montana  
School Psychology Program  
Professional Goals for Practicum Experience

Semester/Year: \_\_\_\_\_

Student Name: \_\_\_\_\_

Practicum site: \_\_\_\_\_

Practicum supervisor: \_\_\_\_\_

Please reflect upon your current skills, knowledge and competencies. Consider your previous background and experiences with children, assessment, intervention and the educational process. Then, develop and write concrete, observable, and measurable goals for your professional development this semester under each of these categories (you can have multiple goals under each category). You will review your goals with your university- and field-based supervisors.

Sample Goals:

- By December 5, 2013, I will administer one child assessment under supervision.
- By December 5, 2013, I will speak to at least one parent about the needs of their child with a disability and will use appropriate non-verbal and verbal communication (e.g., speak clearly, make eye contact).

**Part 1: Reflection on Strengths and Weaknesses**

## **Part 2: Professional Goals**

- 1. Goal for Assessments**
- 2. Goals for Intervention**
- 3. Goals for Professional Collaboration or Consultation**
- 4. Goals for Legal, Ethical, and Professional Performance**
- 5. Goals for Promotion and Awareness of Diversity**

## Appendix B

### Reflection on Practicum Experience

The University of Montana  
School Psychology Program  
Reflections on Practicum Experience

Semester/Year: \_\_\_\_\_

Student Name: \_\_\_\_\_

Practicum site: \_\_\_\_\_

Practicum supervisor: \_\_\_\_\_

Please reflect about your experience at your practicum site in relation to the following areas. Consider how your previous experiences and background affect your current experience as a school psychologist-in-training. You may not have direct experience with some of these areas, so comment on your observations (e.g., your supervisor administering a measure, intervention) or what you would like to learn in that particular area. This is a reflection exercise—do not simply list activities in which you have participated. Reflect on your skills, knowledge, and awareness related to the following areas.

1. School systems and the educational process.
2. Assessment for interventions. This may include observation, interviews, records reviews, standardized measures, alternative assessments (e.g., CBM).
3. Direct intervention services. This may include any academic or social-emotional interventions that you have provided or observed others conducting.
4. Consultation (e.g., with teachers, parents, students, administrators)
5. Parent-School Relationships
6. Diverse populations:

7. Professional development. Reflect upon your areas of growth in the past semester and how this will influence your role as a school psychologist.
8. What training or professional goals would you like to address in the next semester? What would you like more information about?

## **Appendix C**

### **Case Presentation**

You will present on a case conducted during the semester using the problem-solving model. It may be an assessment (e.g., referral for special education), consultation (e.g., conjoint behavioral consultation) or intervention (e.g., academic or social, emotional, or behavior intervention). The case can include a single child (e.g., psychological assessment) or a group of children (e.g., group therapy using *Coping Cat*). The case presentation may (but does not have to be) similar to the Direct Intervention Skills Case Report. The presentation should be 10 minutes with 5 minutes of question-and-answer.

The required sections of the presentation are below.

1. Referral problem/target area of need
2. Problem-analysis
3. If its an assessment
  - a. Record review
  - b. Interviews
  - c. Observations
  - d. Specific measures used and rationale
4. If its an intervention
  - a. Goals
  - b. Intervention Plan and Description
  - c. Progress Monitoring (description of progress-monitoring procedures and clear presentation of data). Documentation of data used during progress monitoring.
  - d. Intervention evaluation (fidelity and modifications, social validity, summary of effectiveness).
5. Recommendations
6. Reflections on Professional Practice

A rubric is available on Moodle of how you will be graded on your presentation.

## Appendix D

### Ethical Decision Making Presentation

As school psychologists, we often come across ethically challenging situations in our work. You will present an actual case that you experienced or observed during your practicum experiences.

First, you will select an ethical dilemma that you have encountered in your practicum setting. An ethical dilemma is specifically when two ethical principles (e.g., confidentiality and multiple relationships) conflict, and you must decide which ethical principle to follow. There are many instances of dilemmas in a school psychologist's daily life. If you are having difficulty finding a dilemma to discuss, please speak with me.

Second, you will use the Jacob, Decker, and Lugg (2016) model of decision making as a guide. You should discuss the ethical standards involved, the stakeholder, alternative solutions to the dilemma, and the solution.

Finally, you will conduct a presentation using the model of decision making. The presentation should be approximately 10 minutes, with a 5-minute question-and-answer period. You should provide a concise, yet comprehensive presentation of the ethical decision making process. You should list the specific ethical codes, case law, state, and/or federal laws relevant to the decision-making. Given the time constraints, in the presentation, you may list those codes/laws relevant to the case on the slide and only discuss those that are more relevant or interesting to the case.

A rubric is available on Moodle of how you will be graded on your presentation. The presentation should be printed (2 slides per page) and submitted as part of the Practicum Portfolio in the second semester.

## **Appendix E**

### **Introspection Paper**

This paper is designed to prompt you to think about multicultural topics relevant to your own identities. This semester, we will be discussing about development, context, prevention and treatment of children from Native communities. The purpose of this paper is to continue your reflection about your background, culture, and values that may shape or affect your ability to provide services to Native youth. You may write about anything you want, as long as you connect what you have learned in the course with your own cultural identity and background.

Please note that I respect your right to disclose whatever you choose. All information in this paper will be confidential, though I invite you to share whatever you feel comfortable sharing with classmates during class discussions.

I recognize that you could take a lifetime to write this paper and that 5 to 6 pages may not seem sufficient. Nonetheless, be succinct and observe the page limits. In addition, your paper must be typed (double-spaced), using Times New Roman font, 12-point pica, 1-inch margin on all four sides, and stapled (no paper clips please). Also, I expect excellent writing and points will be deducted if there are spelling, punctuation, or grammatical mistakes.

## Appendix F

### Psychological Report: Special Education Re-Evaluation

Under supervision of your practicum site-based supervisor, you will conduct a full, comprehensive psychological evaluation for a student referred for a re-evaluation for special education. The student may be in K-12 but must already have received special education services and is up for a re-evaluation. The purpose of a psychological report is to provide a concise, yet comprehensive summary of a child's cognitive abilities, academic skills, and social and emotional issues. There are a variety of purposes for a psychoeducational report, including providing an accurate assessment for a referral source (e.g., parent), developing hypotheses and linking to appropriate interventions, providing a baseline for the examinee, and as a legal document (e.g., IEP).

The typical report includes (Sattler, 2001):

1. Identifying information
2. Assessment instruments
3. Reason for referral
4. Background information
5. Observations during the assessment
6. Assessment results and clinical impressions
7. Recommendations
8. Summary
9. Signature

While there is a general standard structure for psychological reports, there is no "correct" way. Indeed, you will notice that each school psychologist has his or her own way to writing. I recognize that not all school psychologists write comprehensive report and instead, use the online special education system (e.g., AIM). It is important to note, however, that the report should not simply be a copy-and-paste from the AIM system. You are required to synthesize and communicate the assessment in a way that a parent would understand. I encourage your site-based supervisor to review the report and provide you with feedback.

A rubric is available on Moodle that will be used to grade your performance.

## Appendix I

### University of Montana School Psychology Specialist and Doctoral Practicum Portfolio

At the completion of the second year practicum (PSYX587 School Psychology Methods), all specialist and doctoral students will submit a portfolio to document knowledge and skills of school psychology practice. Students should select samples of their “best work” in selected areas (e.g., case studies) of professional practice and demonstrate ability to provide services that positively impact children, families and schools. Students will be evaluated on the entire portfolio. The second year practicum faculty member will evaluate students using a 4-point criterion scale. Students must have an overall score of 3.0 to pass the portfolio requirement.

	Description of Portfolio Item	Criteria	Present
<b>I. Practicum Logs &amp; Reflections</b>			
a.	End-of-Semester Logs signed by site-based and university-based practica supervisors	Hourly logs for direct and in-direct service in practicum for first and second year practica.	Y/N
b.	Practicum Hour Summary Sheet	Summary of each semester (first and second year) of practicum, total direct and indirect service, practicum site and supervisor.	Y/N
c.	Professional Goals & Professional Practice Reflections	Professional goals and reflections written at beginning of semester for first and second year practica.	Y/N
d.	End-of-Semester Professional Practice Reflections	Reflections on practicum experiences during the semester for first and second year practica.	Y/N
<b>II. Clinical Evaluations</b>			
a.	Practicum Supervisor Ratings	Completed Practicum Performance Evaluation—Supervisor for first and second year practica.	Y/N
b.	Consumer of Services Ratings	Completed Practicum Performance Evaluation—Consumer of Services for first and second year practica	Y/N
<b>III. Diversity in Development and Learning</b>			
a.	Introspection Paper: Culturally and Linguistically Diverse Youth and Families	Reflections on identity and professional practices related to working with culturally and linguistically diverse youth and families.	Y/N
b.	Introspection Paper: Native American Youth and Families	Reflections on identity and professional practices related to working with Native American youth and families.	Y/N

<b>IV. Selected Case Studies</b>			
a.	Initial Evaluation for Special Education Entitlement for Services/Supports	Psychoeducational report for youth referred for initial special education evaluation	Y/N
b.	Re-Evaluation for Special Education Entitlement for Services/Supports	Psychoeducational report for youth referred for special education re-evaluation	Y/N
c.	Direct Intervention and/or Instructional Support to Develop Academic Skills CBM Used: _____ ROI: _____ % Change: _____	Problem-solving report of evidence-based intervention that includes Rate of Improvement (ROI) and percent change of academic behavior (e.g., curriculum-based measure).	Y/N
d.	Direct Intervention and Mental Health Support to Develop Social and Life Skills Behavior Measured: _____ Visual Analysis: _____ % Change: _____	Problem-solving report of evidence-based social, emotional, and/or behavior intervention that includes percent change of behavior and visual analysis. Evidence of consultation and/or collaboration with children, families and/or school.	Y/N
<b>V. Direct and Indirect Services for Children, Families, and Schools: Systems-level Services</b>			
a.	Crisis Multi-Tiered Systems Assessment and Intervention	Evidence-based interventions and assessment that can be used to support student at all levels in response to a specific type of crisis. Evidence of family-school collaboration services at the systems-level.	Y/N
b.	Family-School Collaboration	Summary of activities (one page) documenting family-school collaboration services during practicum.	Y/N
<b>VI. Legal, Ethical and Professional Practice</b>			
a.	Ethical Decision Making Presentation	Presentation slides on ethical decision-making process encountered during practicum.	Y/N
b.	Professional Development Activities	Description or other printed materials about professional development seminars or conferences.	Y/N
c.	Resume or Curriculum Vitae	Professional resume to date with education, clinical experiences, and relevant work experiences.	Y/N

<b>Student Performance on Portfolio:</b>	<b>1 = Significantly Below Criterion</b>	<b>2 = Below Criterion</b>	<b>3 = Meets Criterion</b>	<b>4 = Exceeds Criterion</b>
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<b>Student Performance on Portfolio:</b>	<b>1 = Significantly Below Criterion</b>	<b>2 = Below Criterion</b>	<b>3 = Meets Criterion</b>	<b>4 = Exceeds Criterion</b>
	Student does not meet expectations for the student's level of training and/or entry into the profession. Student requires substantially more practice and supervision.	Student is approaching expectations for the student's level of training and/or entry into the profession. Student requires more practice and supervision.	Student meets expectations for the students' level of training and/or entry-level competency in the profession.	Student exceeds expectations for the student's level of training and/or entry-level competency in the profession.

## Practicum Portfolio Description

*Components of the specialist and doctoral practicum portfolios are briefly described below. More detailed descriptions of each component are in the PSYX587-02 School Psychology Methods course syllabi.*

**End-of-semester Logs.** The Student should complete hourly logs of direct and indirect services provided during practicum. The logs must be signed by the practicum supervisor at the completion of each semester.

**Practicum Hour Summary Sheet.** The student should complete the “Practicum and Practicum Hour Summary Sheet” and calculate the total number of direct and indirect services provided during practicum and Practicum. The practicum sites and all supervisors should be listed on the sheet.

**Practicum Goals, Self-Assessment, Professional Development Plan and Reflections.** Students should reflect upon their current skills, knowledge and competencies, considering their previous background and experiences with children, assessment, intervention and the educational process. Students should reflect upon their personal and professional strengths and areas of improvement. Students should then develop and write concrete, observable, and measurable goals for their professional development.

**Introspection Papers.** Two introspection papers are written during the first semester of the first and second year with reflections on identity and professional practices related to 1) working with culturally and linguistically diverse youth and families, and 2) working with Native American youth and families.

**Initial Evaluation for Special Education Entitlement for Services/Supports.** Students should submit a psychoeducational report for youth referred for initial special education evaluation. This report should be submitted as their “best work” during practicum. Typically, this is completed during the second semester of the second year.

**Re-Evaluation for Special Education Entitlement for Services/Supports.** Students should submit a psychoeducational report for youth referred for a re-evaluation for special education. This report should be submitted as their “best work” during practicum. Typically, this is completed during the first semester of the second year.

**Direct Intervention and/or Instructional Support to Develop Academic Skills.** Students should submit a problem-solving report of a curriculum-based evaluation and intervention to support the academic skill development of a child (PreK-12) conducted during practicum. Students should clearly document evidence of consultation and/or collaboration with children, families and/or school to addressing these concerns. In the report, there should be documentation of the problem-solving process, assessments used, interventions conducted, research support for the intervention, progress monitoring using curriculum-based measurement data (including Rate of Improvement [ROI] and percent change), and recommendations. Students should clearly state the student’s Rate of Improvement and percent change of academic behavior in the Practicum Portfolio table. Typically, this is completed during the first semester of the second year.

**Direct Intervention and Mental Health Support to Develop Social and Life Skills.** Students should submit a problem-solving report (maximum 10 pages, single spaced) for a student (preK-12) referred for social, emotional, and/or behavioral concerns. Students should clearly document evidence of

consultation and/or collaboration with children, families and/or school to addressing these concerns. In the report, there should be documentation of the problem-solving process, assessments used, interventions conducted, research support for the intervention, progress monitoring using data (including visual analysis and percent behavior change), and recommendations. Students should clearly state the student's behavior change using visual analysis (e.g., decrease in aggressive behavior, increase in raising hand) and percent change of behavior in the Practicum Portfolio table. Typically, this is completed during the second semester of the second year and follows the NCSP Case Study grading rubric.

**Crisis Multi-Tiered Systems Assessment and Intervention.** Students should complete a summary sheet related to evidence-based interventions and assessment that can be used to support student at all levels in response to a specific type of crisis. The paper should clearly provide evidence of family-school collaboration services at the systems-level. This paper is completed during the second semester of the second year.

**Family-School Collaboration.** Students should complete a one-page, single-spaced description and reflection on professional practices related to family-school collaboration. Students should clearly document how they collaborated with families during their Practicum.

**Ethical and Legal Decision Making.** Students will present and submit the presentation slides of an ethical decision-making process encountered during practicum. This is completed during the first semester of the second year.

**Professional Development Activities.** Students should include descriptions or printed materials related to any professional development activities (e.g., professional conferences, webinars) conducted during Practicum.

**Resume or Curriculum Vitae.** Students should submit a completed professional resume with education, clinical experiences, and relevant work experiences.