

**SPSY 67792/77792**  
**Practicum II in School Psychology**

**Instructor:** Karla Anhalt, Ph.D.  
**Phone Number:** 330-672-0582  
**Email:** kanhalt@kent.edu  
**Office:** 405-P White Hall

**Catalog Description:** Provides students with supervised experience in educational settings to practice applied skills in assessment, intervention, consultation procedures and professional development. Two consecutive semesters in same academic year required. S/U grading. 75 clinical field hours.

**SCHOOL PSYCHOLOGY PRACTICUM EXPERIENCES**

Practica present opportunities for students to apply knowledge of psychological theory and ethical principles to practice. The practicum experience is conceptualized as a **minimum** of 75 hours per semester in the field to support the student acquiring and refining skills used by professional school psychologists. The purpose of this experience is to provide the student exposure to the daily activities of a school psychologist. It is a planned, supervised school-based experience intended to provide school psychologists-in-training with experiences and skills to prepare them for their future roles.

**General Practica Objectives**

<b>Program Competency</b>	<b>Practica Objectives</b>
<i>Data-based decision making and accountability</i>	<p><b>Plans psychoeducational evaluations around the referral concerns</b></p> <ul style="list-style-type: none"> <li>• Reviews student cumulative folder</li> <li>• Reviews results of any previous evaluations for consistency with current concerns, prior services, progress made</li> <li>• Thoroughly reviews information on request for assistance form</li> <li>• Conducts interviews with teachers, parents, and others as appropriate to clarify concerns, develop hypothesis and determine if other areas of concern should be addressed</li> </ul> <p><b>Uses assessment methods other than standardized tests</b></p> <ul style="list-style-type: none"> <li>• Conducts systematic observations of student</li> <li>• Employs structured, semi-structured, and informal interviewing techniques with students, teachers, and parents</li> <li>• Employs direct assessment of academic skills and behavioral performance (e.g., CBA, work samples, FBA)</li> </ul>
<i>Data-based decision making and accountability (continued)</i>	<p><b>Demonstrates proficiency in test administration consistent with level of training</b></p> <ul style="list-style-type: none"> <li>• Becomes familiar with each test before administration</li> <li>• Reads manual, reviews protocol, asks what the test purports to assess.</li> <li>• Establishes adequate rapport and determines that the student is prepared mentally and physically for the assessment</li> <li>• Follows standardized administrative format</li> <li>• Demonstrates appropriate fluency with test administration</li> </ul>

	<p><b>Develops appropriate scoring and interpretation skills</b></p> <ul style="list-style-type: none"> <li>• Demonstrates accurate scoring and interpretation of test data in relation to referral problem and environmental factors</li> <li>• Analyzes and synthesizes information from all multidisciplinary team members in order to integrate data for meaningful interpretation</li> <li>• Demonstrates accurate analyses and interpretation of score profiles</li> </ul>
<p><i>Consultation and collaboration</i></p> <p><i>Home/school/ community collaboration</i></p>	<p><b>Demonstrates appropriate social, interpersonal skills, and collaborative skills</b></p> <ul style="list-style-type: none"> <li>• Establishes rapport and communicates effectively with other professionals, students, families and caregivers</li> <li>• Communicates effectively with university and site supervisors and administrators</li> <li>• Demonstrates appropriate listening skills and interpretation of nonverbal communication</li> <li>• Communicates at appropriate level (avoids jargon when inappropriate)</li> <li>• Is cognizant and tolerant of social and environmental contexts</li> <li>• Demonstrates sensitivity to the needs of others</li> <li>• Seeks assistance at appropriate times and in appropriate ways</li> <li>• Demonstrates flexibility and adaptiveness to a wide variety of situations</li> <li>• Shows receptivity to feedback regarding interpersonal skills</li> <li>• Demonstrates confidence as a professional in working with others</li> <li>• Engages in behaviors that promote collaboration with educators and parents</li> </ul>
<p><i>Consultation and collaboration</i></p> <p><i>Home/school/ community collaboration (continued)</i></p>	<p><b>Develops participation and leadership skills for IATs, parent conferences, and IEP meetings</b></p> <ul style="list-style-type: none"> <li>• Is cognizant of intended audience and uses appropriate language</li> <li>• Actively observes/notes the function of the school psychologist as a professional and team member</li> <li>• Participates collaboratively during IAT, IEP, and parent conferences as appropriate</li> </ul> <p><b>Demonstrates the ability to write psychological and psychoeducational reports</b></p> <ul style="list-style-type: none"> <li>• Describes all instruments in a coherent manner, stating their purpose and average range of scores</li> <li>• Presents and explains assessment results interpretation in a manner that is understandable to the intended audience</li> <li>• Includes only pertinent information</li> </ul> <p><b>Demonstrates consultation skills appropriate to level of training and experience</b></p> <ul style="list-style-type: none"> <li>• Facilitates problem identification in individual and team consultations</li> <li>• Assists in identification of baseline and data collection procedures</li> <li>• Demonstrates knowledge and skills in problem analysis leading to intervention design</li> <li>• Demonstrates knowledge of potentially effective interventions to address identified concerns</li> <li>• Recognizes and responds to resistance</li> <li>• Maintains contact with and supports consultees during intervention implementation as appropriate</li> </ul>

<b>Program</b>	<b>Practica Objectives</b>
----------------	----------------------------

<b>Competency</b>	
<p><i>Effective instruction and the development of cognitive/academic skills</i></p> <p><i>Socialization and development of life skills</i></p>	<p><b>Demonstrates understanding of critical instructional elements</b></p> <ul style="list-style-type: none"> <li>• Becomes familiar with educational standards and curricula at various ages and educational performance levels</li> <li>• Recognizes elements in instructional environments that facilitate and impede learning</li> </ul> <p><b>Fully participates in the referral to intervention process for students experiencing difficulties with cognitive or academic functioning, socialization, or life skills</b></p> <ul style="list-style-type: none"> <li>• Obtains copies of, reads and applies federal, state, and local guidelines and forms</li> <li>• Becomes familiar through participant observation with all special education, remedial and alternative services within the school and district.</li> <li>• Participates in IAT team functioning at the referral, ongoing coordination of the evaluation, intervention design and implementation, and decision making stages.</li> <li>• <b>Demonstrates knowledge of evidence-based interventions and program evaluation techniques</b></li> <li>• <b>Designs intervention appropriate for referral problem and context</b></li> <li>• <b>Provides supports for implementation of indirect interventions as appropriate</b></li> <li>• <b>Demonstrates effective implementation of direct interventions (e.g., counseling)</b></li> <li>• <b>Uses objective measurement techniques to monitor interventions</b></li> <li>• Uses data effectively to evaluate interventions and modify as necessary</li> </ul>

<p><i>Student diversity in development and learning</i></p>	<p><b>Gains experience with a wide variety of students and their concerns</b></p> <ul style="list-style-type: none"> <li>• Works with children from a variety of racial, ethnic, cultural, and socioeconomic groups.</li> <li>• Works with children of different age groups and with a broad range of educational abilities.</li> <li>• Engages in a variety of types of psychological services</li> </ul> <p><b>Demonstrates awareness and sensitivity to individual differences</b></p> <ul style="list-style-type: none"> <li>• Identifies ways that children’s backgrounds, characteristics and experiences may affect performance</li> <li>• Demonstrates sensitivity to individual and family differences in interactions</li> <li>• Demonstrates inclusive language and actions in interactions with colleagues, children, and families</li> <li>• <b>Considers diversity issues in planning and conducting assessments and interventions</b></li> </ul>
---	---

<p><i>School and system organization, policy development, and climate</i></p>	<p><b>Demonstrates knowledge of and adherence to the model, philosophy and guidelines of the agency/school setting in which the practicum is being completed.</b></p> <ul style="list-style-type: none"> <li>• Demonstrates introductory level knowledge about the operations, schedule and policies of the agency in which the practicum is being completed.</li> <li>• Adheres to policies and procedures of practicum setting.</li> <li>• Engages in actions and experiences that are consistent with philosophy and culture of practicum setting</li> <li>• Identifies systemic factors that relate to service delivery and instruction</li> <li>• Demonstrates awareness of factors in leading and managing change</li> </ul>
---	--

	<p><b>Demonstrates knowledge of organizational climate</b></p> <ul style="list-style-type: none"> <li>• Identifies factors associated with organizational climate</li> <li>• Observes variables in practicum setting that are indicative of organizational climate</li> </ul>
<i>Prevention, crisis intervention, and mental health</i>	<p><b>Demonstrates knowledge of preventive processes and programs</b></p> <ul style="list-style-type: none"> <li>• Participates in building level intervention teams to solve student and classwide concerns</li> <li>• Demonstrates familiarity with district and school policies and norms for supporting staff at the “pre-referral” level</li> <li>• Gains experience in identifying primary and secondary prevention programs for various student concerns</li> </ul> <p><u>Develops applied experience with crisis prevention and management</u></p> <ul style="list-style-type: none"> <li>• Reviews district/agency crisis plans</li> <li>• Debriefs crisis management process with supervisor</li> <li>• Becomes familiar with crisis prevention programs</li> </ul> <p><u>Develops applied experience with mental health services in schools</u></p> <ul style="list-style-type: none"> <li>• Demonstrates appropriate understanding of typical versus atypical behaviors for students at various ages</li> <li>• Demonstrates knowledge of evidence based interventions for various child disorders and concerns</li> <li>• Demonstrates familiarity with guidelines for referral to outside agencies</li> </ul>
<i>Research and program evaluation</i>	<p>Applies statistical principles in conducting assessments and evaluations</p> <ul style="list-style-type: none"> <li>• <b>Accurately interprets and summarizes data from assessments and observations</b></li> <li>• <b>Uses objective measurement techniques to monitor interventions</b></li> </ul> <p>Demonstrates basic understanding of program evaluation</p> <ul style="list-style-type: none"> <li>• <b>Reviews existing program evaluation reports in school or agency setting</b></li> <li>• <b>Develops understanding of program evaluation techniques</b></li> </ul>
School psychology practice and development	<p><b>Shows appropriate development of professional identity as a school psychologist</b></p> <ul style="list-style-type: none"> <li>• Demonstrates awareness of and commitment to comprehensive service delivery</li> <li>• Participates in local, regional, state, and national professional organizations</li> <li>• Demonstrates active interest in learning new approaches, techniques, and procedures</li> <li>• Demonstrates commitment to expansion and development of professional skills during practicum</li> </ul> <p><b>Develops a working knowledge and application of professional ethical standards and conduct as set forth in the principles for professional ethics (APA, NASP)</b></p> <ul style="list-style-type: none"> <li>• Maintains as primary goal success and promotion of quality of life for students, families, and school personnel</li> <li>• Communicates priority of protecting the rights and welfare of students as appropriate</li> <li>• Recognizes the strengths and limitations of training and experience, plans for experiences when appropriate, asks for information and assistance when necessary, and refrains from engaging in inappropriate activities</li> <li>• Shows respect and tolerance for all aspects of diversity/individual differences in</li> </ul>

	<p>professional decision-making</p> <ul style="list-style-type: none"> <li>• Maintains responsibility for own professional and ethical standards and follows recommended procedures when conflict occurs; tries to solve problems informally when possible</li> <li>• Provides appropriate informed consent/assent with students and families</li> <li>• Maintains confidentiality of student information when appropriate</li> <li>• Collaborates respectfully with other professionals and refers to others for services outside range of competencies.</li> </ul>
School psychology practice and development (continued)	<p><b>Demonstrates appropriate personal temperament, interpersonal skills, and professional behavior</b></p> <ul style="list-style-type: none"> <li>• Demonstrates stable social/emotional functioning in regard to professional practice</li> <li>• Handles frustration and ambiguity appropriately</li> <li>• Is reliable and punctual in meeting deadlines and completing tasks</li> <li>• Dresses professionally as appropriate to the setting demands</li> <li>• Shows adequate organizational, planning, and record keeping skills for workload and expectations</li> <li>• Demonstrates respect and genuine concern for others</li> <li>• Seeks assistance when appropriate</li> </ul>
Information technology	<p><b>Demonstrates proficiency in personal and professional use of technology</b></p> <ul style="list-style-type: none"> <li>• Uses e-mail with appropriate facility, frequency, and decorum</li> <li>• Uses computer scoring software with accuracy</li> <li>• Uses word processing programs for writing reports</li> <li>• Produces and uses templates to facilitate report-writing</li> <li>• Creates spreadsheet applications for data management</li> <li>• Employs graphing programs to produce graphic displays of data</li> <li>• Demonstrates familiarity with computer search strategies</li> <li>• Uses WWW and electronic databases to locate data-based information</li> <li>• Demonstrates ability to evaluate web-based sources</li> </ul>

While the above list is not all-inclusive of what you may experience in your practicum, it should give you a good idea of experiences and professional issues that you will need to be familiar with in your future role as a school psychologist. You should have a good idea (and understanding) of the function and role of the school psychologist in your district and be familiar with the tasks that are presented each week.

### **Practicum Requirements**

Students are expected to attend practicum at their assigned site approximately 8 hours each week throughout the fall and spring semester for a minimum of 75 hours **each** semester. Students must remain flexible so as to meet the goals of the practicum experience. All practicum students will meet as a group with their university supervisor on a regular basis throughout the semester. Campus supervision meetings are a required aspect of the course.

Additionally, each practicum student will complete **one clinic based assessment per semester** through the Counseling and Human Development Center. These cases will be assigned by the university supervisor (Dr. Anhalt). The case report and feedback to the family must be completed by the deadline given when the case is assigned to the student.

### **Case Presentation**

Each student will present one case from his or her practicum experience. Each presentation will last 15 minutes with the goal of provoking discussion among classmates regarding the specific case.

### **Final Project**

At the end of the **second semester** of Practicum II, each student will produce a poster of a full case description as a culmination of his or her practicum experience. **The case report must include an assessment of a student problem, intervention, progress monitoring and evaluation.** The project may include any or all of the following: pre-referral intervention description and results, evaluation results and report, MFE, IEP, intervention results, summary, etc...Confidentiality should be respected by avoiding inclusion of identifying information on the poster.

### **Supervision Requirements**

#### Faculty Supervision

Students must come to supervision sessions prepared with cases, questions, and problems to discuss—organized in order of priority. Students will turn in a log of activities signed by the field supervisor.

Supervision is a place to discuss mistakes, questions, concerns and successes, in addition to the issues and recommended best practices in the field of school psychology. The more open and prepared you are during supervision sessions, the more you will benefit from them.

#### Field-Based Supervision

The field-based school psychologist supervisor is responsible for introducing the practicum student to school personnel with whom he/she will be working and for arranging the schedule of day(s) the student will be expected to be at the schools.

**All tasks and activities that the practicum student does must be at the explicit direction of the field-based supervisor.** The student is responsible for keeping the field-based supervisor informed of all of his/her interactions and activities.

The field-based supervisor should alert students to school organization activities and workshops the student would be interested in and benefit from attending.

The practicum student should have the opportunity to observe and participate in a wide range of psychological services provision (i.e. testing, parent interviews, teacher consultation, etc.) under the supervision of the field-based supervisor.

The field-based supervisor will be required to sign a log of activities showing what the student had experienced at the designated school site. In addition, field-based supervisors will complete a mid-semester and a final Practicum Evaluation Form and keep in contact with the faculty supervisor to assess the progress of the practicum student

in a variety of areas. The results of the supervisor's evaluation will be shared with the student.

- Attendance Policy

Students are expected to attend all classes in order to earn a Satisfactory grade. If you must miss a class please make arrangements with the instructor.

- Academic Integrity:

Students are expected to perform to the utmost of their ability in an honest, ethical, and professional manner. Cheating, plagiarism, or other forms of academic misconduct will be handled severely per university guidelines.

- Students Experiencing Disabilities: University policy 3342-3-18 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must verify your eligibility through Student Disability Services (contact 330-672-3391 or visit [www.kent.edu/sds](http://www.kent.edu/sds) for more information on registration procedures).