

CNS 790

Practicum in School Psychology

DEPARTMENT: Educational Studies Leadership and Counseling

COURSE PREFIX: CNS

COURSE NUMBER: 790

CREDIT HOURS: 3

I. TITLE: Practicum

II. COURSE DESCRIPTION AND PREREQUISITE(S):

Closely supervised practice in an appropriate professional setting. See program handbook for criteria for site selection and supervision requirements. Arrangements for the practicum must be made a semester in advance. Also, the student must be admitted to the program. Students must successfully complete CNS 790 with a grade of A or B before being allowed to continue in their program. May be repeated for a maximum of six hours of credit.

Prerequisite(s): CNS 689 and permission of instructor

III. COURSE OBJECTIVES:

The purpose of this course is to provide supervised assessment/evaluation, consultation, and intervention experiences to school psychology students in applied settings. (School psychology domains are in parentheses; new counselor standards are in brackets. Students will gain skills in:

- A. Individual evaluation techniques for intelligence, behavioral functioning, and learning difficulties in applied settings (1,3,4)[7]
- B. Interpreting and presenting assessment results (both orally and in writing) in meaningful ways for teachers, parents, and other professionals. (1,2,3)[C]
- C. Applying functional behavioral assessment techniques (1,3,4)[D]
- D. Consultation procedures and intervention techniques for behavioral difficulties (2,8) &
- E. Identifying a series of interventions in which the environment can be changed to assist the student to attain a higher level of adjustment (1,3,4,5)[3,5]

Students are expected to document at least 200 hours for the practicum for the semester. At least 90 hours need to be direct client contact or consultation. Your field supervisor will carefully review your assessments and reports, as well as review your consultation and behavior management plans. If further work is needed to gain mastery in assessment, consultation, or developing behavior plans according to your field and/or university supervisors, or if you need additional hours, you will receive an incomplete in the course and may continue to work under supervision until the competencies and/or course requirements are met. Practicum hours will be permitted over the summer break only under highly unusual circumstances that have been cleared with the instructor.

IV. CONTENT OUTLINE:

See attached

V. INSTRUCTIONAL ACTIVITIES:

Students will master the course objectives through a combination of experiences, including supervised (on-site) practical applications of procedures and concepts, group supervision and group instruction during practicum meetings using lecture, discussion, case studies, and assigned readings.

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

VII. TEXT(S) AND RESOURCES:

There is no required text for this course. However, the following resources will be used extensively throughout the semester:

- J. Sattler's Assessment of Children (both volumes) most recent edition

VIII. EVALUATION AND GRADING PROCEDURES:

This course is graded pass/fail. Students are expected to attend and participate in class, complete all assignments in a timely fashion, and maintain their logs. Failure to do so will result in dismissal from the course. Performance in this class will be based upon your final field supervisor evaluation as well as the satisfactory completion of those competencies/portfolio entries described below.

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides,

upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).

XII. [OTHER REQUIRED DEPARTMENTAL OR COLLEGIATE COMMITTEE INFORMATION]

Evaluation for special educational placement is high stakes and requires substantial expertise. This course is designed to strengthen and broaden the skills obtained in the assessment courses. It teaches the skills necessary to be a highly competent, effective and independently functioning school evaluator who works for and within the ARC team in their respective school districts. As such, the course requirements are considerable, both in terms of time and energy. Specifically, this course requires a great deal of scheduling flexibility and the ability to work well with others, as well as ample conscientiousness, patience, responsibility, and professionalism. For persons completing the IIA endorsement, this will be the final course needed in order to commence evaluations—there are no other courses, internships, or supervision. For school psychologists in training, this is the final course needed before the yearlong internship. In short, students are encouraged to reflect upon the social, moral and ethical responsibility inherent in this course. This course requires unconditional competence for completion. Although most students can meet the “numerical” course requirements within one semester, historically some persons have taken incompletes and completed the course over part of the summer.

CNS 790 Practicum Accountability Requirements

1. The monthly activity log is attached. Return one of these to the instructor at the conclusion of **each month** along with samples of your work (i.e., reports, consultations). Make certain you and your supervisor have a copy of your work and your logs. To complete this course you must:

- Have logged *at least* 200 contact hours (90 of which must be student and/or parent contact time)
- Competently complete at least one behavior modification consultation with plan
- Competently complete and write the cognitive ability, student and teacher interviews, and adaptive behavior tests for **at least six** comprehensive cases, only two of which can be reevaluation reports
- Evaluate at least two individuals in elementary school, middle school, and high school (the latter of which may be a reevaluation)
- You must evaluate at least one child referred for EBD, LD, and MMD
- Competently present one case study (data discussion) in class
- Conduct one RTI Assignment (see below)
- Participate in at least five ARCs
- Obtain group and individual supervision
- Have your supervisor cosign all reports and approve all of your work
- *Your supervisor has the flexibility to modify this activity to fit the milieu of the school and their own practice. The instructor will need to approve any substantial changes to this list.*

2. The final notebook (3-ring binder) is due the last day of class and needs to contain the following information:

- Contracts
- The final field supervisor evaluation form
- All reports (sterilized)
- A psychoeducational case study (the one you presented in class)
- The behavioral consultation study and plan
- The RTI assignment
- Logs from each month
- Written summary of hours and experiences

3. RTI Assignment

The purpose of this assignment is to familiarize you with the RTI policies and procedures in your district. For this assignment, you need to participate in data collection for a student in Tier 2 interventions.

School Psychology Practicum Monthly Log

Practicum Student _____
Location _____

Dates _____
Supervisor _____

Activity	Hours
Psychometric Screening	
Cognitive Assessment	
Achievement Assessment	
Behavioral Assessment	
Teacher Consultation/Interview	
Parent Consultation/Interview	
Administrator Consultation	
ARC Meeting (initial)	
ARC Meeting (placement)	
Student Interview	
Student Observation	
Writing Behavior plans	
Report Writing	
Reading/Self-Study	
Developing/Researching Interventions	
Counseling	
Group Supervision	
Individual Supervision	
Other (describe)	

Murray State University
CNS 790: Practicum in School Psychology
Field Supervisor Role and Contract

Field supervisors provide the link between the skills taught at the university to the practicalities and realities of public schools. The quality of any graduate preparation program in school psychology or counseling hinges upon the patience and professionalism of field supervisors to hone the skills of students in training. The responsibilities of the field supervisor for the practicum include:

- Coordinating access to students, teachers, and parents for the student
- Providing access to materials and work areas
- Introducing the student to appropriate school personnel
- Carefully supervising the student's written products and test records
- Maintaining full responsibility for the students work on site
- Explaining the role and function of the school psychologist or counselor from your perspective
- Maintaining high standards of best practice
- Being available to answer questions, discuss issues, or provide training on unfamiliar techniques
- Contacting the university supervisor for any legal, ethical, or training issues, or other dilemmas as needed
- Completing the final supervision evaluation summary, discussing it with the student, and forwarding it to the university supervisor

I have read and understand the responsibilities of my role as field supervisor and am willing to provide these services to the practicum student named below.

Signatures:

Field Supervisor	Title	Phone	email
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Practicum Student	Home Phone	email
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Thank you again for your willingness to provide the final step in the training for this student. Your services are invaluable to the success of our profession.

Sincerely,

Mardis Dunham, Ph.D.
Professor
Coordinator of School Psychology, MSU

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Home: 270-759-2422

