I. Title  GUI 622   Practicum in Psychometrics (School Psychology Practicum)

II. Catalog Description: Closely supervised practice in psychometrics under staff supervision in selected school and agency settings. Arrangements for the practicum must be made a semester in advance. Also, the student must be admitted to the program. Open to school psychology students and those seeking IIA endorsement only.

III. Purpose: The purpose of this class is to provide supervised assessment/evaluation, consultation, and intervention experiences to school psychology and IIA students in applied settings.

IV. Course Objectives: (School psychology domains are in parentheses; new counselor standards are in brackets. EPSB standards are in italics. Experienced Teachers Standards are underlined). Students will gain skills in:

A. individual evaluation techniques for intelligence, behavioral functioning, and learning difficulties in applied settings (1,3,4)[7] Literacy 6,7

B. interpreting and presenting assessment results (both orally and in writing) in meaningful ways for teachers, parents, and other professionals. (1,2,3)[C] Literacy 1

C. applying functional behavioral assessment techniques (1,3,4)[D] 6

D. consultation procedures and intervention techniques for behavioral difficulties (2,8) 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] 8

The COE Conceptual Framework and the Theme of Educator as Reflective Decision-Maker are addressed in the course by encouraging students to review feedback from the instructor and to set individual goals for learning throughout the semester. The theme of diversity is explored through hands-on applied experiences in diverse public school settings. Technology is addressed through the provision of current websites and guided practice in utilizing computer scoring programs

Students are expected to document at least 150 hours for the practicum for the semester (25 hours will be in the form of group supervision and training obtained during class meetings). The 150 hours is equivalent to 8 hours per week of on-site experiences (e.g., client contact, individual supervision, meetings, training) and 6 hours per month of class. At least 50 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.
V. Content Outline
   See attached schedule

VI. 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.

VII. Field and Clinical Experiences
   At least 150 hours of on-site experiences (50 of which need to be direct client contact or consultation).

VIII. Resources and Texts
   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) (2001 & 2002)
   Kentucky Administrative Regulations: Special Educational Programs

IX. 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.

FLAG SYSTEM/CONTINUOUS ASSESSMENT
Student progress, throughout the counseling and school psychology preparation programs, is continuously assessed. Appropriate professional characteristics and demeanors, in addition to performance on course examinations and case studies, are assessed. Characteristics and demeanors of interest include punctuality, meeting deadlines, and ability to accept and benefit from supervisory feedback. Positive and negative flags are submitted to the chair of the department program and are discussed with faculty and the end of every semester. Negative flags are carefully reviewed to make the determination as to whether a student should be dismissed from the program or if a professional development plan will be designed for the student’s progress towards program completion.

X. Attendance Policy
   This course adheres to the attendance policy published in the MSU Graduate Bulletin

XI. Academic Honesty Policy
   (Adopted by Board of Regents, February 14, 1975)
   Cheating, plagiarism (submitting another person’s materials as one’s own), or doing work for another person, which will receive academic credit, are all impermissible. This includes the use of
unauthorized books, notebooks, or other sources in order to secure or give help during an examination, the unauthorized copying of examinations, assignments, reports, or term papers, or the presentation of unacknowledged materials as if it were the student’s own work. Disciplinary action may be taken beyond the academic discipline administered by the faculty member who teaches the course in which the cheating took place.

In addition, providing feedback to examinees or their parents without consent will result in a 0 for the activity or course failure. You must write your own reports, although you can consult with other persons in the course. Do not use the reports from other persons who have taken this course as a model for your own.

XII. Text and References
   See Resources

XIII. Prerequisites
   Arrangements for the practicum must be made a semester in advance.
   GUI 689, GUI 690, GUI 677

CAVEAT: Testing for special educational placement is high stakes testing 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.
GUI 622 Practicum in Psychometrics
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 (and has reviewed them with you). To complete this course you must:

   - Have logged at least 150 contact hours (50 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 IQ, student and teacher interviews, and adaptive behavior tests for at least six comprehensive cases, only two of which can be reevaluation reports
   - Test at least two individuals in elementary school, middle school, and high school (the latter of which may be a reevaluation)
   - You must test at least one child referred for EBD, LD, and MMD
   - Competently conduct at least two CBA case studies
   - Competently present one case study (mock feedback/data discussion) in class

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
   Curriculum-based assessment case studies
   The Behavioral consultation study and plan
   Logs from each month
   Written summary of hours and experiences
# School Psychology/IIA Practicum Monthly Log

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Psychometric Screening</td>
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<td>Cognitive Assessment</td>
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<td>Achievement Assessment</td>
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<td>Behavioral Assessment</td>
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<td>Teacher Consultation/Interview</td>
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<td>Parent Consultation/Interview</td>
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<td>Administrator Consultation</td>
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<td>ARC Meeting (initial)</td>
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<td>ARC Meeting (placement)</td>
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<td>Student Interview</td>
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<td>Student Observation</td>
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<td>Writing Behavior plans</td>
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<td>Report Writing</td>
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<td>Reading/Self-Study</td>
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<tr>
<td>Developing/Researching Interventions</td>
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<tr>
<td>Counseling</td>
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<td>Group Supervision</td>
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<td>Individual Supervision</td>
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<td>Other (describe)</td>
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As a student enrolled in GUI 622 Practicum in Psychometrics, for Spring 2004, I understand that I am responsible to my field and university supervisors and that I am to maintain the highest professional ethical standards. Any and all issues, concerns, or problems that arise I will discuss with my field supervisor before discussing them with any other person. I understand that I am to perform no duties that are part of the practicum without their prior consent. I acknowledge that my field supervisor is ultimately responsible for my work, that they may actually include products I generate during my practicum in reports, ARC summaries, and IEPs, and that they will evaluate my performance at the end of the semester and forward the evaluation to my university supervisor. I understand that I am to maintain a careful log of my activities and that I will review them with my field supervisor prior to turning them in (along with work samples) to my university supervisor. Lastly, I understand that this course requires at least two CBAs, 150 clock hours, six comprehensive assessments, a case study, and a behavior case study.

I have read and understand the responsibilities of the practicum and the role of my supervisor.

________________________________________
Student

________________________________________
Field Supervisor                     Title                     School
Work Phone:
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:

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<thead>
<tr>
<th>Field Supervisor</th>
<th>Title</th>
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<th>email</th>
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<tr>
<th>Practicum Student</th>
<th>Home Phone</th>
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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,

Instructor