



## School Psychology Practicum Winter 2025

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### Course Information:

CRN:23207

Location: Eberhard Center 420

Wednesdays from 1:00 PM- 3:45 PM

### Instructor Information:

Jen James, Ph.D., NCSP

Pronouns: she/her/hers

Office: 2140 ASH

Email: [jamesje1@gvsu.edu](mailto:jamesje1@gvsu.edu)

Phone: 616-331-2406

Office Hours: On Campus T 11:30-12:30 pm. I can meet before or after class, by appointment.

### What Students Say...

“I really enjoyed the variety of topics we covered in this course! Having guest speakers come in and instruct in their different areas of expertise (LGBTQ+, transition services, meeting mechanics) was awesome too. The assignments for this course were also very beneficial for my learning; the feedback on the individual evaluation project was very helpful! Above all, the virtual internship fair was extremely helpful. I'm sure it was a lot of work to put together, but it was worth it for us!”

“I enjoyed this class and the practical knowledge that it provided. I was challenged by scenarios I came across in practicum, and I was able to talk these over with classmates which was helpful.”

“This class provided the opportunity to further collaborate with my peers as well as my instructor related to experiences at my practicum.”

[Dr. Jen James](#)



[Blackboard](#)



[Activity Folder](#)



# Course Information

## Course Description:

The School Psychology Practicum Seminar course is intended to provide school psychological services in a school under the supervision of a licensed school psychologist. Students will be actively involved in assessment, consultation, prevention, and intervention. This practicum is designed to be a field-based orientation to the field of school psychology. Students will benefit from this experience as they acclimate to the culture of schools and the delivery of psychological services. Students will be assigned to a field-based supervisor. A weekly seminar is required.

## Required Text:

Thomas & P. Harrison (Eds.), *Best practices in school psychology VI* (6th ed.). Bethesda, MD: National Association of School Psychologists.

PREPaRE Workbook \$45.00

## Grading:

Final grades are calculated by dividing your total number of points by total number of points possible. I typically round up to the next percentage point at .6 and above. I utilize the following grading scale to determine the final grade. Please note I do not offer extra credit on an individual basis.

A	93 and above
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	60-66
F	59 and below

## Practicum Expectations:

### Days Required:

You will be assigned to a practicum site for *two full school days per week* for the district's school year.

**A total of 600 hours must be completed in practicum activities** outside of the classroom.

You are required to attend classes held on campus. A "school day" is the same as the field supervisor's school day. In addition to the 600 hours in the school setting, the practicum includes a 3-hour

seminar each week. Also, one hour of supervision each week on an individual basis is provided by the field-based supervisor.

### First Semester:

During the first semester, you will gain an understanding of the role of School Psychologist at your field placement. You will be familiarized with the structure, system, special education processes, etc. In addition, you will be required to participate in various activities related to individual case study evaluations that will build the skills needed to complete a school based psychological evaluations. You will begin your academic and behavior consultation cases and complete at least one complete special education evaluation with support from your supervisor.

You will be assigned to a small group and will discuss practicum related cases and problem solve during seminar. This will be time to get more support on your cases, conceptualize your projects, and get feedback. If you have a difficult case or need more supervision, the professor will be available for individual supervision meetings with you. You may count any small group and individual supervision hours towards your practicum hours.

### Second Semester:

Second semester of practicum will focus on continuing to develop skills in problem solving, consultation and intervention at the individual and systems level. You will have the opportunity to complete required assignments at your sites during the second semester. You may discuss these activities in class and seek consultation in class or small group/individual supervision time as appropriate. This class will be mainly discussion of different topics related to School Psychology and you are expected to be a full participant. The goal for this class is to be a support to you in gaining all the skills necessary to be an independent intern next year.

### Seminar Engagement:

Discussion and peer feedback are an integral part of this course. Seminar courses should encourage candidates to actively engage in an exploration of issues in a particular area and the exchange of ideas and information. While random discourse and discussion can be interesting, the goal of this course is to begin the process of critically examining the nature of schools and the provision of psychological services to children, families, and school personnel.

Our weekly meetings will often be devoted to discussing issues, concerns and ideas raised by the assigned readings. **You are expected to come to class weekly, arrive on time and be prepared to actively participate in all discussions.** Various viewpoints, experiences and questions are encouraged and will be respected by all class members. Disagreement, while welcome, should be framed within the context of respectful dialogue, a positive exchange of ideas and constructive and supportive feedback will enhance skills develop among each class member.

I urge all students to be self-reflective about behaviors or comments that have been identified as racist, homophobic, transphobic, ableist, etc. This self-reflection applies to be as well. **We are all in the process of learning and unlearning these logics that dominate our society.** There is no expectation here that anyone is perfect- all I ask is that you are mindful of how what you think, say, and/or the way in which you interact with others is circumscribed by these forces.

### **Course Assignments**

All assignments will be submitted on Blackboard by accessing the “Assignments” tab. Assignments must be turned by the end of the day (11:59 pm) on the due date. If an assignment is not turned in by the due date, late penalties will apply. I will accept work up to three days late with a 25%-point deduction.

### **Ongoing Assignments**

#### **Activity Hours Log**

#### ***Due Monthly- See Below for Due Dates***

You will be required to keep a lot of your activities and the amount of time you spend on each activity. The spreadsheet is available on Blackboard. This will be extremely valuable information to you as you seek an internship and are asked. At the end of the semester, you will be asked to complete the form logging total hours in practicum. Here is a list of things that count towards your practicum hours:

- Time at your practicum site
- Any activities for practicum (evaluation writing, cast studies, reflections, class assignments, etc.)
- Practicum Seminar Hours
- Individual supervision with practicum supervisor and university supervisor (Dr. James)
- Small group supervision

- Professional Development in district (If your district sends you to off-site PD for your practicum with your supervisor, you may count that as well)

What does NOT count toward hours:

- Conferences such as MASP, NASP, ABA, etc.
- Work for other classes

If you have any questions about whether something counts towards hours, please see me.

### **Monthly Journal Log (5 points each)**

This assignment requires you to write a 1-2 page journal monthly (September, October, November, January, February, and March). You will write about your reflections of your practicum experiences including what is going well, what is not going well, areas of improvement, and progress toward your annual goals. This purpose of these logs is for you to be continually thinking about your growth and readiness for internship year.

### **Case Projects**

You will be required to complete “cases” during the academic year. All projects will also be submitted as part of your second-year portfolio. It is recommended that you plan your year accordingly to ensure you complete and turn in all cases by the end of second semester. **You MUST complete one special education evaluation by the end of the first semester.** You must also begin your academic consultation case by the end of the first semester.

You will be presenting on one of your cases to the class at the end of first semester and another one at the end of second semester. Description of possible case projects:

### **Academic Consultation**

Report documenting your involvement in an academic consultation/intervention case. This report should outline any assessment data you collected, the consultation process, and data from an academic intervention implemented (by yourself or by others based on your consultation).

### **Psycho-educational Evaluations (two evaluations required):**

As a part of your practicum experience, you will be expected to be involved in special education evaluations. Initially, you may be asked to complete portions of evaluations being done by your supervisor. By the end of the year, you will need to demonstrate the ability to independently evaluate

students from referral to completion and write psycho-educational reports under supervision. You will be required to turn in two complete evaluation reports by the end of the year. One of the evaluation reports will be part of your second-year practicum portfolio. Students are encouraged to cover at least one evaluation on a student with academic deficits and one evaluation on a student with behavioral needs.

*Academic Report:*

One report must incorporate academic assessments. It is preferred that this is a Specific Learning Disability evaluation, but it could also be a report evaluating if a student is eligible under Other Health Impairment or Cognitive Impairment.

*Behavior Report:*

The other report should focus on behavioral difficulties, including classroom observations, behavior rating scales, and clinical interviews. It is likely you will have to coordinate with a School Social Worker on this evaluation. This could be an evaluation for a student with an Emotional Impairment, ASD, or Other Health Impairment that impacts the student's behavior.

It is understood that evaluations from year to year can be unpredictable and you may not be able to find both academic and behavior evaluations in the time you are at practicum. If you are having difficulty coming up with two different types of evaluations, please discuss this with me. The main objective is that you are exposed to a variety of evaluations to be independent by your internship.

*IMPORTANT: Complete the evaluations in a timely manner and send to Dr. James to read prior to submitting to your field-based supervisor!*

**Supervisor Evaluation (Pass/No Pass)- Practicum Learning and Planning Survey = 5 points**

***Due April 23***

Field-based supervisors will provide practicum evaluations to the university supervisor at the midpoint and again at the end of the practicum experience. This evaluation will describe the supervisor's opinion of your developing competencies across all areas. As part of this evaluation process, the field-based supervisor should conference with you to process the evaluation and set goals. There will be regular communication between the university supervisor and the field-based supervisor

to discuss your progress. Your performance will be rated by your field supervisor on the following scale (per the portfolio rubric):

*Professional Behavior and Competence:*

Students are expected to meet and exceed expectations on professional behaviors. Any ratings of “2” or below on Professional Behaviors in the Fall Semester will automatically trigger a remediation plan. You will not be approved to accept an internship offer until you demonstrate all professional behaviors at a level of “3” or “4.”

*Practice Skills*

Students in second year practicum are expected to earn ratings from 2-3 in practice skills, though some ratings may be higher or lower. Students in the Novice range will need more practice in those specific skills through practicum. *A remediation plan will be developed to ensure you get the experiences necessary to perform in the satisfactory range.*

*Mid-Year Evaluation:* Pass/No Pass. Ratings below 2 in professional behaviors or practice skill areas will result in an individualized remediation plan for second semester. Your progress will then be monitored monthly and include regular follow-up meetings with the university supervisor.

*Submission of End of year evaluation:* Pass/No Pass (no points for class; Add to 2nd year Portfolio). The evaluation will be considered “No Pass” if you have ratings below 3 in all professional behavior areas and ratings below 2 in practice skill areas. Your university supervisor will need to consult with your field supervisor in this case. You will be required to pass practicum to be approved for internship.

**Philosophy and Vision of School Psychology Paper: (5 points)**

***Due March 12***

For this assignment, you will update your Philosophy of School Psychology based on your experiences over the past year. Write a 3-5-page paper on their philosophy of school psychology and your vision of our field’s future. You should demonstrate critical thinking on the knowledge that they have acquired throughout the semester, i.e., integrate class lectures, discussions, and readings. This paper will be submitted as a part of your annual review portfolio and will continue to be updated and revised during the program.

## **Academic Consultation Project Part 2 (15 points)**

### ***Due by April 16***

You will turn in your complete academic consultation project this semester. You will be adding to what you submitted during the first semester. Include the intervention, progress monitoring graphs, fidelity, summary and recommendations.

## **Behavioral Consultation (30 points each)**

### ***Due by April 16***

For this assignment, you may choose to utilize your PSY 624 project for the first part of your behavior consultation case or start a completely new behavior consultation project this semester. See Blackboard for assignment description.

## **Special Education Evaluation #2 (25 points)**

### ***Due by April 16***

It is likely that you will be conducting a number of evaluations during second semester to prepare you for independence as a School Psychologist. Choose one of the evaluations to submit, ensuring the necessary components are included.

## **Self-Reflection Paper (5 points)**

### ***Due April 22***

See the sample posted on the School Psychology Graduate Program Blackboard page (Program Documents → Portfolio Resources & Information → Sample Reflection).

Write a 2-3-page reflection on your own development as a professional school psychologist. You should address your growth in knowledge and skills based on the ten NASP domains (<http://www.nasponline.org/standards/practice-model/domains-of-practice.aspx>). The domains are also listed on the following pages. Reflect on the development of your knowledge/skills within each domain and outline your strengths and weaknesses. This information should inform the conclusion of your reflection in which you outline *specific* goals that you wish to achieve during internship to continue your competency in the ten domains.

Format: This is not intended to be a narrative reflection. Please make a statement about each NASP domain and then provide a bullet point list below each domain regarding strengths, weaknesses, and goals.



Note: You should NOT turn in the same reflection as last year. You should write a new reflection to represent your development across this year in the program and establish goals for your internship.

### **Team Taught Class (20 points)**

#### ***Dates on Schedule Below***

You will work in teams of 2 to develop a team-taught class. Once you are assigned the domain area, your team will choose a “hot topic” within the domain to lead a professional development style talk to the class. Each Team must develop and lead a 60-minute presentation/discussion of the issue examined. Each team member is responsible for determining which issues presented in their assigned chapter to highlight/focus on during their presentation. Team members will be graded separately for their overall contribution to the research and classroom led presentation. Each team member is expected to actively participate in the presentation and team led discussion session. Classmates and the professor will evaluate the quality of the information presented using a rubric. Each team will prepare a 1-hour presentation on their topic, followed by 15-20 minutes of a team led structured discussion related to their topic. Teams will need to get their topic approved by the professor in January.

#### **Hot Topics Include:**

- Dyslexia
- Grade Retention
- Strength based assessments
- Universal Screeners: how to combat resistance from teachers/Administrators
- Emotional Impairment vs Social Maladjustment
- Learning Disability or Language Acquisition in ELLs
- Behavior Threat Assessment Management (BTAM)
- Supporting students with Low Incidence/Severe Disabilities
- Restorative Justice Practices
- Mindfulness in the Classroom
- Working with students who are Refugees and Immigrants—using interpreters
- Homelessness and Foster care
- Creating Trauma Informed Schools
- Transgender/LGBTQIA issues in schools
- Disproportionality in Discipline/Implicit Bias

**Preparation for class:** I expect that all students will be fully prepared for this seminar. This is defined as reading the assigned text *prior* to the lecture and identifying any questions for clarification. I expect all students to participate fully in class discussions. For this to occur, it is essential that you are prepared to fully participate/benefit from these activities.

**Electronic Devices:** All electronic devices (cell phones, etc.) are to be **turned off** and **put away** during seminar. Please refrain from text messaging, emailing, surfing the web, etc. during seminar. This is very disruptive to other students. Laptop computers are permitted for taking course notes only. If it becomes apparent during the term that laptops are being used for other purposes (emailing, instant messaging, surfing the web, etc.) I reserve the right to institute a “no laptop policy”.

**Canceled Classes:** If classes are canceled at the university, any exam or assignment missed due to the cancellation will take place at the next scheduled class meeting time. If I cancel a class, I will notify the class via email.

**Assignment Submissions:** Assignments must be turned in at the beginning of class on the due date. If an assignment is not turned in at the beginning of class, late penalties will apply.

**Artificial Intelligence (AI) Statement:** We treat AI-based assistance, such as ChatGPT and Copilot, the same way we treat collaboration with other people: you are welcome to talk about your ideas and work with other people, both inside and outside the class, as well as with AI-based assistants. However, all work you submit must be your own. You should never include in your assignment anything that was not written directly by you without proper citation (including quotation marks and in-line citation for direct quotes).

Including anything you did not write in your assignment without proper citation will be treated as an academic misconduct case. If you are unsure where the line is between collaborating with AI and copying from AI, we recommend the following:

1. Never hit "Copy" within your conversation with an AI assistant. You can copy your own work into your conversation, but do not copy anything from the conversation back into your assignment. Instead, use your interaction with the AI assistant as a learning experience, then let your assignment reflect your improved understanding.

2. Do not have your assignment and the AI agent open at the same time. Similar to above, use your conversation with the AI as a learning experience, then close the interaction down, open your assignment, and let your assignment reflect your revised knowledge. This includes avoiding using AI directly integrated into your composition environment: just as you should not let a classmate write content directly into your submission, so also avoid using tools that directly add content to your submission.

## **University Policies**

Please follow this link to the University's policies: [www.gvsu.edu/coursepolicies](http://www.gvsu.edu/coursepolicies).

Instructional Policies: <https://www.gvsu.edu/policies/policy.htm?policyId=AD248F32-B518-70C6-98F1C451D2CBF2E1&search=SG+3.04>

Religious Inclusion Policy: <https://www.gvsu.edu/policies/policy.htm?policyId=129535EB-9F42-2683-61E9033594C870D2&search=PC+9.6>

### **Title IX, Sexual Misconduct Policy, and Gender- and Sexual-Based Harassment**

**Policy:** Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. Title IX's sex discrimination prohibition also protects students from discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. If you or someone you know has been harassed, assaulted, or denied services on the basis of sex or gender, you can find the appropriate resources at [www.gvsu.edu/titleix](http://www.gvsu.edu/titleix) or contact the University's Interim Director and Title IX Coordinator, Ann James at (616) 331-9530 or [v\\_jameann@gvsu.edu](mailto:v_jameann@gvsu.edu).

**Student Accessibility Resources:** Grand Valley State University strives to provide an inclusive environment across campus that is accessible to all individuals with a diverse range of abilities. As your instructor, it is my objective to facilitate opportunities within all class activities and programs because your success is important to me. If you are encountering difficulties that are interrupting your learning experience, please feel free to make those known to me as soon as possible, as early planning is essential. If you feel that you need accommodations in this course, you must present a memo to me from Student Accessibility Resources, indicating the existence of a disability and the approved accommodations. If the

class meets in person, you should schedule a meeting with me during office hours to discuss your accommodations. If your class is online or hybrid, please forward your memo to me in an email and schedule a virtual or phone appointment with me to discuss your accommodations. Accommodations are not retroactive. If you have not already done so, please contact the Student Accessibility Resources office (215 CON) by calling (616) 331-2490 or by email to [access@gvsu.edu](mailto:access@gvsu.edu). Please note that I cannot provide accommodations based upon disability until I have received a copy of the Accessibility Resources issued memo. Furthermore, if you have a disability and think you will need assistance evacuating this classroom and/or building in an emergency, please make me aware so that the university and I can develop a plan to assist you. All discussions will remain confidential.

**Gender Expression and Identity:** At Grand Valley State University we recognize that an individual may wish to be identified by a professional, personal, preferred, display or use name without making an official legal name change. Students, faculty, and staff may use the [myName process](#) to update Banner and some related systems with such a name. The myName process will allow students, faculty, and staff to have the chosen name appear anywhere a legal name is not required.

**Bias Incidents or Harassment:** Anytime you or anyone in the GVSU community feels belittled, disrespected, threatened, or unsafe because of who you are, the entire university community is diminished. That's why it's important to report all bias incidents--even those intended as jokes. While Grand Valley safeguards individuals' constitutional rights and protected speech, the university is also committed to inclusion and equity. Grand Valley exercises the right to engage in educational dialogue and seeks constructive responses to address bias incidents. Go to [https://gvsu-advocate.symplicity.com/public\\_report/index.php](https://gvsu-advocate.symplicity.com/public_report/index.php) to report bias incidents or for more information. In addition, for faculty/staff related complaints, you can file an informal complaint with the Division of Inclusion and Equity at [inclusion@gvsu.edu](mailto:inclusion@gvsu.edu) or (616) 331-3296. For student related complaints, you can also contact the Dean of Students office at (616) 331-3585.

**Student Well-Being:** As a student, you may experience a range of issues that can negatively impact your learning, such as anxiety, depression, interpersonal or sexual violence,

## Course Schedule

Readings are due the date of the lecture topic. It is possible that this schedule will change, as some weeks we will move more rapidly, and some more slowly. However, general deadlines will remain the same unless otherwise indicated by the professor.

\*Second Semester Readings will be posted on Blackboard

SECOND SEMESTER				
Week	Date	Topic	Readings	Assignments Due
1	January 8	Overview of second semester Refresher; Discuss portfolio/due dates  Supervision in School Psychology	Article posted on Blackboard	Sign up for Team Taught Class
2	January 15			
3	January 22	Team Taught Class 1	Articles posted on Bb	<i>Monthly Reflection and Log Due</i>
4	January 29	Team Taught Class 2	Articles TBD	
5	February 5	Team Taught Class 3		
6	February 12	<b>NASP Conference in Seattle</b>	<b>Attend conference or online conferences</b>	
7	February 19	Team Taught Class 4	Articles TBD	
8	February 26	Team Taught Class 5	Articles TBD	<i>Monthly Reflection and Log Due</i>
	March 5	<b>Class Activities Online (GVSU Spring Break)</b>  <b>Topic: Home School Collaboration OR MiMTSS training??</b>	Articles posted on Blackboard  BP Chapter	
9	March 12	PREPARE TRAINING	Articles TBD	<i>Updated Philosophy Due</i>
10	March 19	PREPARE TRAINING	Articles TBD	
11	March 26	Team Taught Class 6	Articles TBD	<i>Monthly Reflection and Log Due</i>

12	April 2	<b>SPRING BREAK for the public schools</b>	<b>NO CLASS</b>	
13	April 9	Team Taught Class 7		
14	April 16	START Education Evaluation Training April 17 all day!		<i>All Case Studies must be turned in by this date</i>
15	April 22	Final Logged Hours, Supervisor Evaluation, and Self-Reflection Paper Due		<i>Due: Logged Hours, Supervisor Evaluation and Self-Reflection Due</i>