



School Psychology Practicum

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Course Information:

CRN:23207
Location: Eberhard Center 420
Wednesdays from 9:00 AM- 11:45 AM

Instructor Information:

Jen James, Ph.D., NCSP
Pronouns: she/her/hers
Office: 2140 ASH
Email: 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](#)



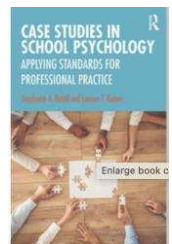
[Blackboard](#)



[Activity Folder](#)



[Textbook](#)



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:

Rahill, S.A. & Kaiser, L. (2022). *Case Studies in School Psychology: Applying Standards for Professional Practice*. New York, NY: Routledge.

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

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. You will be logging hours and submitting them each month to track your progress towards total hours. Please see the tracking form for a description of how to log hours.

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 log 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)

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

Monthly Journal (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 Study Application (5 points each)

We will be using the text called *Case Studies in School Psychology: Applying Standards for Professional Practice* during Fall semester. You will be assigned specific cases from the text to read and respond to prior to coming to class on the designated weeks. These will support small group and whole group discussions for the week.

Practicum Year Goals (5 points)

Due September 18

Write a 1-2-page paper on your personal goals for your practicum year as you develop as a professional school psychologist. Determine three goals for yourself and explain why you chose the goals and how you plan to meet your goals. For this, utilize your Self Reflection paper from your first-year portfolio. Please make sure you address your growth in knowledge and skills based on the ten NASP domains:

(<http://www.nasponline.org/standards/practice-model/domains-of-practice.aspx>). This will be done at the start of the year, and you are expected to share your goals with your supervisor in order to create a plan to meet your goals. Below is an example of goals:

Goals	Mid-Year Progress Update	Year-End Progress Update
1. By December 2024, I will provide assistance to the planning, preparation, and delivery of at least one professional development presented to school personnel.		
2. By December 2024, I will independently complete at least two evaluations on two different students along with presenting the information during the IEP meetings.		
3. By March 2025, I will attend at minimum three district training workshops.		

Eligibility Resource Guide (20 points)

Due October 2

For this assignment, you will create guiding assessment documents for the following disability categories: CI, SLD, EI, and OHI (ASD is provided to you). While you are welcome to include additional information, these five documents, at a minimum, should include the state/ISD eligibility criteria and a table detailing the information that may need to be collected (in a RIOT framework) to help determine eligibility. Your testing section should include assessments that you know are available at your internship site. Utilize resources from PSY 622, PSY 623, and second-year practicum to put these documents together. See Blackboard for a started sample.

START Education-Based Evaluation Training Reflection (5 points)

Due November 6

You will also be attending the START Education-Based Evaluations Training virtually on **October 30 from 9-3:30**. You will be signed up for this through START. More information to come. This all-day conference and will be virtual this year. More information can be found here:

<https://www.gvsu.edu/autismcenter/start-events-49.htm>

You must submit a 1–2-page reflection on the conference that includes what information you found most interesting/beneficial, areas that you would like more information or clarification, and how you will apply it to your work as a School Psychologist.

School Based Team Member (5 points)

Reflection due November 20

For this assignment you need to be a regular member of at least one entire team at your school or district. You will coordinate this through your administrator, or school psychologist supervisor. It can be any type of meeting that a school psychologist would typically attend, including but not limited to: Child Study Team Meeting, Student Success Team Meeting, Data Benchmark/Progress Monitoring Meeting, MTSS/PBIS Meeting, School Improvement Team Meeting, etc. Choose a team that you will be able to regularly participate in (some may not fit the days you are available). At the end of the semester, you will write a 1-2-page reflection summarizing what the type of meeting, content of the meeting, and how the meetings went. What went well and what could improve? What was the role of the school psychologist (if any) at the meeting? What was your role? How well did the school team function align with what you learned about Meeting Mechanics?

School Psychology Exposure Presentation due December 4 (5 points)

[https://www.nasponline.org/research-and-policy/advocacy/national-school-psychology-week-\(nspw\)](https://www.nasponline.org/research-and-policy/advocacy/national-school-psychology-week-(nspw))

School Psychology Awareness Week occurs every November. We have a responsibility to promote the field of School Psychology as a field. The NASP African American subcommittee of the Multicultural Affairs Committee invites you to participate in the Exposure Project (#NASPEP) to expose high school students and undergraduates, especially those of diverse backgrounds, to school psychology as a career. This is a requirement each year. All materials for your presentation have been prepared for you. These materials are adaptable and available [via Dropbox](#).

You will be seeking out high school students/classrooms OR university classes/clubs to promote the field to. This presentation may be done in person or virtually. More details will be shared during the first week of class.

Practicum Learning and Planning Survey (5 points)

Due December 11

After you receive a copy of your supervisor evaluation, you will reflect on your semester and what you have accomplished. The questions you will answer will help you clarify goals and next steps for the second half of practicum 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 Part 1 (15 points)

Due December 11

To structure your year and aid time management, you are expected to complete Steps 1-4 of your academic and behavioral consultation cases (See assignment description for details). If you choose to utilize your EDS Language Arts Project for your Academic Consultation case, consult with the professor to ensure it will meet the project requirements.

Special Education Evaluation #1 (25 points)

Due December 11

You will need to complete one special education evaluation during the first semester. Remember to complete the report in a timely manner to give it to the professor to review prior to turning it into your field-based supervisor. It is expected that you will be getting more support from your supervisor for your first integrated report.

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 December 11

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.

Course Policies

Attendance: Seminar attendance is essential for earning a satisfactory grade in this class. If you do need to miss a class period, please let me know ahead of time. Class participation points require class

attendance and frequent participation. Since this is a discussion-based class, your attendance is crucial. Problem solving in class will be essential for a successful practicum year.

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.

University Policies

Please follow this link to the University’s policies: 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.

Disabilities Support Resources: If you have special needs because of a learning, physical or other disability, please contact the instructor as well as Disability Support Resources (DSR) at (616) 331-2490 for assistance as soon as possible. Even if you have already documented your disability with DSR, please make an appointment with your faculty member to discuss your specific needs. Furthermore, if you have a disability and think you will need assistance evacuating the classroom and/or building in an emergency during in-person meetings, please make your instructor aware so that the university can develop a plan to assist you. You may also access resources at <https://www.gvsu.edu/dsr>. The university is eager to work with you to meet your learning goals. All discussions related to disabilities 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 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 or (616) 331-3296. For student related complaints, you can also contact the Dean of Students office at (616)

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.

FIRST SEMESTER				
Week	Week of	Seminar Topic	Readings <i>(Readings will be added based on the case studies we use)</i>	Assignments due
1	August 28	Introduction to Practicum Year	Read Practicum Handbook & Syllabus	Review Mandated Reporting Guide
2	September 4	School Psychologists as Data-Based Decision Makers Guest Speakers- current interns	Review Michigan State Rules and Regulations (Blackboard) Case Study Text: Chapter 1 (read and be prepared to discuss in class) Bring Case Study Text to Class	Case study discussion questions
3	September 11	The Michigan Special Education Process: REED to IEP	Review Michigan State Rules and Regulations (Blackboard) Patti, A. (2016). Back to the basics: Practical tips for IEP writing. <i>Intervention in School and Clinic</i> , 51 (3), 151-156. Review Special Education Evaluation Report Rubrics	Turn in signed copy of supervisor contract
4	September 18	School Psychologists as Consultants and Collaborators	Case Study Chapter 2 BP Vol 3, Chapter 13: BP in Data Analysis Teaming in Schools	Practicum Year Goals Due Case study discussion questions
5	September 25	Providing Services in Academic Interventions and Instructional Supports	Read Academic Consultation Assignment Description in detail prior to class. Case Study Chapter 3	Monthly Journal & Logs Due Case study discussion questions
6	October 2 Class will be Colloquium on October 3	Providing Services in Mental and Behavioral Health Services	Case Study Chapter 4 Colloquium on Suicide prevention and intervention 10/3 at 4:00 PM in Allendale	Eligibility Resource Guide Due Case study discussion questions

7	October 9	School-Wide Practices to Promote Learning	Case Study Chapter 5	Case study discussion questions
8	October 16	Best Practice in Teaming with Guest Speaker Amy Matthews	BP Vo1 1, Chapter 24: BP in Leading Productive Meetings of School Professionals	
9	October 24 (Thursday)	IPE Event	IEP Training Event Downtown Campus 3-6:00 PM More information to come.	
10	October 30	Education-Based Evaluations (Virtual)	Virtual Training from START 9am-3:30 pm MASP in Novi October 28-29 optional	October Monthly Journal and Logs Due
11	November 6	Preparing for Internship Year Guest Speakers: Current Interns	Articles on Blackboard Internship Interview preparation	Education-Based Evaluations Reflection Due
12	November 13	Promoting Safe and Supportive Schools- Ashley McBride	Case Study Chapter 7	Case study discussion questions
	November 20	Understanding Research and Evidence-Based Practice	Case Study Chapter 9	Reflection of Team Meetings Due Case study discussion questions
13	November 27	No Class- Thanksgiving		
14	December 4	Supporting Adults with Disabilities/ Transition IEPs	Articles on Blackboard	Evidence of NASP Exposure Presentation Due
	December 11 Exam Week	<p>Turn in all assignments and evaluations on Blackboard</p> <ul style="list-style-type: none"> • Practicum Planning and Learning Survey • First Semester Logged Hours Due (no supervisor signature needed) <ul style="list-style-type: none"> • Special Ed Evaluation #1 • Academic Consultation (Steps 1-4) 		

