

**MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION**

**DEPARTMENT of COUNSELING, EDUCATIONAL PSYCHOLOGY, and
FOUNDATIONS COURSE SYLLABUS**

Course Prefix and Number: EPY 8690/8790

Course Title: Supervised Experiences in School Psychology II

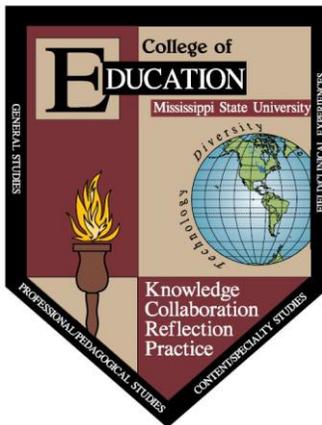
Credit Hours: One (1) – six (6) semester hours

Method of Instruction: H (Clinical Instruction)

Method of Delivery: F (Face-to-Face)

Catalogue Description: One to six hours clinical instruction. Applied supervised school psychology experiences in educational and related settings using psychological principles and techniques in teaching/learning problems. May be repeated 4 times for credit.

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes

necessary to learn, change, and grow as life-long learners.

4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course Objectives: Upon the completion of this course, students should be able to do the following:

1. Engage in basic direct and indirect behavioral clinical skills. **CFPO: 1, 8, 12 NASP 2.1, 2.4**
2. Provide consultation and intervention experiences with parents and teachers. **CFPO: 1, 2, 8, 10, 12; NASP 2.1, 2.2, 2.6**
3. Engage in evaluating the behavioral consultation process. **CFPO: 1, 8, 10, 12; NASP 2.2**
4. Apply behavioral assessment strategies (e.g., CBA, direct observation, functional assessment, functional analysis, and standardized instruments) to behavioral and academic problems. **CFPO: 1, 2, 8, 12; NASP 2.3**
5. Engage in direct interviewing. **CFPO: 1, 2, 8, 12; NASP 2.1, 2.2., 2.3, 2.4**
6. Design successful interventions to be used by parents at home and in the clinic. **CFPO: 1, 2, 8, 12; NASP 2.1, 2.2., 2.4, 2.7, 2.8**
7. Design successful interventions to be used by teachers in the school setting. **CFPO: 1, 2, 8, 12; NASP 2.1, 2.2, 2.4, 2.6, 2.7, 2.8**
8. Design successful interventions to be used conjointly by parents and teachers. **CFPO: 1, 2, 8, 12; NASP 2.1., 2.2., 2.3, 2.4, 2.7, 2.8**
9. Design effective data gathering techniques to evaluate the effectiveness of a plan. **CFPO: 1, 2, 8, 12; NASP 2.1,2.9, 2.11**
10. Understand and practice the ethics involved when doing behavioral consultation with teachers and parents. **CFPO: 1, 2, 8, 12; NASP 2.2, 2.10**

Required Texts:

Harrison, P., & Thomas, A. (Eds.) (2014). *Best Practices in School Psychology* (6th ed., Vol 1-4). Bethesda, MA: National Association of School Psychologists.

Recommended Texts:

Falender, C. A., & Shafranske, E. P. (2004). *Clinical supervision: A competency-based approach*. Washington, D. C.: American Psychological Association.

Harvey, V. S., & Struzziero, J. (2008). *Professional development and supervision of school psychologists: From intern to expert*. 2nd ed. Thousand Oaks, CA: Corwin Press.

***Note:** Additional readings may be assigned based throughout the semester designed to address the supervision needs of individuals on the team. Notification of readings will be provided in advance to give students adequate time to read and prepare for discussion of the material in supervision meetings.

Description of Instruction: Lecture, field-based activities, and individual supervision supervision of the practicum supervisor.

Academic Integrity: Honor Code: Mississippi State University has an approved Honor Code that applies to all students. The code is as follows: **“As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”** *Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code.*

For additional information visit: <http://students.msstate.edu/honorcode>

Technology: Students will be required to use Canvas to access rubrics and supplemental course materials, including power points. Students will also be required to submit course work using Canvas.

Diversity: Issues in diversity (gender, race, SES, culture) will be noted as concerns with individual differences in the field and will be identified and regularly assessed when discussing topics.

Accommodations for Students with Disabilities: Students with disabilities in need of accommodations to meet the expectations of this course are encouraged to bring this need to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student & Disability Support Services is located in 01 Montgomery Hall, (662) 325-3335 (phone), and <http://www.sss.msstate.edu> (web address).

Title IX Policy: MSU is committed to complying with Title IX, a federal policy that prohibits discrimination, including violence and harassment, based on sex. This means that MSU’s educational programs and activities must be free from sex discrimination, sexual harassment, and other forms of sexual misconduct. If you or someone you know has experienced sex discrimination, sexual violence and/or harassment by any member of the University community, you are encouraged to report the conduct to MSU’s Director of Title IX IIEO Programs at 325-8124 or by e-mail to titleix@msstate.edu. Additional resources are available

at <http://www.msstate.edu/web/security/title9-12.pdf> or at <http://students.msstate.edu/sexualmisconduct/>.

Field Component (Settings & Clients): Practicum experiences will primarily take place in the school and clinic setting (i.e., School Psychology Services Center). Practicum students will service a variety of students with various needs. This may include students in both the general and special education settings, social and academic behaviors, and a variety of disabilities (e.g., Autism, Emotional Disabilities, Attention-deficit Hyperactivity Disorder, etc.).

Supervision: Practicum students will meet with their assigned supervisor weekly for both group and individual supervision. Group supervision will be three-hours per week and include all students enrolled in the practicum course. Additionally, students in practicum will meet with their assigned supervisors for at least one-hour of individual supervision per week. That being said, all students will have supervision twice per week for a minimum of four-hours per week.

Evaluation of Student Progress: You are required to keep electronic copies of all the following items in your online practicum folder. These will each be reviewed with you during group supervision.

Practicum Goals: You have in your electronic folder *practicum goals* that are related to the students. You are required to write objectives under each goal.

- a. These practicum goals are due **by XXXX** review. Each student is required to schedule a 30-minute appointment with their faculty supervisor to review their goals.
- b. The goals should be written based upon your developmental level. Thus, you will not write an objective for each goal each year.
- c. The goals should have corresponding documentation to support that the goal has been met.
- d. These can be put into your portfolio (see #3).
- e. This will account for 5% of your final grade.
- f. Course objectives: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Practicum Logs: Completing *practicum logs* on a daily basis and submitting them electronically on a weekly basis during group supervision. Your practicum logs should reflect your *schedule of daily activities* that should be submitted with the practicum logs.

- a. Logs and schedules of daily activities are **due weekly during supervision**.
- b. Hours worked in the clinic and schools will count towards total practicum hours.
- c. Submission of late logs will result in a reduction of grade.
- d. Students should keep a copy of their logs for their personal records.
- e. Supervisors are required to sign the logs at the end of the semester.
- f. Unsigned logs will not be accepted.
- g. Some school practicum supervisors may ask to receive copies of the logs. In such cases, it is the student's responsibility to provide copies of logs to supervisors.
- h. This will account for 5% of your final grade.
- i. Course objective: 1 & 10

Electronic Portfolio: The student will turn in an *electronic portfolio* (a hard copy is also acceptable) of the work that he or she has completed at the end of the semester. The portfolio should include all practicum activities performed during the semester. The completed portfolio is **April 29, 2019**. Although the content of portfolio will vary based on case assignment, the following should serve as a guide for the required items to be included (See attached document for details):

- a. Overview of Practicum Activities
- b. Resources
- c. Weekly Planner/Schedule
- d. Case Information
- e. Practicum Logs
- f. Conference/Research Activities
- g. This will account for 10% of your final grade.
- h. Course objective: 1, 2, 3, 4, 5, 6, 7, 8, 9 & 10

Data-based Problem Solving Project: In addition, each student will be required to complete a *data-based problem solving project*. The student will submit a paper and make a brief *case presentation* of material obtained from a specific case in which a literature review, assessment, consultation, and/or intervention procedures were used.

- a. All projects must be **approved by the instructor before XXXX. Failure to do so will result in point loss. Only approved projects will be accepted for final grades. Unapproved projects will result in a zero point on your final paper submission.**
- b. The final paper is **due on XXXX.**
- c. The case presentation is **due on XXXX.**
- d. **The project must follow the provide rubric guidelines.**
- e. Confidentiality must be maintained at all times.
- f. Data must be presented with regard to the types of empirically-based procedures that were used and outcomes from those procedures.
- g. Students may present the case individually or as a group as many cases involve collaborative efforts among students on supervision teams in both the clinic and school-based settings.
- h. Students are required to seek supervision for projects on an ongoing basis, which will be used to monitor personal growth, professionalism and individual response to supervision.
- i. Students must receive a signed “permission to use data form”.
- j. This will account for 40% of your final grade.
- k. Course objective: 1, 2, 3, 4, 5, 6, 7, 8, 9, & 10

Case Notes & Reports: For individual cases (in the schools or clinic), you are required to complete *case notes* the following the day and turned in on a weekly basis.

- a. Case notes should be written in the subjective/objective/assessment/plan (SOAP) note format.
- b. Case notes are **due weekly during group supervision**. Point will be lost each week this is not done.
- c. **Submission of late case notes will result in a reduction of grade.**

- d. Students should keep a copy of their case notes for their personal records.
- e. Supervisors are required to sign the weekly case notes and place in client files.
- f. Unsigned case notes will not be accepted.
- g. Some school practicum supervisors may ask to receive copies of the case notes. In such cases, it is the student's responsibility to provide copies of the signed case notes to supervisors.
- h. All supporting documents should be submitted with case notes (i.e., intake report, treatment summary, CBA assessment, graphs, reports and etc.).
- i. Completing *case reports* (i.e., psychological evaluations, function-based assessment, curriculum-based assessment, behavior intervention plans, and etc.) will vary based on your practicum site. However, case reports should be completed following ethical guidelines established by NASP, APA, and state and local educational agencies. Case reports should be completed in the timely manner. Case reports should be submitted with all supporting documents (i.e., observation forms, protocols, interview forms and etc.). Students will administer all assessment procedures and instruments according to professional guidelines.
- j. This will account for 10% of your final grade.
- k. Course objective: 10

Evaluations: You must be *evaluated* by your site supervisor twice during the semester (mid-term and final).

- a. The student is responsible for scheduling a time with the site supervisor and obtaining the completed evaluation.
- b. The student must submit the mid-term evaluation on **XXXX**.
- c. The student must submit the final evaluation on **XXXX**.
- d. A student's failure to submit the evaluations will result in a reduction of grade.
- e. This will account for 15% of your final grade.
- f. Course objective: 1, 2, 3, 4, 5, 6, 7, 8, 9, & 10

Supervision and Participation: Each student must participate in *direct supervision* during the practicum experiences to ensure professional growth and ethical practices of school psychology. Your *response to supervision* will be evaluated through attendance, individual needs, meeting set timelines, number of revisions and completion of case reports.

- a. Attendance is required for all group supervision meetings (*See MSU policy for excused absences.*).
- b. Students must seek individual supervision as needed or requested by instructor.
- c. Students must complete projects/case reports in a timely manner.
- d. Students must complete all revisions within 7 days of receipt or by the timeline established by site supervisor or instructor.
- e. Submission of revisions should always accompany previous draft.
- f. Student must complete all case reports by set due dates.
- g. Changes in deadlines and timelines must be negotiated with the site supervisor and/or instructor prior to the expiration of time.
- h. This will account for 10% of your final grade.

i. Course objective: 10

Liability Insurance (not graded): You must purchase student liability insurance through NASP or APA and present evidence to your direct faculty supervisor that you have secured the insurance. Insurance must be purchased by the end of the first week of classes.

Grading Scale: Course grades will be based on performance on the logs, goals, case reports/notes, portfolio, evaluations, data-based projects, and participation and supervision. Students will be graded on a 10-point scale on the following components:

Assignments	Percentage	Grade	
Logs	5%	A	90-100%
Goals	5%	B	80-89.9%
Case Reports/Notes	10%	C	70-79.9%
Portfolio	10%	D	60-69.9%
Evaluations	15%	F	≤ 59.9%
Data-based Projects	40%		
Participation & Supervision	15%		
Total	100%		

Attendance and Supervision Policy: Attendance in class is mandatory for three primary reasons. First, students must receive supervision, for ethical and good practice reasons, of the cases they are involved with at their practicum site. Second, students learn by hearing others discuss their cases. And third, supervision hours are necessary to satisfactorily complete the practicum course. Students should also meet with their practicum site supervisor and/or faculty supervisor at least one hour per week. This supervision should be noted on the student's practicum log. The other required readings will be discussed during group supervision based on the month required. Each unexcused absence from supervision may result in the loss of a letter grade.

Late Assignments: In fairness to fellow classmates, late assignments will not be accepted, unless accompanied by a university approved excuse.

Make-up Tests: Make-up exams will be given only if a valid (documented) reason is provided for having missed the regularly scheduled exam. The make-up exam must be scheduled with your professor as soon as possible after the regularly scheduled exam.

Expectations for Checking Out Test Materials: When using assessment materials found in the Counseling and Educational Psychology Assessment Lab (Allen Hall #539), all students are required to follow the rules and regulations for checking out testing materials. All students are required to complete the "Test Material Request Form." Due to the fact that the testing materials are used by several students from various programs, you are expected to be courteous, respectful and responsible when checking-out and checking-in materials. Students may only checkout materials that will be used for the purpose of this course. All requests for materials will be

verified with the instructor by the graduate assistant prior to releasing the materials to the students. *Failure to return tests in a timely manner may result in a penalty in grade or incomplete grade.*

Confidentiality of Test Protocols: Confidentiality MUST be maintained with regard to any and all information collected during the assessment process. Because you are learning and these assessments are for practice only you should not report the results to anyone, except the instructor as being appropriate for diagnostic purposes. Under no circumstances should you share any results before your protocols and reports have been checked by the instructor. Each student will be assigned a code for the purpose of assessments. You will be required to use the code in place of the student's name.

Clinic Practicum Portfolio **EPY 8790**

The following is an outline that should be used to organize your clinic practicum folder for each semester. At the end of the semester, you will turn in your folder to the practicum supervisor to verify all information.

- Section 1: Overview of Practicum Activities
 - a. Description of Practicum Site/Setting*
 - b. School Contact Information*
 - c. Practicum Supervisor Contact Information*

- Section 2: Resources
 - a. Summary of State Policies (Cheat Sheets)
 - b. List of local agencies/services
 - c. Psycho-educational Pamphlets/Information
 - d. Various forms

- Section 3: Weekly Planner/Schedule
 - a. Schedule with Classes and Site Assignments*
 - b. Weekly Planner with Activities Documented (Must match logs)*

- Section 4: Case Information (Include all information that applies)
 - a. Referral Sheet*
 - b. SOAP Notes (Clinic and School)*
 - c. FBA
 - d. Intake Session
 - e. BIP
 - f. Assessment Report
 - g. Other

- Section 5: Practicum Logs
 - a. School Psychology Logs (Signed)*
 - b. On-site Logs (if applicable)

- Section 6: Conference Activities and Special Projects
 - a. Training Presentations (Conducted/Developed by Practicum Student)
 - b. Research Projects
 - c. Conference Presentations (Conducted/Developed by Practicum Student)

**EPY 8690/8790 Clinic Practicum
Data-based Problem Solving Plan (PSP)
Portfolio Project Grade Sheet**

Name: _____

Semester: _____

Literature Review (40 points)

- ___/5 Clear presentation of purpose and scope of the manuscript
- ___/5 Clearly defined problem statement
- ___/5 Theoretical/logical framework is clearly presented
- ___/5 Relevant past research/theory cited
- ___/5 Purpose of study is specific and focused
- ___/5 Clear and strong rationale provided for the importance of this manuscript
- ___/5 The literature review is adequate to introduce the purpose of the manuscript
- ___/5 Appropriate APA style

Total ___/40

Problem Identification (25 points)

- ___/5 Important client, familial, school personnel characteristics
- ___/5 Important setting characteristics
- ___/5 Description of the Referral Concerns/Prioritization of Problems
- ___/5 Initial formations of operational definitions of target behaviors or skill needs
- ___/5 Establishment of baseline data collection methods and responsibilities

Total ___/25

Problem Analysis & Treatment Implementation (30 points)

- ___/5 Problem existence as evidenced by assessment data
- ___/5 Establishment of Goals, objectives, benchmarks
- ___/5 Clinical Impressions
- ___/5 Clear description of intervention design, components, or recommendations
- ___/5 Plans for Assessment or Treatment Integrity and Social Validity
- ___/5 Methods of Progress monitoring & Analysis (formative methods; Graphs, Tables, etc)

Total ___/30

Problem Evaluation (25 points)

- ___/5 Evaluation of target behaviors or skills in relation to baseline
- ___/5 Evaluation of Treatment Integrity
- ___/5 Evaluation of Social Validity or Acceptability
- ___/5 Summative Assessment Methods
- ___/5 Overall Conclusions Drawn

Total ___/25

Case Presentation (20 points)

- ___/5 Clarity and appropriate rationale present
- ___/5 Presentation of Data
- ___/5 Maintained Interest through effective presentation style
- ___/5 Appropriately Handled Questions and responded positively to feedback

Total ___/20

Grand Total: _____/140

Comments:

**EPY 8790 Clinic Practicum
Grading Evaluation**

Student's Name: _____

Project	Percentage/ Weight of Grade	Actual Grade	Comments
Weekly Logs	5%		
Goals	5%		
Case Information	10%	****	
<i>Reports/Evaluations</i>			
<i>Case Notes</i>			
Portfolio	10%		
Supervision Evaluation	15%		
Participation/Response to Supervision	15%	****	
<i>Attendance</i>			
<i>Individuals Needs</i>			
<i>Revisions</i>			
<i>Timelines</i>			
Data-based Project	40%		
Overall Grade	100%		