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PSYC 587 School Psychology Methods
Sections 02
Fall 2013
Wednesdays 12:10-2:00pm

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School Psychology Methods is designed to provide students with authentic clinical experiences in a school setting. The practicum provides opportunities for students to practice the skills they are learning or have learned in classes, and to begin to engage in the professional activities of a school psychologist. Students will develop a better understanding of schools, educational staff, and students, as well as the roles and functions of school psychologists.

The practicum seminar is designed to accompany the field component of the School Psychology Methods by providing students with a forum to discuss critical issues of practice in a community of scholars and practitioners. We will be using the class as a site to integrate your coursework and field experiences, to examine your development as a professional, and to discuss emerging issues of practice. You will receive direct and indirect supervision of your practicum experience in this class in addition to that provided by the field-based supervisor.

Students are expected to attend their practicum site for the equivalent of one full day (at least 6 hours) during the spring semester. Please reserve 2-4 hours weekly to conduct class assignments in the field setting, the remainder of your time will be spent working directly with your field supervisor. Please note that your supervisor may not be in the building the entire day that you are there. A weekly written record is required to document your practicum hours. Professional dress and demeanor is expected in the practicum setting. Additional time in the site may be required to complete course expectations. It is occasionally necessary to temporarily withdraw students from the practicum placement if problems arise due to the students' progress or to unforeseen circumstances at the practicum site. If this should occur, the instructor will consult immediately with the student and the field supervisor to develop a plan to reestablish the practicum as soon as is feasible.

COURSE LEARNING OBJECTIVES:

1. You will practice under supervision at school-based site as a school psychologist to develop your assessment, consultation, data-based decision making and intervention-related skills utilizing the Problem Solving Model (NASP Std. 2.1, 2.2, 2.3, 2.4, 2.7, 2.9).
2. You will become increasingly familiar with school personnel and organizational characteristics and related community resources (NASP Std 2.6, 3.1).

3. You will develop personal, professional and ethical qualities appropriate to the roles of school psychologists (NASP Std 1.3, 2.10, 3.1).
4. You will develop further experience, knowledge and skill in working within the richly diverse environment that schools, children and their families represent. (NASP Stds 1.2, 2.5, 2.8)
5. You will further develop knowledge and skill in utilizing developmentally appropriate evidence-based best practice in assessment and intervention for exceptionalities and/or psychological disorders among children/youth (NASP Stds. 2.4, 2.5, 2.7).
6. You will develop parent-school consultation skills, learn and apply cross-cultural consultation skills to facilitate parent support and involvement while being sensitive to cultural factors, and gain a deeper insight into the perspective of a parent of a child with exceptionalities. (NASP Stds. 2.2, 2.5, 2.8, 2.11).

NASP Domains of Practice

Domain 1: Data-Based Decision Making and Accountability

Domain 2: Consultation and Collaboration

Domain 3: Interventions and Instructional Support to Develop Academic Skills

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills

Domain 5: School-Wide Practices to Promote Learning

Domain 6: Preventive and Responsive Services.

Domain 7: Family-School Collaboration Services

Domain 8: Diversity in Development and Learning

Domain 9: Research and Program Evaluation

Domain 10: Legal, Ethical, and Professional Practice

Course Policies and Procedures

Academic Honesty and integrity

As students entering the field of school psychology, there is an expectation of a high standard of academic integrity. Students are expected to perform to the utmost of their ability in an honest and ethical manner. The University of Montana Student Conduct Code (SCC) should be reviewed, especially in regards to plagiarism. It is the policy of the SPSY program that plagiarism will result in an "F" for the course in which the academic violation occurs as well as grounds for consideration of dismissal from the program. The SCC can be accessed either on line (UM Homepage, A-Z Index, select "S", scroll down to "Student Conduct Code") or in the UM Catalog, page. 22.

Professionalism

I expect all students to behave with the highest standard of professionalism, both during class and in your practicum site. As a school psychologist in-training, you represent the university as well as the field. Keep in mind that how you dress and behave makes an impression of you as a professional. Consequently, please wear professional clothing during your practicum setting and act in a manner that highlights your knowledge and expertise.

Accommodations for Disabilities

It is my strong desire to fully include all students in this course. Please discuss any desired accommodations with me as soon as possible. I require documentation of any disabling condition prior to providing substantive accommodations (those that involve changes to deadlines, activities, or products) in this course. Students have the responsibility to arrange for such accommodations with Disability Services for Students (DSS). Please refer to the UM Catalog, page 334.

Attendance and Active Engagement

Attendance is highly encouraged since student's course grades are partially determined by participation in class discussions and activities. Moreover, missing a class can substantially affect students' depth of understanding. Please inform me prior to class if a late arrival or early departure from class is absolutely necessary. An excused absence will be granted only in a *documented* emergency situation.

Religious Observance

Please notify me in advance if you will be absent from class for religious observances.

Incompletes and Make-Up Procedures

Incompletes will be given under limited circumstances (e.g., personal situations, illness). Make-up procedures must be arranged immediately with me. It is my intention to facilitate your success in this course, please do not hesitate to contact me regarding potential barriers to this goal.

Electronic Devices

Electronic devices (such as cell phones, I-pods, mp3s, etc.) must be turned off and put away before class. I encourage the use of computers during class to take notes or to use electronic articles and powerpoints. However, the use of computers for personal reasons during class is inappropriate and disrespectful to other students and to me. I will speak with you if I feel that your use of computers is detracting from your learning and will use discretion in reducing grades for those students who are using computers in a disrespectful manner when class is in session.

Commitment to Multiculturalism

I am committed to creating an environment in which individuals' diversity and opinions are respected. I strive to integrate multicultural and diversity issues in my courses in ways that is relevant to course content and process. I hope students will contribute their unique perspectives to this effort by considering and raising issues related to multiculturalism and diversity—and respecting others' outlooks throughout this course

“People First” Language

Students are expected to use appropriate, “people first” language in class discussions and written work. People with disabilities are just that: people who happen to have physical, sensory, behavioral, or intellectual disabilities. Please avoid phrases like “the handicapped,” “autistic kids,” “severely retarded,” or other statements that highlight the disability rather than the individual. Instead, speak and write in a way that puts “people first,” for example, “the student

with a severe disability,” “the program for students with behavior disorders.” This small change emphasizes the humanity and individuality of the person and clarifies that disability is only one of many characteristics (and not necessarily the most important!) that people can possess.

Seminar Meeting Format:

Each week in seminar we will: (1) discuss at least 1 case from your practicum site (second year students) and or discuss preschool practices and methods (1st year students), (2) discuss relevant topics to support further professional development in your practicum, with a focus on early childhood assessment, and (3) discuss ethical and professional guidelines that guide your practice.

Required Texts:

Note: The following texts should be part of your professional library. These texts (and others) support you in your role as a school psychologist.

Thomas, A. & Grimes J. (Eds.) (2008). *Best Practices in School Psychology – V*. Washington DC: National Association of School Psychologists (NASP).

Jacob, S., Hartshorne, T. & Decker (2010). *Ethics and law for school psychologists* (6th Ed.). New York: Wiley,

Alexie, S. (2009). *The Absolutely True Diary of a Part-Time Indian*. Little, Brown Books for Young Readers

Required Articles:

Beebe-Frankenberger, M., & Goforth, A. (in press). Best practices in school psychological practice in rural settings. In A. Thomas & P. Harrison (Eds.), *Best Practices in School Psychology* (Vol. VI). Bethesda, MD: National Association of School Psychologists.

Bonner, M., Butler-Byrd, N., Charley, E., Cook-Morales, V., Dauphinais, P., & Robinson-Zanartu, C. (2011). School psychologists working with Native American youth: training, competence, and needs. *Contemporary School Psychology*, 103+.

Campbell, C. D., & Evans-Campbell, T. (2011). Historical trauma and Native American child development and mental health: An overview. In M. C. Sarche, P. Spicer, P. Farrell & H. E. Fitzgerald (Eds.), *American Indian and Alaska Native children and mental health: Development, context, prevention, and treatment*. Santa Barbara, CA: ABC-CLIO.

Demmert, W. G. (2011). Culturally based education: Promoting academic success and the general well-being of Native American students. In M. C. Sarche, P. Spicer, P. Farrell & H. E. Fitzgerald (Eds.), *American Indian and Alaska Native children and mental health: Development, context, prevention, and treatment*. Santa Barbara, CA: ABC-CLIO.

- Evans, G. W. (2004). The Environment of Childhood Poverty. *American Psychologist*, *59*, 77-92. doi: <http://dx.doi.org/10.1037/0003-066X.59.2.77>
- Freedenthal, S., & Stiffman, A. R. (2007). "They might think I was crazy": Young American Indians' reasons for not seeking help when suicidal. *Journal of Adolescent Research*, *22*, 58-77. doi: 10.1177/0743558406295969
- Garrett, M. T., Torres-Rivera, E., Brubaker, M., Agahe Portman, T. A., Brotherton, D., West-Olatunji, C. et al. (2011). Crying for a vision: The Native American sweat lodge ceremony as therapeutic intervention. *Journal of Counseling & Development*, *89*, 318-325. doi: <http://dx.doi.org/10.1002/j.1556-6678.2011.tb00096.x>
- Heart, M. Y. H. B., Chase, J., Elkins, J., & Altschul, D. B. (2011). Historical trauma among indigenous peoples of the Americas: Concepts, research, and clinical considerations. *Journal of Psychoactive Drugs*, *43*, 282-290. doi: <http://dx.doi.org/10.1080/02791072.2011.628913>
- Hook, J. N., Davis, D. E., Owen, J., Everett L. Worthington, J., & Utsey, S. O. (2013). Cultural humility: Measuring openness to culturally diverse clients. *Journal of Counseling Psychology*, *60*, 353-366. doi: 10.1037/a0032595
- Jervis, L. L., Spicer, P., & Manson, S. M. (2003). Boredom, "Trouble," and the Realities of Postcolonial Reservation Life. *Ethos*, *31*, 38-58. doi: <http://dx.doi.org/10.1525/eth.2003.31.1.38>
- Kral, M. J. (1998). Suicide and the internalization of culture: Three questions. *Transcultural Psychiatry*, *35*, 221-233. doi: 10.1177/136346159803500203
- Montana Office of Public Instruction (2010) *Flathead Reservation Timeline Confederated Salish and Kootenai Tribes*
- Morrison, C., Fox, K., Cross, T., & Paul, R. (2010). Permanency through Wabanaki Eyes: A Narrative Perspective from "The People Who Live Where the Sun Rises". *Child Welfare*, *89*, 103-123.
- Morsette, A., van den Pol, R., Schuldberg, D., Swaney, G., & Stolle, D. (2012). Cognitive behavioral treatment for trauma symptoms in American Indian youth: Preliminary findings and issues in evidence-based practice and reservation culture. *Advances in School Mental Health Promotion*, *5*, 51-62. doi: <http://dx.doi.org/10.1080/1754730X.2012.664865>
- Novins, D. K., & Bess, G. (2011). Systems of mental health care for American Indian and Alaska Native children and adolescents. In M. C. Sarche, P. Spicer, P. Farrell & H. E. Fitzgerald (Eds.), *American Indian and Alaska Native children and mental health: Development, context, prevention, and treatment*. Santa Barbara, CA: ABC-CLIO.

- Ogbu, J. U. (1994). Overcoming racial barriers to equal access. In J. Goodland & P. Keating (Eds.), *Access to knowledge: The continuing agenda for our nation's schools*. New York: The College Board.
- Portman, T. A. A., & Garrett, M. T. (2006). Native American Healing Traditions. *International Journal of Disability, Development and Education*, 53, 453-469. doi: <http://dx.doi.org/10.1080/10349120601008647>
- Romero-Little, M. E. (2011). Learning the community's curriculum: The linguistic, social, and cultural resources of American Indian and Alaska Native children. In M. C. Sarche, P. Spicer, P. Farrell & H. E. Fitzgerald (Eds.), *American Indian and Alaska Native children and mental health: Development, context, prevention, and treatment*. Santa Barbara, CA: ABC-CLIO.
- Snipp, M., & Saraff, A. (2011). American Indian and Alaska Native children and families: Social and economic conditions. In M. C. Sarche, P. Spicer, P. Farrell & H. E. Fitzgerald (Eds.), *American Indian and Alaska Native children and mental health: Development, context, prevention, and treatment*. Santa Barbara, CA: ABC-CLIO.
- Waller, M. A., Okamoto, S. K., Miles, B. W., & Hurdle, D. E. (2003). Resiliency factors related to substance use/resistance: Perceptions of Native adolescents of the Southwest. *Journal of Sociology & Social Welfare*, 30, 79-94

Recommended Texts for Your Practicum Experience:

- Bear, G.G. & Minke, K.M. (Eds.) (2005). *Children's Needs III: Development, Problems and Alternatives*. Washington DC: National Association of School Psychologists (NASP).
- Shinn, M.R. & Walker, H.M. (Eds.) (2010). *Interventions for Achievement and Behavior Problem sin a Three-Tier Model Including RTI*. Washington DC: National Association of School Psychologists (NASP).
- Lane, Kathleen L. & Beebe-Frankenberger, M. (2004). *School-based interventions: The tools you need to succeed*. Boston MA: Allyn & Bacon.
- Rathvon, Natalie (2008). *Effective school interventions: Evidence-based strategies for improving student outcomes*, 2nd edition. New York: Guilford.
- Shapiro, E. S. (2011a). *Academic skills problems: Direct assessment and intervention* (4th Ed.). New York: Guilford.

Practicum Developmental Sequence – Ed.S. Training

Year in Program	Semester	Placement	Type Training
1	1	Co-Teach Pre School	Early Childhood – developmental disabilities & typically developing
	2	Elementary School	Academic assessment and intervention in an elementary school (with Psyx 583); apply IQ testing skills
2	1 & 2	K-12 School	Work with school-based School Psychologist supervisor – apply skills learned in coursework including IQ, academic, behavioral, and social-emotional assessment, prevention/intervention, and consultation; gain experience with school collaborative teams, school climate, and professional role development

Practicum Developmental Sequence – Ph.D. Training

Year in Program	Semester	Placement	Type Training
1	2	Elementary School	Academic assessment and intervention in an elementary school (with Psyx 583)
2	1 & 2	K-12 School	Work with school-based School Psychologist supervisor – apply skills learned in coursework including IQ, academic, behavioral, and social-emotional assessment, prevention/intervention, and consultation; gain experience with school collaborative teams, school climate, and professional role development
3	1 1&2	*Co-Teach Pre School Clinical practicum; school-based; clinic cases	Early Childhood – developmental disabilities & typically developing Social-emotional individual and/or group cases in school setting; individual child/adolescent cases in Dept of Psychology CPC clinic.
4	1	*Co-Teach Pre School	Same as above – option to do this practicum either in year 3 or year 4, 1 st

Second Year Practicum: Educational Specialist & Doctoral Students Expectations & Requirements

The second year practicum is an opportunity to continue to learn new skills related to assessment, intervention and consultation, as well as synthesize those skills learned in first year. Specifically, you will continue to develop your skills related psychoeducational assessment, consultation, intervention planning and implementation skills, and outcome evaluation. Practicum students are expected to be closely supervised. The appropriate degree of autonomy given to students is left to the discretion of the field-based and university-based supervisors.

You will be involved in a variety of tasks as a school psychology practicum student. You should complete 180 hours of practicum-related work *per semester*. You will be involved in:

- Child Study Team comprehensive evaluations; initial and re-evaluations.
- IEP intervention planning meetings.
- Consultation with classroom teachers (general and special) and parents.
- Observations in structured and unstructured settings (e.g., playground, break time).
- Intervention for students in: (1) general education and (2) special education
- Program and/or intervention outcome evaluation.

Requirements

1. Practicum Goals, Self-Assessment, and Professional Development Plan (40 points)

At the beginning of the semester, you will prepare a statement of the specific learning goals (and documentation or a plan of how to achieve these goals) you have for your practicum. These goals and plan will be discussed at the first individual conference. We will refer to these objectives throughout the semester to assist in the supervision of your experience.

You will reflect about your experience at your practicum site at the middle and end of the semester. You will reflect on your experiences with assessment, intervention and consultation as outlined on the *Reflections on Practicum Experience* guideline (see Appendix). Your reflections will be used by your university-based supervisors as feedback about your development as a professional. Specific topics that need further development will be identified for discussion in practicum seminar.

Finally, you will complete practicum hour logs to document your training experience. You will obtain your on-site supervisor's signature to each. The logs will be returned to you for inclusion in your professional portfolio.

2. Discussant (30 points)

You will work with 2-4 students to lead a discussion on one of the week's topics. You are responsible for developing topics or questions to engage the class in thinking about the primary issues, theories, and cultural issues relevant to school psychological practice.

3. Introspection Paper (50 points)

Each student will complete a 5-6 page (typed, double spaced) introspection about topics discussed in our course. The purpose is to examine *your own identity and culture* in the context of being a school psychologist working with diverse populations.

4. Case Write-ups (100 points)

You will conduct an intervention case study using the problem-solving model. In collaboration with your practicum supervisor, you will conduct either an academic intervention or social/behavior direct consultation/intervention. You may do a single case or a small group intervention. You will complete and submit a comprehensive report and present the case to the class. Please see Appendix for more information.

5. Ethical Dilemma Presentation (40 points)

Developing an understanding of the ethical issues surrounding the practice of school psychology is an integral part of your professional development. Early in the semester, we will explore ethical issues and dilemmas as well as legal guidelines of current importance in the field of school psychology. You will present a real-life dilemma using the framework outlined in *Ethics and Law for School Psychologists*. Please see Appendix for more information.

6. Professional Portfolio (100 points)

You will develop a Professional Portfolio as evidence of your growth over the year in taking on the school psychologist's professional role.

7. Clinical Evaluation (50 points)

The following criteria will be used in clinical evaluations:

- Maintaining a professional demeanor and appearance in the field site
- Attendance and promptness in the field site
- Meeting deadlines and responsibilities in the field site
- Effective communication with field supervisors
- Effective interactions with teachers, children, parents and other school staff
- Maintaining confidentiality of all testing materials and files
- Protecting the confidentiality of individuals involved in testing and other professional activities
- Participation in and openness to receiving supervision

You will use the Practicum Student Performance Evaluation Form to obtain evaluative feedback from your on-site supervisor and discuss that information with your university-based supervisor. A copy will be provided to you for discussion and to retain in your professional portfolio.

You will use the Practicum Student Consumer of Services Performance Evaluation form, to obtain evaluative feedback from a consumer of your services during the semester. This person may be a general or special education teacher, a principal, a parent(s), etc., and should be someone who has had the most experience with you in your role as a school psychologist. Test protocols, surveys, observation documents

and written reports will be constructively evaluated by your on-site practicum supervisor. *You must submit copies of case reports to your faculty supervisor for review and feedback.* For instances where written reports in schools have been replaced by a computerized “reporting format”, students must still write and submit a psycho-educational report for cases to be submitted to the university practicum supervisor for critical feedback about your skill development in professional report writing.

Course Grades

The points and percentage of the final grade related to each course assignment is as follows:

Activity	Points
Discussant	30
Practicum Goals, Self-Assessment, & Reflections	40
Introspection Paper	50
Case Write-Up	100
Academic or Social-Emotional Intervention	50
Ethical Dilemma Presentation	40
Professional Portfolio	100
Clinical Evaluation	50
Total:	510

Percentage	Grade
94 - 100	A
90 - 93	A-
87 - 89	B+
84 - 86	B
80 - 83	B-
77 - 79	C+
74 - 76	C
70 - 73	C-
67 - 69	D+
64 - 66	D
60 - 63	D-
0 - 59	F

Autumn 2013 Seminar Schedule

Topics for discussion each week TBD through evaluation and as appropriate

Week #	Date	Discussion Topic	Readings	Assignment	Discussants
1	8/28	Introduction to Practicum Review Professional Behavior & Characteristics	-BP 108 Ortiz, Flanagan & Dynda		
2	9/4	Cultural Humility & Cultural Competence	-Hook, et al (2011) -BP 109 Miranda	Practicum Goals & Reflection Due	
3	9/11	Native American Peoples	-Flathead Reservation History & Timeline -Turtle Island Storytellers (via Moodle) -Any 3 episodes of Discovering our Story (via Moodle) -Traditional Stories & Teachings (via Moodle)	Case review: Jacque Laura S.	
4	9/18	Historical Trauma & Tribal Enrollment	-Campbell & Evans-Campbell (2011) -This American Life: Tribes (via Moodle) -Heart, et al (2011)	Case Review: Lat Taylor	Erin Kirsten
5	9/25	Reservation Life & Tribal Enrollment	-Alexie (2009) -Jervis, Spicer, & Manson (2003) -Beebe-Frankenberger & Goforth (in press)	Case Review: Erin MaKenzie	Lat Taylor
6	10/2	Family	-Snipp & Saraff (2011) -Morrison, et al (2010) -Evans (2004)	Case Review: Braydon Wendy	Zach MaKenzie
7	10/9	Spirituality & Healing Practices	-Portman & Garrett (2006) -Garrett, et al (2011)	Case Review: Marianne Laura A.	Braydon Laura S.
8	10/16	Mental Health among Native American youth	-Freedenthal, et al (2007) -Morsette (2012)	Case Review: Kirsten 2 nd Year (as needed)	Jack Wendy

9	10/22	Academic Achievement among Native American youth	-Ogbu (1994) -The Lakota Bernstein Bears (via Moodle) -Demmert (2011)	Case Review: Axel Zach	Laura A. Marianne
10	10/30	Resiliency among Native Americans/Alaska Natives	-Waller, et al (2003) -Romero-Little (2011)	Case Review: Jack 2 nd year (as needed)	Axel Jacque
11	11/6	Role of School Psychologists in Supporting Native American communities	-Bonner, et al (2011) -Novins & Bess (2011)	Introspection Paper Due	
12	11/13	Ethical Dilemma Presentations: 2 nd year students		National School Psychology Awareness Week (Nov 11-15)	
13	11/20	Case Reviews: 1 st years			
14	11/27	Thanksgiving Break— NO CLASS			
15	12/4	Case Presentations: 2 nd year students		-Professional Portfolios (2 nd) due -Case Write-Up (1 st yr, 2 nd years) -End-of-Semester Reflections due -Clinical Evaluations due	

Appendix A Professional Goals

The University of Montana
School Psychology Program
Professional Goals for Practicum Experience
Fall 2013

Student Name: _____

Practicum site: _____

Practicum supervisor: _____

Please reflect upon your current skills, knowledge and competencies. Then, develop and write concrete, observable, and measurable goals for your professional development this semester under each of these categories (you can have multiple goals under each category). You will review your goals with your university- and field-based supervisors.

Sample Goals:

- By December 5, 2013, I will administer one child assessment under the supervision of Mary Finnegan.
- By December 5, 2013, I will speak to at least one parent about the needs of their child with a disability and will use appropriate non-verbal and verbal communication (e.g., speak clearly, make eye contact).

Part 1: Reflection on Strengths and Weaknesses

Part 2: Professional Goals

- 1. Goal for Assessments**
- 2. Goals for Intervention**
- 3. Goals for Professional Collaboration or Consultation**
- 4. Goals for Legal, Ethical, and Professional Performance**
- 5. Goals for Promotion and Awareness of Diversity**

Appendix B
Reflection on Practicum Experience

The University of Montana
School Psychology Program
Reflections on Practicum Experience
Fall 2013

Student Name: _____

Practicum site: _____ Type: _____

Practicum supervisor: _____

Please reflect about your experience at your practicum site in relation to the following areas.

I. The Educational Process.

II. Assessment for interventions. This may include observation, interviews, records reviews, standardized measures, and alternative assessment (CBM). Include your experiences with diverse populations

III. Direct intervention services. Include your experiences with diverse populations

IV. Consultation (teachers, parents, students, administrators.) Include your experiences with diverse populations.

V. Parent-School Relationships: what experiences have you had during this month working with parents? How has this added to your knowledge on the parent/family perspective of their child?

VI. Professional development: personal reflections about development of your role as a school psychologist.

VI. Self Assessment and Goal Statements:

(a) Describe the one professional task you did best and are most pleased about this past month.

(b) Describe and discuss the one professional task you felt the *least* prepared to handle this past month.

(c) What training or professional goals would you like to address in the next month?

VII. What would you like more information about?

Appendix C

Second Year Case Study Write-up

In collaboration with your field-based supervisor, you will identify a child who would benefit from an academic and social-emotional intervention. You will identify a target area of need, conduct a problem analysis, set appropriate goal(s), and select a potentially highly effective intervention, implement the intervention, monitor progress, and evaluate the effects of the intervention. The plan must incorporate best practices in school-based intervention by including an appropriate goal, address issues of social validity, fidelity (treatment integrity) and generalization and maintenance, a plan for progress monitoring, and outcome evaluation plan.

You will then provide a report that (could) be included in the child's academic file. The report must be typed using Times New Roman, 12-font. When appropriate, APA-style formatting is required. I expect that the report is written using clear, concise language with no grammatical or spelling errors. The required sections that *must* be included in the report are below. You will also present your case to the class.

1. Referral Problem/Target Area of Need
2. Problem-Analysis (include any RIOT procedures)
3. Goals
4. Intervention Plan and Description
5. Progress-Monitoring (Description of progress-monitoring procedures & clear presentation of data)
6. Intervention Evaluation (fidelity and modifications, social validity, summary of effectiveness)
7. Recommendations

Appendix D

Second Year Ethical Dilemma Presentation

As school psychologists, we often come across ethically challenging situations in our work. You will present an actual case that you experienced or observed during your practicum experiences.

First, you will select an ethical dilemma that you have encountered in your practicum setting. An ethical dilemma is specifically when two ethical principles (e.g., confidentiality and multiple relationships) conflict, and you must decide which ethical principle to follow. There are many instances of dilemmas in a school psychologist's daily life. If you are having difficulty finding a dilemma to discuss, please speak with me.

Second, you will use Jacob & Hartshorne's (2010) model of decision making as a guide. You should discuss the ethical standards involved, the stakeholder, alternative solutions to the dilemma, and the solution.

Finally, you will conduct a presentation using the model of decision making. The presentation should be approximately 20 minutes, with a 5-minute question-and-answer period. You should provide a concise, yet comprehensive presentation of the ethical decision making process.

Appendix E Introspection Paper

This paper is designed to prompt you to think about multicultural topics relevant to your own identities. This semester, we will be discussing about development, context, prevention and treatment of children from Native communities. The purpose of this paper is to continue your reflection about your background, culture, and values that may shape or affect your ability to provide services to Native youth. You may write about anything you want, as long as you connect what you have learned in the course with your own cultural identity and background.

Please note that I respect your right to disclose whatever you choose. All information in this paper will be confidential, though I invite you to share whatever you feel comfortable sharing with classmates during class discussions.

I recognize that you could take a lifetime to write this paper and that 5 to 6 pages may not seem sufficient. Nonetheless, be succinct and observe the page limits. In addition, your paper must be typed (double-spaced), using Times New Roman font, 12-point pica, 1-inch margin on all four sides, and stapled (no paper clips please). Also, I expect excellent writing and points will be deducted if there are spelling, punctuation, or grammatical mistakes.

**The University of Montana
School Psychology Program
AY 2013-2014**

**PSYX587 Practicum Portfolio
Required Contents**

Please place the following in your portfolio notebook in the order indicated below. Provide a Table of Contents and tabs for each section. This information will be used to evaluate your readiness and to form specific professional goals for the internship year.

Item	Description of Portfolio Item	Evaluation Criteria	Present
I.	Practicum Logs		
a.	Mid-semester & end-of-semester logs signed by onsite and campus practica supervisors	Logs for all time spent in practicum activities	Y/N
b.	Summary Sheet of Logs total hours under each area, Example: 72 total hours consultation; 102 hours direct intervention	Summary of logs; must show totals in each area	Y/N
c.	Mid-semester & end-of-semester reflections		Y/N
II.	Clinical Evaluations		
a.	Practicum on-site supervisor ratings at mid- and end-of semester	Completed questionnaires	Y/N
b.	Other on-site consumer (e.g., teacher, parent) of services ratings	Completed questionnaires	Y/N
III.	Selected Case Studies (de-identified)		
a.	Initial Evaluation for Special Education entitlement for services/supports	Addresses all areas for written report (include recommendations)	Y/N
b.	Reevaluation for Special Education entitlement for services/supports	Same as above	Y/N
c.	Direct Intervention using Problem Solving consultation		
i.	Academic concerns	Problem Solving Report	Y/N
ii.	Social-emotional/behavioral concerns	Problem Solving	Y/N

		Report	
IV.	Cultural Diversity (to be completed at end of 2nd semester)		
a.	Introspection Paper	Your reflections and experience of diversity	Y/N
V.	Professional Development a\Activities Description or other printed materials about a professional development seminars or conferences you attend during this AY.	Lists, brochures or descriptions	Y/N
VI.	Resume or Curriculum Vitae Your professional resume to date Include coursework, practica, and practica sites		Y/N

Supervisor Suggestions/Comments: