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PSYX 587.02: School Psychology Methods

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PSYX 587: School Psychology Methods- Section 02

Spring 2022

Thursday, 12:30-2:20 pm
Skaggs 246

Instructor Information

Instructor: Jacqueline A. Brown, Ph.D., NCSP

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Phone: 406-243-6883

Office hours: By appointment (send me an email to set up a meeting)

Course Description

This is a course for graduate students enrolled in the second year of the school psychology degree program. The school psychology methods practicum sequence is designed to develop psycho-educational assessment, consultation, intervention planning and implementation skills, and outcome evaluation in contexts that will promote clarity of role definition. Students learn to be problem solvers as advocates for children, families, teachers, and schools. The practicum experience provides the opportunity to apply professional skills in a supervised school-based setting. Onsite training will be specific to expectations for developing professional competency in the specific domains for school psychology practice as described in the Blueprint for Training-III, National Association of School Psychologists.

Second year students continue in a school-based practicum from the first semester with supervision provided by an experienced school psychologist. This provides a full school-year experience in one school setting with a school psychologist so that there is a full year perspective of professional flow in the schools and school climate. Students will engage in individual, group, and systems level assessment and consultation in conjunction with other coursework.

Learning Outcomes

Throughout this course, you will:

1. 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 Domains 1, 2, 3, 4, 5).
2. Become increasingly familiar with school personnel and organizational characteristics and related community resources (NASP Domain 7).
3. Develop more deeply the personal, professional and ethical qualities appropriate to the roles of school psychologists (NASP Domain 10).

4. Develop through further experience, a knowledge and skill in working within the richly diverse environment that schools, children and their families represent (NASP Domain 8).
5. 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 Domains 1, 3, 4, 8, 9).
6. 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 Domains 7 & 8).
7. Develop critical knowledge in crisis prevention and intervention to ensure that you are equipped to help prevent and respond to school-based crises (NASP Domain 6).

Required Textbook

*Harrison, P. L. & Thomas, A. (Eds.). (2014). *Best practices in school psychology VI, Systems-Level Services* (6th ed.). Bethesda, MD: National Association of School Psychologists.

*If you don't already own a personal copy from last year, you can borrow this book from the school psychology lab. You will only be needing it for one course reading.

Readings

The following readings will be required and provided to you in PDF format through Moodle.

Chapters 5 & 6 from the following book:

Brock, S. E., Nickerson, A. B., Louvar Reeves, M. A., Conolly, C. N., Jimerson, S. R., Pesce, R. C., & Lazzaro, B. R. (2016). *School Crisis Prevention and Intervention: The PREPaRE Model, Second Edition. National Association of School Psychologists.*

Cornell, D. G., Maeng, J. L., Burnette, A. G., Jia, Y., Huang, F., Konold, T., Datta, P., Malone, M., & Meyer, P. (2018). Student threat assessment as a standard school safety practice: Results from a statewide Implementation study. *School Psychology Quarterly, 33*(2), 213-222. <https://doi.org/10.1037/spq0000220>

Cornell, D. G. (2020). Threat assessment as a school violence prevention strategy. *Criminal Public Policy, 19*, 235-252. <https://doi.org/10.1111/1745-9133.12471>

Eklund, K., & Bosworth, K., & Bauman, S. (2015). Promoting safe schools for all students. In K. Bosworth (Ed.), *Prevention Science in School Settings: Complex Relationships and Processes* (pp. 307-333). Springer Publishing.

Marshall, D. S., Moutier, C., Rosenblum, B., Miara, C., & Posner, M. (2018). *After a suicide: A toolkit for schools, Second Edition*. Retrieved from [Suicide Prevention Resource Center](#)

Heath, M. A., Leavy, D., Hansen, K., Ryan, K., Lawrence, L., & Sonntag, A. G. (2008). Coping with grief: Guidelines and resources for assisting children. *Intervention in School and Clinic*, 43, 259-269.

Selected Chapters (2, 3, & 5) from Martin (2005):

Martin, N. (2005). *A guide to collaboration for IEP teams*. Paul H. Brookes Publishing Co, Inc.

Masten, A. S. (2018). Resilience theory and research on children and families: Past, Present, and Promise. *Journal of Family Theory & Review*, 10(1), 12-31.
<https://doi.org/10.1111/jftr.12255>

National Association of School Psychologists (2020). Responding to death in the Covid-19 context: Guidelines for administrators and crisis teams. Retrieved from [National Association of School Psychologists](#)

National Association of School Psychologists (2020). Coping during Covid-19: How to support LGBTQ+ youth. Retrieved from [National Association of School Psychologists](#)

Roth, J. C. (2017). The importance of consultation in supporting bereaved students. In J. A. Brown, & S. R. Jimerson (Eds.), *Supporting Bereaved Students at School* (pp. 52-69). Oxford University Press.

Safe and Sound Schools (2016). Straight “A” safety improvement. The Toolkits: Assess, act, audit. Retrieved from [Safe and Sound Schools](#)

Sokol, R. L., Heinze, J., Doan, J., Normand, M., Grodzinski, A., Pomerantz, N., Scott, B. A., Gaswirth M., & Zimmerman, M. (2021). Crisis interventions in schools: A systematic review. *Journal of School Violence*, 20 (2), 241-260.
<https://doi.org/10.1080/15388220.2021.1879098>

Taylor, M. A., Anderson, E. M., Bruguiere Zimmerman, M. J. (2014). Suicide prevention in rural, tribal communities: The intersection of challenge and possibility. *Journal of Rural Mental Health*, 38, 87-97.

Recommended Resources

Covid-19 Resources: [TSP Covid-19 Resources](#)

Additional helpful articles related to school-based crisis prevention and intervention can be found at the [NASP School Safety and Crisis Resources](#), [U.S. Department of Education](#), and [Center for Disease Control and Prevention](#) websites.

David-Ferdon, C. & Simon, T. R. (2014a). *Preventing youth violence: Opportunities for action*. Retrieved from [National Center for Injury Prevention and Control, Centers for Disease Control and Prevention](#)

David-Ferdon, C. & Simon, T. R. (2014b). *Taking action to prevent youth violence: A companion guide to preventing youth violence: Opportunities for action*. Retrieved from [National Center for Injury Prevention and Control, Centers for Disease Control and Prevention](#)

Class Meeting Format

Throughout the course we will: (1) discuss cases presented by students from their practicum site, (2) discuss and engage in class activities on specific seminar topics, with a focus on crisis prevention and intervention, (3) discuss relevant topics to support further professional development in your practicum, and (4) discuss legal, ethical and professional guidelines that guide your practice.

Practicum Seminar Participation

Attendance to seminar and to your practicum site is a *requirement* for your training as a school psychologist. If because of an emergency situation you cannot attend either class or your school-based practicum as scheduled, you must inform the instructor and your practicum site supervisor (if practicum is the issue) *beforehand*. In the event that you do miss a scheduled practicum, you will still be responsible for missed material.

Program Practica Placement Sequence

Second Year: First and Second Semester – 180 hours per semester

You will be involved in a variety of tasks, including:

- A. Child Study Team comprehensive evaluations; initial and re-evaluations.
- B. IEP intervention planning meetings.
- C. Consultation with classroom teachers (general and special)
- D. Consultation with parents; conjoint consultation between parents and teachers/school.
- E. Observations in structured and unstructured settings (e.g., playground, break time).
- F. Intervention for students in: (1) general education and (2) special education
- G. Program and/or intervention outcome evaluation.
- H. Participation/collaboration with school teams.
- I. Attendance to professional development opportunities as made available to you by your school practicum supervisor.

School Psychology Practica Settings

Each student works in a public school setting that offers diversity and appropriate training opportunities:

- Pre-approved elementary, middle and high schools, or private school settings.
- Program evaluation; extent of implementation of school-wide positive behavioral support programs in collaboration with local schools.

On-Site Supervisors

On-site supervisors are experienced, certified school psychologists employed by schools or persons with at least a similar level of training appropriate to other agencies. Supervisors are selected/approved by the UM School Psychology Program. Supervision plans, expectations, procedures and policies are clarified with each supervisor. Supervisors are selected and retained on the basis of their ability to provide quality supervision and to act as appropriate mentors for students. These highly qualified school psychologist supervisors understand their key role in your professional development.

Your instructor may visit your practicum site during the semester. Once placed at a practicum site, please provide your practicum work schedule for the semester to the instructor.

Course Requirements

1. Participation and Attendance (30 Points):

You are required to attend and actively participate in weekly practicum seminar and your practicum field site. Readings are provided for your preparation for seminar discussions and activities.

A special topic during this practicum will be *Crisis Prevention/Intervention in the Schools*. Readings, activities, and discussions will develop your awareness of a multitude of potential crisis situations you may experience in practice and will give you knowledge to address these situations. We will discuss different topics related to crisis prevention and intervention throughout the semester.

As part of your participation grade (**10 out of the 30 points**), you will be required to come up with a discussion question regarding one assigned reading and lead an informal discussion. This discussion question should foster everyone's understanding of the topic and applications for school practice. One person will be in charge of coming up with a discussion question for assigned articles.

Approximately half of class time each week will focus on discussing your cases, other questions and topics that arise, and providing group supervision. Each student will be asked to bring case questions and reflections to class regarding your practicum work each week. You may also bring up ethical dilemmas, along with any other relevant topic that you would like to discuss.

2. Practicum Goals and Self-Assessment/Reflection (30 Points)

At the beginning of the semester, you will document your specific learning goals (see Professional Goals form (5 points) posted on Moodle) and ways in which they will be achieved. You may discuss these goals with your university instructor during an individual supervision meeting at the beginning of the semester and should also discuss them with your school-based practicum supervisor.

You will also have an individual supervision meeting with your university instructor during the middle of the semester to reflect upon your progress and identify any areas for

improvement. Specific topics that need further development will also be identified during these meetings for discussion in practicum seminar.

Furthermore, you will reflect upon and write about your experience at your practicum site **at the end of the semester (20 points)**, related to specific areas that are outlined on the Semester Reflection form posted on Moodle. The university practicum supervisor will use these reflections as feedback about your development as a professional.

You will continue to complete your practicum hourly log (5 points) to document your training experience. You will obtain your on-site supervisor's signature and submit your log to your instructor at the **end of the semester** when you submit your portfolio. **Please also complete and include the "Practicum and Internship Summary Sheet" in your portfolio. It is posted on Moodle.**

3. Intervention Report (100 Points)

You will conduct a social/behavioral direct consultation or intervention using best practices in intervention. You will write-up a detailed report based on a single or group case for your intervention using the Intervention Report Case Study Grading Rubric, which is **posted on Moodle and is based on NSCP requirements**. **PLEASE NOTE** that the Intervention Report examples posted on Moodle are solely examples, as students often like some type of guidance. However, because they are not perfect, **it is critical that you follow the rubric.**

You are also **required** to include metrics that document specific change in your intervention. For your **social/behavioral consultation/intervention**, you will include Percent Change and Visual Analysis. We will discuss these metrics in class. This written intervention report should also be included in your Professional Portfolio at the end of the semester.

Note: Please use Times New Roman, 12-point font, and APA format when appropriate. The report should be written using concise language with no grammatical or spelling errors. ***Please email me if you are unclear or have any questions about your specific intervention. I am also happy to meet with you to discuss it in more depth.***

4. Evaluation Report (100 Points)

You will conduct a comprehensive evaluation (initial or re-evaluation) of a student referred for special education and write a full psychoeducational evaluation report (blinded & de-identified). It is fine if you use an assessment that you started in your first semester and finished in your second semester, which you have not yet submitted for a grade. If you submitted a re-evaluation during your first semester, then you will submit an initial evaluation this semester. If you submitted an initial evaluation first semester, then you will submit a re-evaluation this semester. Your report will integrate information collected about the student's cognitive, academic, and social-emotional difficulties. It is important that you use professional writing in your report with minimal jargon, so that caregivers, teachers, and other professionals can easily understand it.

Please note: A comprehensive parent interview must be included and written up in your report if you did not do this for the evaluation report you wrote during your first semester. The report example posted on Moodle is solely an example, as students often

like some type of guidance. However, because it is not perfect, it is **critical that you follow the rubric, which is posted on Moodle.**

5. Crisis Multi-Tiered System Intervention and Assessment Sheet (20 Points)

You will each prepare a three tiered sheet briefly outlining interventions and assessments that can be used to support students at all levels in response to a specific type of crisis of your choice (e.g., school shooting, suicide, bullying, natural disaster, etc.). **You should also include relevant examples of family-school collaboration services at the systems level.** Examples of what your sheet may look like is posted on Moodle, although I encourage you to be as creative as possible. Once I have graded and returned your assignment and revisions have been made, you will share your sheet with each other so that everyone has a collection of tools to address specific crises. Please include the references you used with your assignment.

6. Professional Portfolio (4-Point Rating Scale)

You will complete a **Professional Portfolio** as evidence of your growth throughout your practicum experiences. See the Practicum Portfolio Requirements document posted on Moodle. The final Practicum Portfolio is due at the end of the semester. Note that this will be submitted electronically to your UM box portfolio. Additional information is listed in the Course Schedule table at the end of this syllabus under Week 16 (May 5th), which is when the portfolio is due.

7. Clinical Evaluation (50 Points)

Case evaluations, consultation and intervention development will be discussed and evaluated with your on-site and university practicum supervisor during one-on-one supervision meetings.

Furthermore, similar to your first semester, you will be evaluated on the following criteria:

- Maintaining a professional demeanor and appearance
- Attendance and promptness at your practicum site
- Meeting deadlines and responsibilities
- Communicating effectively with your field and university supervisor.
- Collaborating and interacting effectively with caregivers, teachers, and other relevant professionals.
- Maintaining confidentiality of files and testing materials and protecting the confidentiality of those receiving services
- Participation in and openness to supervision

At the end of the semester, you will use the Practicum Supervisor Evaluation forms posted on Moodle (note that there is a separate form for PhD and SSP students), where you will obtain and discuss evaluative feedback from your on-site supervisor. The evaluation will be used as evidence of your progress in the program. You will upload this evaluation form to your portfolio at the end of the semester. You are also expected to **obtain feedback in an informal meeting with your on-site supervisor during the middle of the semester**; however, you are not required to have your supervisor complete a Practicum Performance Evaluation form at that time.

Similar to first semester, test protocols, surveys, observation documents and written reports will be constructively evaluated by your on-site practicum supervisor. When written reports in schools have been replaced by a computerized “reporting format,” students must still write and submit a psychoeducational report for cases to be submitted to the university practicum supervisor for critical feedback about your skill development in professional report writing.

8. Other Specific Responsibilities

- a) Your presentation skills in school-based meetings will be developed and evaluated by your on-site supervisor. You will be responsible for leading **at least** one ER team meeting this semester.
- b) Please write up a **one-page summary** of your involvement in **family-school collaboration** activities, which is to be included in your portfolio at the end of the semester.
- c) During this final class, there will be a “Hindsight is 20-20” discussion, where everyone reflects upon what they learned, what they would have done differently, how they can use what they learned moving forward in their internship and beyond, and what tips they would give to their first year peers. There will also be an opportunity to update the class on cases that were discussed throughout the semester.

Course Grades

The points and percentages of the final grade for each assignment are as follows:

Points

<u>Activity</u>	<u>Points</u>
Participation and Attendance	30
Goals/Self-Reflection	30
Intervention Report	100
Assessment Report	100
Three Tiered Intervention Sheet	20
Clinical Evaluation	50
<u>Total</u>	<u>330</u>

Course grading

Grades are determined based on straight percentages and are as follows:

<u>Percentage</u>	<u>Grade</u>
94 – 100	A
90 – 93	A-
87 – 89	B+
84 – 86	B
80 – 83	B-
77 – 79	C+
74 – 76	C
70 – 73	C-

Percentage	Grade
67 – 69	D+
64 – 66	D
60 – 63	D-
0 – 59	F

Course Guidelines and Policies

Student Conduct Code

Students entering the field of school psychology are held to a high standard of academic and professional honesty and integrity. As a school psychologist in training, you represent the university and the field. It is therefore important to dress professionally and behave in a way that reflects your knowledge and expertise.

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. ***Consequently, engaging in plagiarism is a serious matter that can have severe professional implications.*** The UM administration states: “All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University.” All students need to be familiar with the Student Conduct Code. *Please take care to acknowledge your sources, including the Internet, using APA Style.*

Attendance

Regular attendance and active engagement is required for all scheduled classes and practicum responsibilities. Students are responsible for information covered in lectures, handouts, discussions, and activities. Attendance is stressed because students will have opportunities to (a) improve their knowledge through discussions of critical topics and issues, (b) practice skills needed to engage in professional communication with colleagues and provide effective services to clients, (c) obtain information from lectures and presentations, (d) participate in activities, and (e) submit required assignments.

Please inform me prior to class if a late arrival or early departure from class is absolutely necessary. In the case of illness or absence (including religious observances), please send me an email and make arrangements before missing the class. For extended absences due to medical issues, documentation must be provided. Absence for conferences is not automatically excused. You must be in good standing in the class and make arrangements for assignments before you leave.

Electronic Devices

All electronic devices other than computers must be turned off and put away before class. The use of computers during class to take notes or use electronic articles and PowerPoint presentations is allowed. However, students may not use any form of social media on their computer while in class or use computers for other personal reasons unrelated to the class content. I will speak to you if I feel your use of computers is interfering with your learning or is a distraction to other students. Inappropriate use of computers will result in a reduction in your participation grade in this course.

Respect for Diversity and Appropriate Language

I am committed to fostering a class environment in which all people will be treated and will be expected to treat others respectfully. People with disabilities or other elements of diversity are first and foremost individual people who should be treated with respect. Language used in assignments and class discussions should be respectful and professional at all times. Please use “*people first*” language in speaking and writing about people with disabilities or other elements of diversity. For example, please avoid phrases such as “the handicapped,” “LD kid,” “autistic child” or other statements that emphasize the disability or other elements of diversity first, rather than the individual. Pejorative terms and threatening or harassing language have no place in a respectful professional discussion or in your assignments.

Disability Modifications

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Office for Disability Equity \(ODE\)](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with ODE, please contact them in the Lommasson Center 154 or call 406.243.2243. I will work with you and ODE to provide an appropriate modification.

Covid-19 Considerations

Thank you for following the recommendations or requirements of the University of Montana, as well as those of Missoula County Health Department. I ask that you not attend class if you are sick or experiencing symptoms of any illness. If you are experiencing minor symptoms of an illness or are required to quarantine by the Missoula County Health Department or Curry Health Center due to Covid-19 exposure and are still able to be present for class, I am more than happy to set up a Zoom link for you to attend class remotely.

If you would like to meet with me, I am happy to meet either in person or via Zoom. If we meet in person, I kindly request that you wear a mask while in my office, since it is a small space that makes it harder to physical distance. If you rather not wear a mask or rather not meet in person, then I am happy to meet with you via Zoom.

Please also see the following bullet points for information provided by the University of Montana Administration, Legal Counsel, and the Covid-19 Response Team.

- Mask use is required within the classroom or laboratory.
- If you feel sick and/or are exhibiting COVID-19 symptoms, please don't come to class and contact the Curry Health Center at (406) 243-4330.
- UM recommends students get the COVID-19 vaccine. Please direct your questions or concerns about vaccines to Curry Health Center.
- Where social distancing (maintaining consistent 6 feet between individuals) is not possible, specific seating arrangements will be used to support contact tracing efforts.
- Class attendance and seating will be recorded to support contact tracing efforts.
- Drinking liquids and eating food is discouraged within the classroom.
- Mask use is required in shared vehicles when traveling to field sites as part of class/fieldwork.
- Up-to-Date COVID-19 Information from the University of Montana: [Covid Operations Plan](#)

- If a student requires a COVID-related accommodation in order to safely attend class, they should contact the [Office of Disability Equity](#) (ODE) (formerly Disability Services for Students). ODE will work with the student and their advisor on a case-by-case basis.

Assignment expectations

Students are expected to submit assignments at (or before if you prefer) the assigned due date, which is no later than the end of class on the day the assignment is due. Prior notification is required for excused or late assignments. Unexcused assignments submitted after the due date will be penalized by a reduction of ***two points per calendar day*** late. It is the student's responsibility to ask questions when information required in the assignments or discussed in class is unclear. There will be no make-up or extra-credit assignments.

The instructor **reserves the right to modify or substitute coursework**, including readings and assignments, during the course to enhance learning. These changes **will not result in a substantially increased workload or decreased opportunities to earn points, but will instead likely benefit students.**

Course Schedule			
<i>Subject to minor adjustments if needed by instructor</i>			
Week	Date	Topics and Assignment Due	Required Readings
1	January 20	Introduction and Overview; Requirements Internship Interview Check-In and Questions; Group Supervision Schedule: a) Discussion Leaders c) First Individual Supervision Meetings	None
2	January 27	Guest Speaker: Dr. Linda Maass at 1:30 pm Internship Interview Tips	None
3	February 3	Planning and Coordinating Meetings Discussion Leader *Individual Supervision Meetings DUE: Practicum Goals	Martin (2005) Chapter 2, 3, & 5* <i>(Read all three chapters- Discussion leader can focus Chapter 2)</i>
4	February 10	School Safety: Overview Discussion Leader	Eklund, Bosworth, & Bauman (2015)*
5	February 17	NASP Convention- No Class	None
6	February 24	Effective School Crisis Plans and Teams Discussion Leader (Chapter 5 & 6)	Brock et al. (2016) PREPaRE Chapters 5 & 6* Straight "A" Safety Improvement Toolkits (Safe and Sound Schools; 2016)+
7	March 3	Threat Assessment Discussion Leader	Cornell (2020)* Cornell et al. (2018)+

Week	Date	Topics and Assignment Due	Required Readings
8	March 10	Guest Speakers: Conversation with Current Interns at 12:30 pm. DUE: Crisis Three Tiered Intervention/Assessment Sheet	None
9	March 17	School-Wide Response to Crises: Supporting Students, Teachers, and Parents Discussion Leader *Mid-Semester Individual Supervision Meetings this week	Sokol et al. (2021)*
10	March 24	No Class- Spring Break	
11	March 31	Check-In & Supervision Questions Address topics brought up during individual supervision that would benefit from further discussion	None Comprehensive Exams this Week
12	April 7	Risk and Resilience Discussion Leader DUE: Evaluation Report	Masten (2018)* NASP (2020) Covid-19 Supporting LGBTQ+ Youth (required Covid-19 reading)
13	April 14	Grief Support: Individual and Group Interventions Discussion Leader	Heath et al. (2008)* NASP (2020) Responding to Death in School Community (required Covid-19 reading) Roth (2017)+
14	April 21	Suicide Prevention Discussion Leader	BP-VI (2014) Systems-Level Services Chapter 19 (p. 273-288)* Taylor, Anderson, & Zimmerman (2014)+

Week	Date	Topics and Assignment Due	Required Readings
15	April 28	<p>Suicide Intervention</p> <p>Guest Speaker: Camille Barraclough on Suicide Intervention at 12:30 pm</p> <p>DUE: Intervention Report</p>	<p>After a Suicide: A Toolkit for Schools, Second Edition (2018)+</p> <p>*This will be helpful for your work in schools. I highly recommend that you read and save it for future use.</p>
16	May 5	<p>CASE REVIEWS & "Hindsight is 20-20" Discussion</p> <p>DUE: Professional Portfolios- Please add the following to your existing portfolios: End of Semester Practicum Reflection, One-page summary of your involvement in family-school collaboration activities, Practicum Log, Practicum and Internship Hours Summary Sheet (posted on Moodle), and End of Semester Supervisor Performance Evaluation. <i>Also make sure that ALL assignments listed on the portfolio rubric are included (from all practicum semesters), as you will be evaluated based on whether each component is included.</i></p>	None
17	May 12	NO CLASS- Finals Week	

BP-VI= Best Practices in School Psychology VI

*Indicates assigned readings for discussion questions. These readings are required of all students.

+Indicates supplemental readings that are helpful but not required.

Note that added required readings related to Covid-19 are also included in the above table. They are short and will take approximately 5 minutes to read.