Course Syllabus for January 17, 2013
Psychology 6140-Practicum in School Psychology

Remain engaged in class: Turn off electronic e-mail & texting. Remind me to do the same.

Instructor: James O. Rust jorust@mtsu.edu
Class Time: R 2:40-5:40
Office: Jones Hall 207
Class Room: Dyslexia Center classroom
Telephone: (O) 898.2319 (H) 409.6009; please do not call during naptime or after 9 p.m.
Office Hours: M-W 4-4:30; T-R 11:00-12:00; 1:15-2:20, F 11:00-12:00, or by appointment

Course NASP domain objectives: 2.1, 2.5, and 2.10 (primary), as well as 2.2, 2.4, 2.7, 2.8, 2.9, and 2.11, (secondary)

The course teaches skills and provides practical experiences that are essential in professional school psychology. Before logging any hours, you must purchase professional liability insurance. It is recommended that you join NASP and TASP.

TEXTS:
2. Sattler’s Assessment of Children
3. Current State Department of Education Rules and Regulations and Special Education manual
4. NASP Ethics code

If you have a disability that requires accommodation, let me know by the start of the second class period.

COURSE REQUIREMENTS: (This is designated as a primary class for NASP domains 2.1, 2.5, and 2.10 using 2000 domain designations. Additional domains are covered as well by this your full-service practicum.)

* Electronic class dropbox artifacts. Make each fit on a desk top and visually appealing.
* Post a disguised report of a low incidence case or RtI case to class. This is to show the class how your district handles RtI or a low incidence case.
* Add your supervisor contact sheet to your class file.
* Help with discussions. Appropriate class participation is 10% of your grade.
* Administer and audio record and critique (using Sattler’s Cognitive Assessment text page 202)
  1. The Bayley or the Battelle and the
  2. DAS-II (Print off and complete the DAS-II admin checklist pages 217-228 Sattler’s Resource Guide)
  3. Reading problem battery: Complete this potentially school-based assignment. Discuss a problem reader case with your supervisor. Decide how to conceptualize the case and how to implement assessment and interventions. (All of these tests may be part of your practicum. But if your supervisor does not have cases including these instruments, it is ok to test neighbors outside of the practicum. You are required to give each test at least once, but you are not required to include them in your school-based practicum. Written parental permission is required.)
* In order to re-orient yourself to testing, audio record and critique of one cognitive measure of a neighbor using a test from our IQ class. Pick a test agreed to with your supervisor (2.1 is measured here).
* Provide me with a copy of your liability binder
* IEP and Hard News conferences presented in class (2.1 and 2.10 are measured here)—sign up on the calendar circulating
* 6 Psychological evaluations (2.1), attend at least one S-team or GEIT-team (2.10; IEP team (2.10); and manifestation determination team dealing with behavioral/mental health issues (2.4). Speak up at least once.
* 90 hours of school-based practicum (2.10) All hours must be logged in the school. Travel from home and at home report writing may not be logged as part of this class.
* Complete the “Goals” sheet by week 2; request diverse experiences (2.5) and interpret TCAP scores. (2.10)
* Show that you can use Easy IEP (2.10)
* Present your laminated ethics card that fits in your shirt pocket. (2.10)
* Attend eight (8) hours of professional growth.
  - Keep your eyes open for professional events and publicize them.
  - Keep Psy 7080 and Practicum hours separate. No double dipping. (2.10)
* Role playing in as many conferences as possible. Reality and hostility count at the conferences. 10% of your grade is from class participation. (2.1, 2.5, 2.10) Act professional in class. No Texting or e-mail! -1 point for each glance.
* As psychological reports are legal documents, I only accept reports that you have signed. (2.1).
PRACTICUM ASPECT: During the first week of class, audiotape a neighbor child with a cognitive measure selected in conjunction with your supervisor (provide no feedback). Log your 90 hours in the schools (2.1-2.11). Keep a log. Work with your on-site supervisor to see that you will have diverse experiences in assessment teams, IEP-teams, observations, interventions, parent conferences, paperwork, interviewing, and consultation. Remember that soon you will be expected to be able to function as an intern. Include a supervisor line on all of your reports. It is up to your supervisor whether to use your reports or to let them just be used for as class grade. I will ask your supervisor to evaluate your progress, and to verify that you are ready for your internship.

You will have one (1) day per week field placement in a public school setting under the supervision of the school system’s school psychologist. While in the field setting, you are the professional responsibility of the supervising school psychologist and shall follow all procedures and policies existing in that school system for the delivery of school psychological services. You will work as an apprentice to the supervising psychologist and will work only on those cases and projects assigned to you. NASP ethics require that parents of potential clients know of your student status.

Of course, you will be expected to make requests for various forms of professional involvement; however, the supervising school psychologist will determine the nature and complexity of this involvement. The supervising school psychologist will meet with you at least one hour per week to review performance and give direction. In the event the supervisor chooses the “tag along method,” whereby you follow him or her through the workday and assists on a continuing basis, then no specific time need be set aside for supervision as it will be implicit. The field supervisors will be requested to provide a written evaluation of your progress twice. These evaluations will be reflected in your final grade.

REPORT WRITING ASPECT: Six (6) complete psychological reports. If you do assignments outside of the practicum, all test protocols should be submitted to me. Otherwise, your on-site supervisor will assign all children and supervise protocols. I hope that you will work at least one case involving intellectual disability (formerly known as mental retardation), one of a preschooler, one involving emotional disturbances, one involving a reading problem, and as much low incidence work as possible. However, cases are all assigned by your supervisor. You do not need to do all of the assessments, but you need to meet all clients used in your reports for this class. (2.5, 2.10)

You are to turn in six (6) reports to me according to the schedule in the syllabus. If possible one report ought to involve a reading problem case fashioned after the MTSU Dyslexia Center case conceptualization model. All 6 reports count for the 6140 class grade. Make your reports fancy. Fancy reports are important for a good education. Your supervisor will choose whether to use your class reports or not. Turn in reports to me for grading. It is ok to use D2L dropbox. These reports do not need to have been signed by your on-site supervisor, but provide a signature line for your supervisor. Reports may become part of your electronic class file. In your reports, include all components as suggested by your supervisor. Include an observation and a review of the child’s file history, and parent and teacher views. Include a significant section on research-based recommendations whether or not that is part of the school’s protocol. Carefully link your findings to behavioral referents. Make explicit links between your findings and interventions. Remember the importance of data-based decision making (2.1). You do not need to complete all components of the assessment. Dividing the work is between you and your supervisor. Grading rubric for reports for this class is posted on D2L.

MTSU Dyslexia Center Conceptual Framework
The conceptual frame and table and questions came from the MTSU Dyslexia Center at workshops. Dyslexia is a specific learning disability that is characterized by difficulties with accurate and/or fluent word recognition and poor spelling and decoding abilities. Students with dyslexia typically have intelligence and listening comprehension scores that are within the average range and are significantly higher than their reading comprehension abilities. Meanwhile, Word Recognition, Spelling, and Word Attack abilities are all below their intellectual and listening comprehension abilities. Weak and processing deficits in phonological awareness or phonological memory may be present.

Questions to ask? 1. Is child’s IQ within the average range? ___________
2. Are listening comprehension / oral language skills average? ___________
3. Are listening comprehension and IQ 15+ points greater than word recognition, spelling and, word analysis? ___________
4. Are phonological skills well below age and grade level? ___________
5. Is naming speed slower than expected? _______
6. Does child meet expectations for dyslexia? _______
## Assessment Battery Spring 2013 Tennessee Center for the Study and Treatment of Dyslexia

<table>
<thead>
<tr>
<th><strong>Component Skill</strong></th>
<th><strong>Norm-Referenced Test</strong></th>
<th><strong>Criterion Referenced Measure</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening Comprehension</td>
<td>WIAT-III – Listening Comprehension</td>
<td></td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>WIAT III - Reading Comprehension</td>
<td></td>
</tr>
<tr>
<td>Word Recognition</td>
<td>WIAT III- Word Reading</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>WIAT III - Spelling</td>
<td>Developmental Spelling Analysis (DSA)</td>
</tr>
<tr>
<td>Word Analysis/Decoding</td>
<td>WIAT III - Pseudoword Decoding</td>
<td>Decoding Skills Test (DST) – Phonic Patterns Subtest</td>
</tr>
<tr>
<td>Reading Fluency</td>
<td><strong>Word Level</strong>: TOWRE \n <strong>Passage Level</strong>: WIAT-III Oral Reading Fluency subtest \n GORT-4 (as needed)</td>
<td>Oral Reading fluency graded passage* - Two Minute Read compare to norms given by Hasbrouck and Tindel (2006)</td>
</tr>
<tr>
<td>Phonological Processing</td>
<td>Comprehensive Test of Phonological Processing (CTOPP) \n Phonological Awareness Test-2 (PAT-2) \n -select subtests (as needed)</td>
<td>ADEPT manipulating task with blocks</td>
</tr>
<tr>
<td>Written Expression</td>
<td>WJ-III NU Writing Samples and Writing Fluency subtests \n TOWL-4 (as needed, especially for older students)</td>
<td></td>
</tr>
<tr>
<td>Naming Speed</td>
<td>CTOPP Rapid Naming Subtests (letters, digits, objects, colors)</td>
<td></td>
</tr>
</tbody>
</table>

*Passages come from:

*Practices for Developing Accuracy and Fluency* – decodable text passage at student’s grade level *for students in grades 1-4*

*Six-Way Paragraphs: Middle Level or Advanced Level* – fluency passage at student’s grade level *grades 5-7 come from middle level, grades 8-12 come from advanced level*
## 6140 Schedule 2013 (HN = hard news conference)

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Chapters</th>
<th>Due</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 17</td>
<td>1</td>
<td>Sattler 19, App I-V;</td>
<td>Proposed thesis timeline</td>
<td>Introduction, writing fancy reports, ethics-based practices, IEP team meetings</td>
</tr>
<tr>
<td>Jan 24</td>
<td>2 (HN 1)</td>
<td>B-P 59, 97</td>
<td>Practice protocol due</td>
<td>Conferences, dealing with angry participants and with conferences that go bad, foster parents</td>
</tr>
<tr>
<td>Jan 31</td>
<td>3 (HN 2)</td>
<td>B-P 39, 53</td>
<td>Easy IEP</td>
<td>Case conceptualization, RTI in your schools, EASY IEP</td>
</tr>
<tr>
<td>Feb 7</td>
<td>4 (HN 3)</td>
<td>Sattler 16; B-P 50, 122</td>
<td>DAS-II plan</td>
<td>Ethics, Manifestation determination; legal issues.</td>
</tr>
<tr>
<td>Feb 14</td>
<td>5</td>
<td>B-P 117, 118,119</td>
<td>Rpt 1 and thesis update due in dropbox by 11:59 p.m.</td>
<td>NASP. Thesis update day. Report from the front of class regarding: thesis topic, hypotheses, how will you measure each hypothesis, status of your thesis proposal</td>
</tr>
<tr>
<td>Feb 21</td>
<td>6 (HN 4)</td>
<td>Sattler 16, B-P 15</td>
<td>DAS-II protocol and recording and critique</td>
<td>Ethics; Exiting special education. Internship applications show and tell.</td>
</tr>
<tr>
<td>Feb 28</td>
<td>7</td>
<td>Midterm exam</td>
<td>Midterm supervisor evaluation due dropbox by 11:59 p.m.</td>
<td>Erin Alexander regarding assessing for dyslexia Supervision; professional development. Advice for inservice.</td>
</tr>
<tr>
<td>Mar 7</td>
<td>8 (HN 5)</td>
<td>123,125, 126, 128</td>
<td>Rpt 2, due in dropbox by 11:59 p.m.</td>
<td>Erin Alexander regarding assessing for dyslexia 2; Autism</td>
</tr>
<tr>
<td>Mar 14</td>
<td>9 (HN 6)</td>
<td>129</td>
<td>Turn in Bayley or Battelle and audio and critique or a second DAS-II with a video and a critique</td>
<td>Spring break</td>
</tr>
<tr>
<td>Mar 21</td>
<td>10 (HN 7)</td>
<td>124</td>
<td>Rpt 3 due in dropbox by 11:59 p.m.</td>
<td>Re-evaluation practice with Whitney Haley (@ 3:30); Internship and jobs; school psychology as a profession</td>
</tr>
<tr>
<td>Mar 28</td>
<td>11 (HN 8)</td>
<td>127</td>
<td>Rpt 4 due in dropbox by 11:59 p.m.</td>
<td>Paperwork Thursday; bring samples from your practicum (1 participation pt per page with a max of 100); comps on Sat.</td>
</tr>
<tr>
<td>April 4</td>
<td>12 (HN 9)</td>
<td>App VI, chap 130</td>
<td>Easy IEP show and tell</td>
<td>World wide school psych, corporal punishment</td>
</tr>
<tr>
<td>April 11</td>
<td>13 (HN 10)</td>
<td>70</td>
<td>Rpt 5 due in dropbox by 11:59 p.m.</td>
<td>Retention, ability grouping,</td>
</tr>
<tr>
<td>April 18</td>
<td>14 (HN 11)</td>
<td>98,99</td>
<td>Rpt 6 due in dropbox by 11:59 p.m.</td>
<td>Transition from school to work;</td>
</tr>
<tr>
<td>May 2</td>
<td></td>
<td></td>
<td>Final supervisor evaluation due dropbox by 11:59 p.m.</td>
<td>Study Day no class</td>
</tr>
</tbody>
</table>
6140 Grade Sheet

Your Name: ________________________________

Your Phone: _____________________________ Your Email: ________________________________

Your Supervisor’s Name: ________________________________

Your Supervisor’s District: _____________________________ Your Supervisor’s Email: ________________________________

Your Supervisor’s postal address with a zip code: ____________________________________________

Report Grades (20%)  1. __________  2. __________  3. __________  4. __________

5. __________  6. __________ Average Report = ________________________________

(10%) WISC  Bayley  DAS-II  Midterm log  Final log

In-Class participation including case conceptualization meeting and Hard News case. Operational definition: Remain engaged in every class. Turn off electronic devises in every class for 100% of class. __________ (10%)

Midterm Supervisor: __________ (10%)

Final Supervisor: __________ (20%)

Midterm Exam: __________ (10%)

Final Comprehensive Exam: __________ (20%)

Total score for class ______________________ (100%)

Grades

The final course grade will be based on the following:

1. Examinations (10%, 20%) 300 points
2. Student participation, log, folder, (10%X2) 200 points
3. Supervisor evaluation (10%, 20%) 300 points
4. Reports (6: 20%) 200 points

Grades assigned according to the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Numerical Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(900+)</td>
<td>95</td>
</tr>
<tr>
<td>A+</td>
<td>(810-849)</td>
<td>83</td>
</tr>
<tr>
<td>A-</td>
<td>(850-899)</td>
<td>87</td>
</tr>
<tr>
<td>B</td>
<td>(790-809)</td>
<td>80</td>
</tr>
<tr>
<td>B-</td>
<td>(750-789)</td>
<td>77</td>
</tr>
<tr>
<td>B+</td>
<td>(720-749)</td>
<td>73</td>
</tr>
<tr>
<td>C</td>
<td>(720-748)</td>
<td>73</td>
</tr>
<tr>
<td>C+</td>
<td>(690-719)</td>
<td>70</td>
</tr>
<tr>
<td>C-</td>
<td>(650-689)</td>
<td>69</td>
</tr>
<tr>
<td>D</td>
<td>(650-689)</td>
<td>69</td>
</tr>
<tr>
<td>F</td>
<td>(below 650)</td>
<td>numerical grades below 650</td>
</tr>
</tbody>
</table>

Check-offs

Punctuality ___________; Goals sheet on time __________;

Liability insurance binder on time ___________

Reading case conceptualization meeting with me before midterm: ___________

Contact information on time ___________ Timely TCAP interpretation ___________

8 hours of professional development documented appropriately ___________

Successful check-offs lead to positive subjective consideration.
Thesis Goals Sheet
Scan or type thesis goals sheet as well as your thesis into D2L by 11:59 p.m. Feb. 14

Thesis status

Your Name _______________________________ Date______________________________

Thesis supervisor’s name ________________________________________________________

Second reader’s name ________________________________

Critical reader’s name _________________________________________________________

______________________________________________________

Your goals for the thesis this term: ____________________________________________

____ Jan: ________________________________________________________________

____ Feb: ________________________________________________________________

____ March: ______________________________________________________________

____ April: ______________________________________________________________

____ May: ________________________________________________________________

____ June: ________________________________________________________________

____ July: ________________________________________________________________

Day(s) you will work on your thesis:____________________________________________

______________________________________________________

Motivational strategy:________________________________________________________

______________________________________________________

______________________________________________________
Practicum Goals Sheet

PRACTICUM IN SCHOOL PSYCHOLOGY AGREEMENT

Your Name ____________________________ Your Phone ____________________________

Your M number ____________________________ Your MTSU Email _______________________

Supervisor’s Name ____________________________

Supervisor’s Phone at Work _______________________ Supervisor’s Email ___________________

Supervisor’s Postal Address ____________________________

Your goals for the practicum ____________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Course requirements ____________________________

__________________________________________________________________________

__________________________________________________________________________

Day(s) you will work ____________________________

__________________________________________________________________________

__________________________________________________________________________

Your special requests ____________________________

__________________________________________________________________________

Signed ____________________________  Student ____________________________

Your insurance number and name of company ____________________________

______________________________ Supervisor ____________________________

For MTSU

Psychology 6140
Practicum in School Psychology Tracking for Log/Class drop-box

Use drop-box / log to help locate the following required in artifacts. Please have your drop-box / log up-to-date by the midterm and the final in as much of an attractive electronic version as possible.

1. Time log showing a minimum of 90 hours on-site at your school. (3-5 pages)

2. Brief description of the cases that you included in your reports. 1 page total. Mention cultural diversity, low incidence handicapping conditions. Do not mention names.

3. Pie chart showing your variety of experiences. Include a slice for supervision. Label each slice with words. Colors are confusing.

4. Goals sheet – signed and dated (For credit your supervisor’s mailing address must be complete.

5. Sample of your blinded low incidence report.

6. IQ test critique sheet. Xerox of graded protocol.

7. DAS-II test critique sheet. Xerox of blinded cover of protocol if conducted at school.

8. Bayley test critique sheet. Xerox of blinded cover of protocol if conducted at school.

9. Documentation of 8 hours of professional development


11. Artifact from 8 hours of professional development documentation.

12. Laminated ethics card suitable for your pocket.

13. Midterm evaluation

14. Final evaluation – note whether your supervisor signed that you are ready to start your internship.
<table>
<thead>
<tr>
<th>15. Practicum Student</th>
<th>Today’s date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td></td>
</tr>
<tr>
<td>M number:</td>
<td></td>
</tr>
<tr>
<td>Phone:</td>
<td></td>
</tr>
<tr>
<td>E-mail:</td>
<td></td>
</tr>
<tr>
<td>Address:</td>
<td></td>
</tr>
<tr>
<td>School System:</td>
<td></td>
</tr>
</tbody>
</table>

**Supervisor**

| Name:                |             |
| Phone:               |             |
| E-mail:              |             |
| Address:             |             |
## Practicum Update

School Psychology Practicum Information

Dr. James O. Rust

Your Name: ________________________________
Your Address: ________________________________
Your Phone(s): ________________________________
Your MTSU Email: ________________________________

### RATING: 1 = POOR  10 = GREAT

<table>
<thead>
<tr>
<th>Week</th>
<th>Location</th>
<th>Description (practicum, etc.)</th>
<th>Rating</th>
<th># of hours</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Supervisor’s Name: ________________________________

Plan to contact if you have an emergency and/or will be late? Yes  No

Supervisor’s Phone(s): ________________________________
Supervisor’s Mailing Address: ________________________________

______________________  Supervisor’s e-mail: ______
MTSU School Psychology Program
Thesis update during practicum
Oral description of your thesis problem (notes are fine, but no PowerPoints please)

This form is to be completed by the university supervisor. Report elements will be evaluated based on the following criteria. Note- The numbers in parentheses at the end of each statement refers to specific NASP domains targeted by the item.

1 =Unsatisfactory: Element is either not present, not described fully, or does not represent good professional practice.
2 =Satisfactory: Element is adequately described and represents good professional practice.
3 =Excellent: Element is very well described and represents outstanding professional practice.

1. ___ The student provides a clear statement of the problem.
2. ___ The student uses proper language mechanics (e.g., grammar is appropriate; the presentation is well organized, sections begin with clear topic sentences).
3. ___ The student provides a clear statement of the importance of the problem.
4. ___ Short but clear review of the literature (3 studies minimum including participants and conclusions)
5. ___ Your hypotheses
6. ___ Your measures (reliability and validity addressed)
7. ___ Your experimental design
8. ___ Summary
9. ___ Presentation lasted 10 minutes
10. ___ Questions?
11. ___ Student responded appropriately to the questions.

_____ Total

Exceeds Expectation: performance reflects advanced understanding and skill attainment = 33-28 total points
Meets Expectation: Performance reflects adequate understanding and skill attainment = 27 – 17 total points
Needs Improvement: Performance reflects a need for improvement in skill attainment = ≤ 16