
Practicum I in School Psychology (SPSY 67936/ SPSY 77936)

Course Instructor: Richard J. Cowan, Ph.D., NCSP

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Required Readings:

- Ohio State Standards for Education (Grades K-12)
- Ohio's Model Policies and Procedures for the Education of Children with Disabilities
- Sattler (2001; Cognitive), Chapter 21
- There will be additional reading made available through the IRC (221 White Hall).

Course Description:

The purpose of this course is to provide students with supervised experience and training in assessment, intervention, consultation, and general professional development.

This class is designed in part to support other first year courses, especially those with applied assessment-related assignments (e.g., Instructional Assessment, Cognitive Assessment, Individual Counseling).

Course Objectives:

- To assist students in developing competencies in the area of data-based decision making and accountability. This might include but is not limited to: (a) learning to develop a battery based on referral concerns; (b) effectively engaging in a variety of assessment methods; and (c) demonstrating the ability to administer, score, and interpret results from multiple assessment tools across multiple sources.
- To assist in developing interpersonal communication, collaboration, and consultation. This may include but is not limited to: (a) demonstrating the ability to effectively enter a school system; (b) demonstrating a variety of effective interpersonal skills; (c) modeling and participating in team-based problem solving; and (d) developing the ability to write assessment reports.
- To assist students in developing their skills in the area of legal, ethical practice, and professional development.
- To allow a forum through which students can share ideas, learning experiences, evidence-based interventions, and information gleaned through related coursework and applied training opportunities.

Instructional Methods: Instruction will take place through illustrative lectures, discussions, small and large group activities, and student-lead discussions. Active participation is required of all students enrolled.

Policy on Plagiarism: Plagiarism is a serious ethical violation. Any attribution of another's work as one's own without appropriate credit is plagiarism. This applies whether information is obtained from print, presentation, electronic, and/or other sources. Plagiarism detected in this course will be handled in accordance with departmental and Kent State University-based policy regarding this serious ethical violation.

Students Experiencing Disabilities: University policy 3342-3-18 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make

arrangements for necessary classroom adjustments. Please note, you must verify your eligibility for these through Student Disability Services (contact 330-672-3391 or visit www.kent.edu/sds for more information on registration procedures).

Diversity Statement: All students are expected to demonstrate respect for individuals who are culturally diverse. This course attempts to address issues of diversity and individual differences through lectures, discussions, and assignments. Students are encouraged to raise questions or issues regarding diversity within class discussion or presentations.

Course Requirements:

1. **Class Attendance and Participation.** Given the interactive nature of this course, attendance is critical. Active participation includes, but is not limited to, actively listening to others, elaborating on in-class discussions, and participating in hands-on learning activities that occur in class. Let's work together to make this a great course!
2. **Generate and develop a plan to achieve 3 specific professional development goals.** Although these goals may be directly related to the course, they will likely be related to other training and professional development activities. The most important aspect of this assignment is the plan the student develops in order to meet those professional objectives. Although this assignment may take most of the semester to complete, students are expected to hand in drafts of goals and a complete write-up by the end of the semester (see timeline below for due dates).
3. **Present a case from one of your related courses.** This will be much like Grand Rounds in a hospital/clinical setting. Specifically, students will (a) present the assessment/referral question, (b) share his/her assessment battery (this should include multiple means across multiple sources and settings), (c) share conclusions and recommendations, and (d) ask classmates for input regarding a particularly challenging aspect of the case. Time limit: 15 minutes (this is critical).

PLEASE NOTE:

Instructional Assessment Interviews, please read the following:

Shapiro (2004; Text), Chapter 3, pp.71-106)**

State Standards and Model Procedures, please read the following:

Ohio State Standards for Education (Grades K-12)**

Ohio's Model Policies and Procedures for the Education of Children with Disabilities**

Report Writing, please read the following:

Sattler (2001; Cognitive), Chapter 21**

Tentative Course Timeline (Subject to Change, As Deemed Appropriate and/or Necessary)

Date:	Topic:
	Introductions; Review Syllabus; Discuss Professional Goals
	<i>Individual Needs Assessment and Consultation</i>
	Norm-referenced test write up (e.g., WJ-III, WIAT-II); **Instructional Assessment Interviews
	<i>Individual Needs Assessment and Consultation</i>
	Entry Issues; Facilitating Field Experience Other Courses; DUE: List of Goals
	<i>Individual Needs Assessment and Consultation</i>
	Interacting with Parents and Families (Home-School Partnerships) **Ohio State Department of Education State Academic Standards (K-12); **Ohio's Model Policies and Procedures for the Education of Children with Disabilities
	<i>Individual Needs Assessment and Consultation</i>
	<i>Individual Needs Assessment and Consultation</i>
	**Report Writing (General Formatting); Goals Update
	<i>Individual Needs Assessment and Consultation</i>
	**Report Writing (General Formatting); Goals Update
	Student Case Studies
	Student Case Studies; Professional Development Goals Due; Course Evaluations

Course Timeline (Subject to Change, As Deemed Appropriate and/or Necessary)

Date:	Topic:
	<u>Expanding Goals and Developing Benchmarks/Objectives</u> Interacting with Parents and Families (Home-School Partnerships)
	<i>Individual Needs Assessment and Consultation</i>
	<i>Individual Needs Assessment and Consultation</i>
	<u>Visiting Panel: Exploring the Possibility of the KSU doctoral program.</u> **Interpreting Results from Multiple Sources and Report Writing
	<i>Individual Needs Assessment and Consultation</i>
	**Interpreting Results from Multiple Sources and Report Writing <u>Update on Professional Development Goals</u>
	Student Case Studies **Ohio State Department of Education State Academic Standards (K-12); **Ohio's Model Policies and Procedures for the Education of Children with Disabilities
	Student Case Studies; Professional Development Goals Due; Course Evaluations