



PSY 662.002

CRN: 09409

Practicum in Psychology

College of Education and Behavioral Sciences

Psychology Department

Western Kentucky University

Fall 2020

Tuesday/Thursday from 2:20 – 3:40 pm

Face-to-face

GRH 3011

Instructor: Sarah Ochs, Ph.D.

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Phone: 270-745-4414

Email: Sarah.Ochs@wku.edu

Virtual Office Hours: Monday 12:00-3:00pm,

Tuesday 8:30-9:30am, Wednesday 11:00am-

2:00pm, Thursday 8:30-9:30am, by appointment

I. COURSE DESCRIPTION

Catalog Description: Supervised practice in schools, clinics, specialized training centers, hospitals, industry, and research settings. Field experiences in appropriate off-campus settings are required. Students are responsible for arranging their own transportation to designated sites.

This is a continuation of your practicum experiences from your first year as a graduate student, but at a more applied level. You will work with a school psychologist practitioner on a weekly basis to learn more about the school psychologist's role and to apply learned skills. It is expected that you will keep me informed of your activities in the field (especially any problems that may arise). Your practicum is a time to engage in a broad range of roles and experiences. You should carefully review your practicum handbook for appropriate activities.

This is a 3-credit hour course.

Prerequisites: Permission of the instructor.

Additional Course Information: See the *Field Placement Practicum Handbook* for more details.

II. REQUIRED TEXT/READING

There is no required textbook for the course but journal articles and other readings will be assigned throughout the semester and provided on Blackboard.

Brown, K. T., & Ostrove, J. M. (2013). What does it mean to be an ally?: The perception of allies from the perspective of people of color. *Journal of Applied Social Psychology*, 43(11), 2211-2222. <https://doi.org/10.1111/jasp.12172>



- Dragowski, E.A., McCabe, P.C., Robinson, F. (2016). Educators' reports on incidence of harassment and advocacy toward LGBTQ students. *Psychology in the Schools*, 53(2), 127-142. <https://doi.org/10.1002/pits.21895>
- Fergus, E. (2019). Confronting our beliefs about poverty and discipline. *Phi Delta Kappan*, 100, 31-34. <https://doi.org/10.1177/0031721719827542>
- Hill, N.E., Jeffries, J.R., & Murray, K.P. (2017). New tools for old problems: Inequality and educational opportunity for ethnic minority youth and parents. *The ANNALS of the American Academy of Political and Social Science*, 674(1), 113-133. <https://doi.org/10.1177/0002716217730618>
- Hook, J. N., Davis, D. E., Owen, J., Worthington Jr., E. L., & Utsey, S. O. (2013). Cultural humility: Measuring openness to culturally diverse clients. *Journal of Counseling Psychology*, 60(3), 353-366. <https://doi.org/10.1037/a0032595>
- McCabe, P.C. (2014). The r(ally) cry: School psychologists as allies and advocates for the LGBTQ community. *School Psychology Forum*, 8(1), 1-9.
- National Association of School Psychologists. (2020). *The professional standards: Principles for professional ethics* (pp. 39-57). Retrieved from <https://www.nasponline.org/standards-and-certification/professional-ethics>
- National Association of School Psychologists. (2018). *Supporting LGBTQ+ Youth During Troubling Times* [handout]. Bethesda, MD: Author.
- National Association of School Psychologists. (2017). *Safe and supportive schools for LGBTQ+ youth* (Position statement). Bethesda, MD: Author.
- National Association of School Psychologists. (2016). *Understanding Race and Privilege* [handout]. Bethesda, MD: Author.
- Newman, D.S., Simon, D.J., & Swerdlik, M.E. (2018). What we know about supervision in school psychology: A systematic mapping and review of the literature between 2000 and 2017. *Psychology in the Schools*, 56(3), 306-334. <https://doi.org/10.1002/pits.22182>
- Simon, D.J., Cruise, T.K., Huber, B.J., Swerdlik, M.E., & Newman, D.S. (2014). Supervision in school psychology: The developmental/ecological/problem-solving model. *Psychology in the Schools*, 51(6), 636-646. <https://doi.org/10.1002/pits.21772>
- Staats, C. (2015-2016). Understanding implicit bias: What educators should know. *American Educator*, (43), 29-33.
- Wilcox, M.M., Franks, D.N., Taylor, T.O., Monceaux, C.P., & Harris, K. (2020). Who's multiculturally competent? Everybody and nobody: A multimethod examination. *The Counseling Psychologist*, 48(4), 466-497. <https://doi.org/10.1177/0011000020904709>

III. COURSE GOALS and NASP STANDARDS

Course Goals (NASP Standard)

1. Gain exposure to the public school as an organization (e.g., policies, personnel), including its relationship to other social agencies. **(NASP 2.10, 3.1, 3.2)**
2. Develop sensitivity to student diversity, including diverse learning needs. **(NASP 2.8)**
3. Refine assessment and intervention skills for a wide range of academic and behavioral concerns for students in general and special education. **(NASP 2.1, 2.3, 2.4, 3.1, 3.2)**
4. Refine consultation skills with parents, teachers, special service personnel, school administrators, and personnel from other community agencies. **(NASP 2.2, 3.1, 3.2)**



5. Understand the role of preventive mental health in school programs. **(NASP 2.6)**
6. Participate in data-based decision making as part of the problem solving and intervention process. **(NASP 2.1)**
7. Apply ethical and legal standards to the practice of school psychology according to state and national laws and ethics codes. **(NASP 2.10)**

IV. COURSE REQUIREMENTS

Points Possible

Practicum Hours

Required

A minimum of one school day per week in the field placement setting. You should complete a minimum of 125 hours per semester. Your experiences should address NASP Standards 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10.

Signed Logs

Required

You will turn in your completed, accurate, signed logs by the last day of each month. These are to be turned in during class. You should make a copy (photocopy, scan, photo) of each log and keep for your records. You will also submit a final summary log of your hours at the end of each semester. Your logs verify your supervised, clinical hours (NASP Standards 3.1 and 3.2).

Class Participation

50

In class, we will discuss your cases at practicum in addition to a variety of topics to help prepare you as an emerging professional. Your participation is essential. Participation includes the following behaviors: electronics are kept out of sight, you initiate on-task conversations with your peers and professor, you ask thoughtful, reflective questions, you come to class prepared having read or completed any assigned materials, you use person-centered, appropriate language. It is expected that you will attend all class meetings.

Completion of Required Activities

100

In your practicum handbook, there is a list of 10 required activities. You must complete five during the fall semester and five during the spring semester. You can complete these activities in any order. We will review these activities during the first week of class. Your activities address NASP standards 2.1, 2.7, 2.8, 2.9, and 2.10.



Case Presentations

50

We will regularly talk about cases in class. You may earn 25 points for informal case presentations/discussions throughout the semester and 25 points for one formal case presentation to be completed during the last two weeks of semester. This is an opportunity for you to demonstrate what you have learned, but also to thoughtfully reflect on your experiences. Critical thinking is necessary!

Supervisor Evaluation

500

Your supervisor will complete an evaluation of your performance at practicum and assign a grade based on your performance. Please see the Field Placement Practicum Handbook for additional details.

Total

700 points

V. COURSE EVALUATION PROCEDURES

The majority of your grade for the course (~70%) will be based on the evaluation and input from your field placement supervisor. The other ~30% of your grade will be determined by your participation in class activities (see above).

Grades are assigned at the end of the course on the following scale:

90-100% A	80-89% B	70-79% C	60-69% D	< 59% F
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VI. COURSE PROCEDURES

Blackboard: Blackboard will be used by the class. A course site has been set up in Blackboard and reference materials, class assignments, announcement, events, and other features of Blackboard will be used. An effort will be made by the instructor, when appropriate, to minimize copying by placing documents in Blackboard rather than distributing them in class in order to minimize environmental impact.

How to be a successful practicum trainee: Your field placement supervisor is volunteering for the work she is doing. She receives no extra pay or benefits (e.g., load reduction) to spend time with you. It is simply for the satisfaction of assisting in the training of a fellow professional. Thus, it is incumbent upon you to make it a satisfying experience for them. There are numerous ways to do this, including:

1. Be on time, always!
2. Behave and dress professionally. Remember, you are representing WKU and the School Psychology program out in the schools and community.
3. Be responsible for activities assigned to you. Use (or learn!) good time management skills in order to complete your work in a timely manner and ask questions when you do not understand something.
4. Be organized and prepared.



5. Communicate with your supervisor. Let them know where you will be and what you will be doing.
6. If you have questions (and you will have many) – ask!
7. Be flexible and understanding. Plans change quickly in schools, go with the flow and get comfortable re-prioritizing tasks.
8. Volunteer to help out your supervisor with their responsibilities and referrals.
9. Be enthusiastic, positive, and ready to learn.

Participation Policy: Students are expected to attend **and** participate in all classes.

In the event that the university cancels classes, students are expected to continue with readings and originally scheduled. Any assignment scheduled during those missed classes will be due at the next class meeting unless other instructions are posted on the course website.

Email Etiquette: Be clear and polite in all communication. When emailing me, please include PSY 662 in the subject line and your name within the body of the email. I make every effort to respond to emails within the same day that I receive them. If you require an immediate response, you are welcome to call or text my cellphone from 8 am – 6 pm, Monday – Friday.

Class Conduct: I expect that all students in this class will put forth their best effort. Doing so will include attending class sessions, arriving in a timely manner, reading and completing assignments prior to the start of class, listening when others talk, asking questions and actively engaging in the material, practicing academic integrity which includes doing one's own work, turning in assignments on time, having conversations with classmates that are on-topic. At all times, students are to be respectful of others' opinions and values, even if very different from your own.

Face Coverings: Out of respect for the health and safety of the WKU community and in adherence with the [CDC guidelines](#), the University requires that a cloth face covering (reusable or disposable) that covers both the nose and mouth must be worn at all times when in public areas within all buildings. Students must properly wear face coverings while in class regardless of the room size or the nature of the classroom activities. Students who fail to wear a face covering as required will be in violation of the WKU Student Code of Conduct and will be asked to comply or will face disciplinary action, including possible dismissal from the University. Accommodations to face coverings must be determined by the Student Accessibility Resource Center and documented before a student may attend class.

Electronics: **Cellphone use is prohibited in class, including the use of cellphone cameras.** Students are strongly encouraged to use a note-taking method that works best for them. Laptop computers and tablets will be allowed for note-taking unless it becomes an issue (e.g., searching other sites, not taking notes, social media), at which time the student will be instructed to put the device away for the remainder of the semester.

Academic Honesty: All students are expected to conform to the WKU Academic Integrity Policy. Refer to the policy outlined in the Student Code of Conduct which includes academic dishonesty, plagiarism, and cheating. Student work may be checked by plagiarism detection software. An incident of any kind of academic dishonesty may lead to serious consequences.

Accommodations: In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-



5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Student Assistance: Should you require academic assistance with your WKU courses, The Learning Center (located in the Downing Student Union, 2141) provides free supplemental education programs for all currently enrolled WKU students. The Learning Center at Downing Student Union offers certified, one-on-one tutoring in over 200 subjects and eight academic skill areas by appointment or walk in. Online tutoring is offered to distance learners. TLC is also a quiet study area (with side rooms designated for peer-to-peer tutoring) and a computer lab to complete academic coursework. Please call TLC in the Downing Student Union at (270) 745-5065 for more information or to schedule a tutoring appointment. www.wku.edu/tlc

Writing Center Assistance: The Writing Center has locations in Cherry Hall 123 and in the Commons at Cravens Library on the Bowling Green campus. The Writing Center also offers online consultations for students who live at a distance or who cannot visit during our operating hours. Writing tutors have been trained to provide helpful feedback to students at all phases of a writing project: they can *help you* brainstorm ideas, structure your essay, clarify your purpose, strengthen your support, and edit for clarity and correctness. But they will not revise or edit the paper *for you*. See instructions on the website (www.wku.edu/writingcenter) for making online or face-to-face appointments. Or call (270) 745-5719 during our operating hours (also listed on our website) for help scheduling an appointment.

Title IX Misconduct/Assault Statement: Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's [Title IX Sexual Misconduct/Assault Policy](#) (#0.2070) and [Discrimination and Harassment Policy](#) (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's [Counseling and Testing Center](#) at 270-745-3159.



*Note: I reserve the right to make changes, additions, or deletions to any part of this syllabus. However, if this happens, I will notify you of all changes in class and will also post an updated syllabus on Blackboard, with the changes noted.

VII. TENTATIVE COURSE SCHEDULE

Week	Readings	Topic Areas, Assignments, and Activities
1	Practicum Handbook	Discuss expectations, professionalism, and course requirements
2	NASP, 2020	Review relevant ethical and professional issues
3	Newman, 2018; Simon et al., 2014	Supervision
4		Case updates
5	Brown & Ostrove, 2013; Hook et al., 2013; NASP, 2016; Staats, 2015-2016; Wilcox et al., 2020	Supporting diverse student groups
6	Hill, Jeffries, & Murray, 2017; Fergus, 2019	Supporting diverse student groups
7	Dragowski et al., 2015; McCabe, 2014; NASP, 2018; NASP 2017	Supporting diverse student groups
8		Supporting diverse student groups, case updates
9	Praxis Study Companion	Introduction to Praxis and Internship
10		Take Practice Praxis
11	NO CLASS – ELECTION DAY	
12		Review Practice Praxis*
13		Internship Workday: Interviewing and Application Materials
14	NO CLASS – THANKSGIVING BREAK	
15		Final Case Presentations
16	FR 12.11 FINAL EXAM: 1:00 – 3:00 pm	