

PREVENTION, INTERVENTION, AND CONSULTATION IN SCHOOLS PRACTICUM IN SCHOOL PSYCHOLOGY

Syllabus

Fall 2011

Course

Title: Practicum: Prevention, Intervention, and Consultation in Schools
Catalog Number: PSYC 792
Location: GMU Center for Psychological Services Classroom
Time: Thursday 3:30 – 5:10 p.m.

Instructor

Instructor: Grover C. Foehlinger, Jr., Ph.D., NCSP, Associate Professor
Office: 202 G, GMU Center for Psychological Services
Office Hours: Tuesday, 10:00 – 12:00; Thursday, 8:00 – 10:00; & by appointment
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Course Description

The two-credit-hour seminar supports a field-based practicum designed to train students in the application of theory and methods pertaining to prevention, intervention, and consultation in schools.

Goal and Objectives

The goal of this seminar and practicum placement is to prepare students to design, implement, and evaluate school-based psychological services. Prevention, Intervention, and Consultation in Schools, PSYC 673, is directly linked to a field-based placement. The seminar and practicum placement focus on delivery of evidence-based direct and consultative psychological services to individuals, groups, and systems within the school community. Students acquire knowledge, skills, and dispositions that are essential to effective practice as a school psychologist. Under direct supervision of experienced practitioners, students are trained to implement prevention models that promote the academic and social success of all students; strategies and methodologies for targeted interventions with children who are at risk of academic failure or social-emotional impairment; and intensive psychological, social, behavioral, and instructional interventions to support students with special needs.

Students will demonstrate competence by attaining the following objectives:

- Understand and apply models of instructional and behavioral consultation (Instructional Consultation, Student Support Teams, Cognitive-behavioral Consultation, Family Systems Consultation, etc.)
- Apply knowledge of evidence-based primary, secondary, and tertiary prevention in schools; universal screening, school-wide literacy and behavioral programs (e.g., DIBELS, PBIS, Project ACHIEVE, Olweus, etc.)
- Demonstrate instructional and behavioral techniques in targeted interventions with students who are at risk of academic failure or social-emotional dysfunction (Reading Recovery, RTI, Skillstreaming, etc.)

- Apply theoretical understanding and practical knowledge of behavioral and cognitive-behavioral techniques for intensive intervention with individual students (FBA & BIP, individual or group counseling, crisis intervention, etc.)
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Textbooks

Canter, A. S., Paige, L. Z., Roth, M. D., Romero, I., Carroll, S. A. (Ed.s). (2004). *Helping Children at Home and School II: Handouts for Families and Educators*. Bethesda, MD: National Association of School Psychologists.

National Association of School Psychologists. (2007). *NASP Toolkit: School-Based Mental Health*. Bethesda, MD: Author.

Supplemental Resources

Citations and web links for resources referenced in class will be posted on Blackboard. Information can be accessed at <http://mymason.gmu.edu>.

Policies and Procedures

Academic policies and procedures are established by the University's College of Humanities and Social Sciences. Additional information about these policies and procedures can be found at <http://chss.gmu.edu/gradpolicies>.

Students should be cognizant of the following deadlines established by the Registrar:

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| • Last day to add | September 6, 2011 |
| • Last day to drop without penalty | September 6, 2011 |
| • Last day to drop with 67% penalty | September 30, 2011 |

Academic integrity is an expectation and obligation. By enrolling in this course, students are bound by the University's Honor Code, <http://www.gmu.edu/catalog/9798/honorcod.html>. They must also abide by ethical principles established by the [National Association of School Psychologists](#) and the [American Psychological Association](#).

Reasonable accommodations are available for students with disabilities. It is the student's responsibility to contact the Office of Disability Resources at 703-993-2474 and to notify the instructor of any requests for accommodations at the beginning of the semester. All academic accommodations must be arranged through that office.

Requirements and Assessment

Students are expected to fulfill the following requirements to demonstrate attainment of the stated goal and objectives of this seminar and practicum:

- Attend and actively participate in seminar as scheduled
- Participate in a school-based practicum for a minimum of 100 hours during the semester (see Practicum Guidelines for specific requirements)
- Demonstrate knowledge, skills, deportment, and dispositions in the practicum placement that are consistent with the role of a professional school psychologist

- Apply principles of professional ethics and conduct in all contacts with children and other clients
- Prepare and submit a weekly log of activities in the practicum placement
- Conduct two classroom observations, one in general education and one in special education; and prepare and submit a brief summary of each that describes the teacher's instructional methods and strategies for behavioral management. Conclude each summary with a brief assessment of the teacher's effectiveness including notable strengths and areas for improvement (if any), and cite evidence to support your claims
- Conduct a diagnostic interview with a student, parent, or teacher; prepare and submit a brief summary of the interview that includes impressions with evidence that supports your impressions and recommendations for intervention (if any) with rationale.
- Co-lead a counseling group in collaboration with the field-based practicum supervisor or other school-based mental-health practitioner *or* co-facilitate an individual counseling intervention; prepare and submit a brief written summary of the intervention.
- Conduct an instructional consultation in collaboration with a classroom teacher that includes definition of the problem, collection of baseline data, design and implementation of an intervention, collection of data with periodic probes, and assessment of progress; prepare and submit a summary of the intervention
- Conduct a behavioral consultation in collaboration with a classroom teacher that includes definition of the problem, collection of baseline data, design and implementation of an intervention, collection of data with periodic probes, and assessment of progress; prepare and submit a summary of the intervention

A final grade is based on satisfactory fulfillment of the preceding requirements, performance during a field-based observation conducted by the instructor, and results of the field-based supervisor's performance-based assessment (see Practicum Evaluation Form). All assignments are due by the day of the final class of the semester. A final course grade is based on aggregation of weighted scores for the following measures of performance:

Seminar attendance, weekly logs & field-based observation	15%
Diagnostic interview & written summary	10%
Instructional consultation & written summary	10%
Behavioral consultation & written summary	10%
Counseling intervention & written summary	10%
Field-based supervisor's evaluation	45%

University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. Note that only a grade of Pass or Fail is recorded for this course, and two credit hours are awarded to students who pass the course.