I. **Course Title:** Practicum in School Psychology  
**Course Number:** PSY 724  
**Credits:** 3  
**Date of Revision:** July 2005

II. **Course Prerequisite(s):**  
PSY 721 – Advanced Tests and Measurements  
PSY 722 – Individual Psychological Evaluation I w/Practicum and or  
PSY 723 – Individual Psychological Evaluation II w/Practicum

III. **Catalogue Description:**  
This course is a practicum in psychoeducational assessment in which students develop competence in the administration, scoring, and interpretation of individually administered achievement tests, with an emphasis on diagnostic testing and comprehensive report writing. Under faculty supervision, students conduct comprehensive evaluations of children, including gathering background information, test administration, report writing, and consultation with clients in the process of problem solving in the educational setting.

IV. **Course Objectives:**

*Special Note:*

*The goal of the School Psychology Program is to develop school psychologists who will function as effective problem solvers in schools. Consistent with that goal, this course partially satisfies Program requirements in the general area(s) of knowledge and skills.*

**Competencies Addressed:**

**Assessment** – data collection through informal or formal procedures in a context that is responsive to the individual needs of the client. This would include competency in test administration procedures, scoring, and interpretation of evaluation results. Emphasis is placed on the synthesis of assessment data to ensure valid and reliable results that can be utilized in the development of an appropriate intervention (i.e., problem solving).

**Professional School Psychology** – knowledge of professional topics in school psychology including: the roles and functions of school psychologists in school and non-school settings; legal, professional and ethical standards; the organization and operation of schools; and diversity.
IV. Course Objectives (continued):

Competencies Addressed (continued)

**Intervention** – knowledge, design, and implementation of strategies, including counseling, for behavioral or academic problems.

A. The student will become familiar with the theory, and proficient in the administration, scoring and interpretation of a variety of psycho-educational assessment techniques, including the following techniques and tests:

   - Wechsler Individual Achievement Test
   - Woodcock-Johnson -III: Tests of Achievement
   - Bracken Basic Concepts Scale-Revised
   - Visual-Aural Digit Span Tests
   - Curriculum Based Assessment
   - Self-Directed Search

B. The student will become proficient in report writing, and be able to produce a written report on a subject with a complete battery of tests or techniques administered to investigate a suspected referral question, and to diagnose learning strengths and weaknesses. Reports will include interpretation of instruments and techniques used, integration of various techniques, and recommendations for remediation or consultative services.

C. The student will gain experience in intervention and remedial planning, focusing on academic, behavioral (e.g., behavior modification, functional behavior assessment, manifest determination), and social, cultural, emotional and behavioral issues.

D. The student will gain knowledge in problems and issues of service delivery, including pre-referral interventions, system level issues (e.g., organization and operations of schools), alternative service delivery models, socio-cultural and other issues of diversity, and emergent technology in interventions.

V. Course Outline:

A. Lecture Outline:

   1. Introduction to assessment and comprehensive investigation into learning and other abilities.

   2. Presentation of assessment techniques and instruments with emphasis on the theory, administration, scoring, and interpretation of results.
V. Course Outline (continued):

3. Comprehensive report writing, including integration of a variety of techniques into the report, interpretation, and recommendations for intervention and remediation.

4. Ethical issues, cultural diversity, and research in assessment and intervention planning.

5. Problems in assessment, identification and intervention strategies for exceptional children, including special education regulations, intake interviewing and consultation with parents and school personnel.

Practicum Experiences:

Objectives:

The practicum experiences of this course address Program goals related to assessment practices, professional school psychology, and intervention planning.

Activities:

A. Each student will complete administration, scoring and interpretation of psychoeducational assessment procedures selected from a wide range of formal and informal assessment techniques. The assessment of academic skills will be emphasized. Approximately 20 hours will be devoted to these experiences.

B. Each student will write one comprehensive report incorporating and integrating the multi-faceted psychoeducational assessment techniques presented thus far in the Program. This experience constitutes an additional three (3) hours of practicum.

C. Each student will observe at least one client intake and one client/parent conference in the School Psychology Clinic. This will entail two (2) hours of practicum.

D. Practica will also include school based observation and critical review of assessment and intervention planning (e.g., behavior modification, functional behavior assessment, curriculum based assessment, remedial instructional support, MDT or IEP meetings.), and response to intervention, with an emphasis on diversity and cultural issues. At least one case completed or observed will be with a child of a diverse background in terms of ethnicity, language or culture. This experience will require at least 2 hours of practicum experience.
V. Course Outline (continued):

Practicum Requirements (continued)

E. Each student will complete at least three (3) assessment cases in the School Psychology Clinic. The student will gather intake information; select appropriate assessment techniques; conduct the assess (including interviews, behavioral observations, test administration and scoring, and consultation); integrate the assessment findings into a comprehensive written report; and interpret results orally to clients/parents-guardians. Reports will include research based recommendations for remediation, special services or consultative services as appropriate. These experiences will involve approximately 48 hours of practicum.

Evaluations/Feedback:

The course professor, in conjunction with school personnel where appropriate, will evaluate the student’s performance in terms of the test protocols, written reports and professional skills, using scoring rubrics and practicum evaluation forms (see Appendix A). Corrective feedback is provided to the student concerning these experiences.

VI. Teaching Methodology:

A. Lecture

B. Demonstrations of testing procedures

C. Discussions of administration, scoring and interpretation problems

D. Review of behavioral plans, comprehensive reports, curriculum based assessment and remedial strategies

E. Texts and Other Materials:


VII. Evaluation of the Student:

A. Tests: none

B. Papers:

    Research article abstract on assessment of school-aged children.
VII. Evaluation of the Student (continued):

C. Special Projects:

1. Presentation of one or more instruments assigned. Presentation includes theory, critique, administration and scoring procedures, and interpretation.

2. Minimum of one protocol of each instrument listed, with audiotape for evaluation, scored, and with interpretive paragraph.

3. Three cases with full battery (intelligence test, achievement measures covering three achievement areas, Bender, others as needed) with complete written report. At least the first battery administered will be observed and/or videotaped.

Cases may be provided in the School Psychology Clinic as available and as warranted, but only after initial practice protocol with audiotape is evaluated and returned "passed". It will be possible for students to initiate cases by the middle of February.

4. Submission of comprehensive evaluation report, with curriculum based assessment included from a school setting.

5. Log of practicum activities. Log hours spent in research, practice, testing, scoring, interpretation, and report writing.

VIII. Bibliography:


VIII. Bibliography (continued):


VIII. Bibliography (continued):


VIII. Bibliography (continued):


