Course Time: M, W 12:30-1:45 PM  
Location: Online/Discussed Meetings/Hybrid  
Office: Human Services 211  
Office Phone: 936-468-1306  
Other Contact Information:  
EMERGENCY Contact: (405) 293-3085  
Credits: 3 hours  
Email: ellishernm@sfasu.edu

SUMMER 1: Zoom link for course meetings (dates outlined in calendar below):

All testing kits and protocols will be checked out from myself and graduate assistants. Their schedules will be provided for you the 1st week of classes. They are the PRIMARY contact for testing equipment and checkout procedures. We will also have a “Whatsapp” group, so please ensure you download the app. Please sign my door each time you come into my office.

| Des'Tiana Williams          | williamsds8@jacks.sfasu.edu |
| Carissa Martinez           | martinezcr4@jacks.sfasu.edu |
| Tia Coleman                | colemantk@jacks.sfasu.edu   |

Supervisor(s):

| Nina Ellis-Hervey          | ellishernm@sfasu.edu         |

I. Course Description:

Following primary didactic coursework, School Psychology candidates initiate assessments, consultations, and treatments for students with various conditions impacting learning and success (as well as students who are in the pre-referral stages of assessment and treatment) in the general areas of learning problems and emotional/behavioral disorders. During practicum, candidates interact with field-based school psychologists, special educators, educational diagnosticians, and related special education and psychological services personnel. Candidates (practicum students) become directly involved in conducting traditional and functional assessments, taking reliability measures during direct observation procedures, as well as developing and implementing intervention strategies. Practicum requires that candidates receive regular supervision and feedback as they progress through the 200 hour training experience (80 hours are direct and 120 are indirect hours). Field-based internships supervisors provide, on average, 1 hour per week of direct supervision for each intern. University internship supervisors provide 1 hour of individual supervision and 2 hours of group
supervision. The practicum supervisor will serve as contact point between university and field based supervisor. Case studies and related reports regarding the assessment and treatment of students are reviewed by class cohorts, professors, and field supervising psychologists. Class time will entail traditional didactic lecture, seminar discussions, and student presentation of data-based case studies on a weekly basis.

The School Psychology program is committed to the scientist/practitioner model. Integral to this model of professional preparation is the expectation that candidates will gain critical content knowledge related to current research and theory in the field while engaging in the application of knowledge to real world issues and concerns. Although practicum stands alone as an independent course, it remains closely tied to other school psychology courses and reflects general program competencies, skills, knowledge, and dispositions. Practicum supervision is conducted on a weekly basis, and it entails guided discussions utilizing decision-making processes, including traditional and functional assessment, data-based intervention, and a wide range of consultation strategies.

EPS 655 “School Psychology Practicum” (3 credits; required in Fall, Spring, and Summer) is required for all school psychology doctoral students. Students receive instruction, group supervision, and individual supervision. Typically, the class meets each week (3 times per week in summer semester) for 150-minute segments for 6 weeks. In addition, the instructor performs a site visit each semester. Students also meet with the instructor for one hour every other week (except in the summer which is weekly and lasts through summer 2) to receive guidance on their field-based assignments. In addition to the aforementioned meetings, students are required to log 200 hours at their field placement. Preparation for class, will average at a minimum, eight hours of work each week.

James I. Perkins College of Education Diversity Statement is found at the following link: 
http://coe.sfasu.edu/about-us/

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

1. **Human Diversity:** Candidates demonstrate awareness and sensitivity in working professionally with diverse individuals, groups, and communities.

2. **Psychoeducational Foundations:** Each candidate must demonstrate appropriate knowledge of historical, political and laws, policies, and procedures that affect the field of psychology and education.

3. **Content Knowledge:** Each candidate must also demonstrate the ability to use knowledge of biological, psychological, sociocultural, ethical and legal factors to understand typical and atypical behavior.

4. **Research & Technology:** Candidates must demonstrate the ability to use their knowledge of research, statistics, and evaluation methods to inform all areas of practice, from choosing appropriate methods for collecting information to making recommendations for interventions based on empirical evidence.

5. **Professional Skills and Dispositions:** Candidates must conduct themselves to reflect the values and attitudes alienated with the American Psychological Association policies and guidelines; The candidate will demonstrate knowledge, skills, and professional work characteristics/ dispositions and effectively apply them in the practice.
6. **Application of Principles and Procedures:** Candidates must demonstrate knowledge, skills, and dispositions are applied effectively in the practice of psychology. As part of this assessment, each graduate student must document the ability to use both problem-solving (client-centered) and process-focused (consultee-centered) models of consultation.

7. **Communication:** The candidate will demonstrate proficiency in communication skills relevant to the field of psychology, both written and spoken. This may include, but not be limited to, effective writing for different purposes, effective presentation skills for a variety of audiences and purposes, and skills for interacting appropriately with others.

**This course reflects the following core values of the College of Education:**

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community.

**This course also supports the mission of the Human Services Department.**

The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.

1. The student can recognize and describe “best practices” in assessment, delivery of individual interventions, group interventions, organizational change, in-service training, working in teams, working with diverse communities, crisis intervention, building community relations, and conducting research.
2. The student can describe, recognize and apply ethical principles of school psychology.
3. The student can describe and recognize legal issues stemming from IDEA, Section 504, and the ADA for school psychologists.
4. The student is prepared to take and pass a state certification examination for school psychology.
5. Students are to describe major historical developments in the history of school psychology.

**NASP Domains addressed by this course:**

**Domain 1: Data-Based Decision Making and Accountability**

School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

**Domain 3: Interventions and Instructional Support to Develop Academic Skills**

School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and
instructional strategies.

**Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills.** School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health.

**Domain 8: Diversity in Development and Learning.** School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

**Domain 9: Research and Program Evaluation.** School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

**Domain 10: Legal, Ethical, and Professional Practice.** School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

**Student Learning Outcomes:** Upon completing this course, a candidate who has studied and learned this material will be able to:

1. Master skills in the field of school and educational diagnostics [PLO-1, 2, 3, 4]
2. Obtain an orientation to schools as organizations [PLO-1]
3. Increase levels of practice with traditional and functional assessment techniques [PLO-1, 2, 3, 4]
4. Provide intervention addressing general learning problems in accordance with the instructed, modeled, and rehearsed strategies employed during didactic classes (e.g., EPS 560, EPS 502, & EPS 563). [PLO-1, 2, 3, 4]
5. Possess developed skills related to response-to-intervention systems and curriculum based assessment. [PLO-1, 2, 3, 4]

**III. Course Assignments, Activities, Instructional Strategies, use of Technology:**

There are no formal examinations associated with the practicum / internship experience. The student is responsible for providing appropriate documentation of clinical hours and supervision provided according to the automated logging systems in the Program Handbook. Throughout the semester, candidates will log their activities within the web-interactive text fields of these forms.

1. EPS 655 Practicum requires completion of at least two (some may have 3) traditional intellectual and achievement assessments or equivalent assessment/intervention based on specific placement. One evaluation or equivalent assessment will be presented as a case
study (4) to the class during the semester, in the form of informal discussion, and at the conclusion of the academic semester via PowerPoint presentation.

a. **NOTE:** Students going on internship will be assisting in supervision duties and assistance. You will have some guidance from them on your cases. They will essentially help to lead and guide you through the process, answer questions and assist with direct service. **PLEASE ensure you work closely with them to complete all expected duties (if available).**

2. **Test Bank Creation Project:** Students will pair with an additional student to create a test bank to be used in the work place. These banks will be broken down into various testing sections (cognitive, achievement, social/emotional/behavioral etc.). Students will need to define tests, the ages they are used for and place them in their proper section in an excel file. **If students have taken the 668 course and have completed this assignment they are to look for additional, unmentioned assessments and list less normative assessments and what they measure as well.**

3. **Self Evaluation and Meaning in Practice Paper:** Students will complete one 3-4 page APA Style Paper in which they given themselves a specific evaluation. This may be an MMPI-2 or Millon. These will need to be up to date assessments of yourself. You will write up the evaluation (not included in the 3-4 pages but as an addendum) and then discuss what this means to you and how it could help to enhance or possibly hurt you in practice. These will briefly be discussed in class.

4. **Individual Presentations:** Students will give classroom demonstrations, present psychological reports, use computer interactive observation systems, obtain reliabilities, determine the efficacy of interventions, and implement follow-up strategies throughout the duration of the academic semester as appropriate for the agency placement. This is mentioned above in (1).

   a. Each practicum student will provide a formal presentation to the group supervision class related to some aspect of their evaluation they are completing. This is more of a case conceptualization (and possibly seek feedback from your peers on where to go next).

5. **Final Psycho-Educational Feedback Meeting:** After assessments with clients have been completed, students will complete a feedback meeting to present results to parents/clients. **NOTE: Please plan meetings, supervision and other meetings accordingly, keeping in mind that your instructor must be present for all feedback meetings and she will attempt to accommodate, but these are on the client’s and her schedule. She will be available by e-mail (ellishernm@sfasu.edu) at ALL times and also WhatsApp. In the case of an emergency PLEASE CALL emergency number given above.**

6. **Participation/Attendance:** Each week, critical issues in psychology will be discussed among faculty and students and students are required to have an active input weekly.

   a. The 30 min-1 hour of individual supervision will be devoted to discussion and reviews of individual case studies, consultation, and face-to-face supervision of individual cases (you will solidify your supervision time by clicking the link in D2L and choosing an open time with your professor). **It is up to students to come prepared to talk about their cases and ask specific questions of their supervisor.**


7. **Final Portfolio:** Each student will turn in an ONLINE portfolio containing all assignments
above as well as completed logs, notes from supervision and practicum evaluations from both
group and individual supervisors.

8. **Comment topic of the week:** For this assignment, students are to:
   a. Offer an original thought on the posted topic by the professor.
   b. Respond to at least 1 peer on their original thought.
      i. Responses should be original, well thought out, AND provide support of at
         least 1 source.
      ii. Completed assignments are due by the Sunday of each week at 11:59pm

9. **Some students will have access to other opportunities to accrue hours. These**
   **opportunities are to be discussed in advance and a completed contract with all duties**
   **and supervision requirements will need to be signed.**

IV. Evaluation and Assessments (Grading):

1. 2 Assessments (some may have 3)  
   **(Addresses Domains 1, 3, 4, 8, 9 & 10)**  
   200 points (100 points each – or weighted based on case #)
2. Completion of Excel File for Tests  
   70 points
3. Presentation of **Self Evaluation and Meaning**  
   **in Practice Paper**  
   **(Addresses Domains 3, 4, 8 & 10)**  
   70 points
4. Presentation (Individual)/Creativity  
   **(Addresses Domains 1, 3, 4, 8, 9 & 10)**  
   40 points
5. Final Psycho-Educational Feedback Meeting(s)  
   **(Addresses Domains 1, 3, 4, 8, 9 & 10)**  
   50 points
6. **Comment topic of the week (3 total)**  
   30 point (10 points each)
7. Participation/Attendance/Final Portfolio +  
   Mock Cases (3-----If even needed)  
   20/20/10 points
   **Total**  
   510 points

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<thead>
<tr>
<th>Grade</th>
<th>Points Needed</th>
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<tbody>
<tr>
<td>A</td>
<td>459-510</td>
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<tr>
<td>B</td>
<td>408-458</td>
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<tr>
<td>C</td>
<td>357-407</td>
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<td>D</td>
<td>305-356</td>
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<td>F</td>
<td>304 and below</td>
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1. There are no formal examinations associated with the EPS 655 practicum experience. The course grade will be based on a combination of the activities above and beyond those required of the M.A. level practicum experience. The doctoral practicum experience entails a minimum of 10 hours of school psychology/field experience per week with appropriate documentation provided according to the automated logging systems in the Program Handbook. Note: The automated Daily, Weekly, and End-of-Semester Field Logs are provided on the web-based version of this syllabus. Throughout the semester, candidates will log their activities within the web-interactive text fields of these forms. Weekly printed logs will be submitted each week during class time. Details of the logging system will be described during the
first class lecture. Other information for log entry can be located in the appendices of the School & Behavioral Psychology Handbook. See instructions and sample logs provided in the handbook.

2. Evaluative criteria include clarity of written and oral expression; competency in collaborative, empirically-based assessment, intervention, and consultation; sensitivity to and respect for cultural and individual differences; competency in scientific problem solving; competency in ethical professional conduct; competency in recognizing the influence of the family; and competency in serving the best interests of students. The university-based and field-based professor/supervisor will develop a remediation plan for any student who fails to meet course criteria.

3. The candidate, field-based supervisor, and university-based supervisor perform evaluations according to the scoring guide above. Supervisors will review all the rubric objectives as they apply to NASP Domains and completion of logging procedures provided in the syllabus. Any organizational variations should be approved during the first two weeks of the practicum.

V. Tentative Course Outline/Calendar: Other readings may be assigned.
- **GREEN** Highlight indicates days physically in class/(ZOOM if designated)
- **BLUE** Highlight indicates days working on cases and completing work outside class
- **PURPLE** Highlight indicates assignment is due
- **YELLOW** Highlight is a special day or day to bring to your attention

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>May 8</td>
<td>Check D2L for comment topic for this week</td>
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<td>May 10</td>
<td>Check D2L for comment topic for this week</td>
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<td>May 15</td>
<td>Check D2L for comment topic for this week</td>
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<td>May 17</td>
<td>Check D2L for comment topic for this week</td>
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<tr>
<td>May 22</td>
<td>Check D2L for comment topic for this week</td>
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<tr>
<td>May 24</td>
<td>Check D2L for comment topic for this week</td>
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<tr>
<td>May 29</td>
<td>Happy Memorial Day!</td>
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<tr>
<td>May 31 (Z)</td>
<td>Course Overview&lt;br&gt;Initial paper work&lt;br&gt;Site review and Tour Talk&lt;br&gt;Individual Supervision Assignments&lt;br&gt;Course ideas and topics&lt;br&gt;SPAC Site Updates (Forms review, contacts etc.)&lt;br&gt;Finalize paperwork&lt;br&gt;Distribution of cases&lt;br&gt;This will be picked up from those working in the SPAC once assigned.</td>
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<td>June 5</td>
<td>Case Presentation Review&lt;br&gt;Case Conceptualization Basics and More&lt;br&gt;Remaining Questions About SPAC Site Updates and Operation (Forms review, contacts etc.)&lt;br&gt;<strong>Finalize Individual Supervision Times</strong></td>
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<td>June 7 (Z)</td>
<td><strong>Library Day: This is a day to work on upcoming formal presentations, assessment times with clients and other assignments.</strong></td>
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<td>Event</td>
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<td>June 12</td>
<td>Suicidal Ideations Before, During and After Assessment (What the heck should I do?)&lt;br&gt;The process of assessment (What do I do next)?&lt;br&gt;Tying Assessment Results to Interventions and Recommendations</td>
</tr>
<tr>
<td>June 14 (Z)</td>
<td><strong>Due date for upload to D2L: Completion of Excel File for Tests</strong></td>
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<tr>
<td>June 19</td>
<td>Library Day: This is a day to work on upcoming formal presentations, assessment times with clients and other assignments. Please contact your instructor should you have questions.</td>
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| Juneteenth | Military and Fit for Duty Evaluations (a review)  
*If requested, specific test kits to be explored (etc).* |
| June 26 | The Joys of Creating a CV in preparation for internship/post doc/job force  
The Job Market in School Psychology  
*Work on your CV to bring and discuss* |
| June 28 (Z) | The Joys of Creating a CV in preparation for internship/post doc/job force  
The Job Market in School Psychology  
*Work on your CV to bring and discuss*  
Tentative: Sean Harness will attend on this day and speak about marketing yourself through LinkedIn and beyond. |
| July 3 | **Happy PRE 4th of July!!!!**  
Library Day: This is a day to work on upcoming formal presentations, assessment times with clients and other assignments. Please contact your instructor should you have questions. |
| July 5 (Z) | The Job Market in School Psychology  
*Work on your CV to bring and discuss* |
| July 10 | TSBEP Review on LP, LSSP and also NCSP  
*“REAL WORLD” Talk Day and Discussion...What should I expect in the field?*  
*If requested, specific test kits to be brought to class* |
| July 12 (Z) | **Due date for CV and CV discussion (will be uploaded in your final portfolio)**  
Building a Private Practice: How does it all work?  
Working with difficult clients (malingering, aggressive, absent, etc). |
| July 17 (Z) | Student Presentations (informal discussions)  
Tentative: Dr. Frankie Clark will attend on this day (via Zoom) and speak about the ins and outs of private practice. |
| July 19 (Z) | **Due for upload to D2L: Self Evaluation and Meaning in Practice Paper Class picks a topic!**  
Student Presentations (informal discussions) |
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<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>July 24</td>
<td>FORMAL Individual Case Presentations TODAY</td>
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<td></td>
<td>Student Presentations (informal discussions)</td>
</tr>
<tr>
<td>July 26 (Z)</td>
<td>FORMAL Individual Case Presentations TODAY</td>
</tr>
<tr>
<td></td>
<td>TSBEP Review on LP, LSSP and also NCSP</td>
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</tr>
<tr>
<td></td>
<td>If requested, specific test kits to be brought to class</td>
</tr>
<tr>
<td>July 31</td>
<td>Library Day: This is a day to work on upcoming formal presentations, assessment times with clients and other assignments. Please contact your instructor should you have questions. NOTE: Group meetings will end at this time and students should use the rest of summer to complete cases. They should also use the summer to prepare for official SPAC clients in the Fall (or finishing of clients + hours). Please plan meetings, supervision and other feedback meetings accordingly! Your professor will be available by e-mail (<a href="mailto:ellishernm@sfasu.edu">ellishernm@sfasu.edu</a>) at ALL times and also by “Whatsapp”. In the case of an emergency PLEASE CALL emergency number given above.</td>
</tr>
<tr>
<td>August 2 (Z)</td>
<td>Final Paperwork and Portfolio Items completed in summer due. Please ensure all completed reports and portfolio with updated logs are uploaded to D2L. A WH will be granted until all work is complete (after SPAC hours are complete in the fall). Library Day: This is a day to work on completion of assessment times with clients</td>
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During practicum, candidates will demonstrate competencies in accordance with the 10 NASP Domains for Training and Practice (seen above). The Scoring Guide provided below will be employed by the field-based and university-based supervisors. Consistent with NASP Standards, candidates demonstrate the professional skills necessary to deliver effective services that result in positive, measurable outcomes for clients. Fulfillment of this performance-based requirement is met through the successful completion of the Case Study. The case study will describe an actual case that has been completed by the practicum student using systematic and structured problem-solving procedures. The following scoring guide includes items developed by NASP and items developed by the SFA School Psychology Program.

Roles and Functions of the SFA University-Based Supervisor(s)

The university-based supervisor serves as the link between the School Psychology Program, the candidate/practicum, and field-based-supervisor. The university-based supervisor reviews the candidate's work with the candidate/practicum student, the field supervisor, and other appropriate persons in the school district or agency. In addition, university-based supervisor performs the following functions:

1. With input from the field-based supervisor (Appendices G and J of the program handbook), the university supervisor has final authority to determine the course grade candidateship experience.
2. Review and critique the candidate’s logs and related documents. Review and critique the candidate’s functional behavioral assessments and behavior intervention plan for a minimum of one detailed case study.

3. If at any stage during the practicum it is suggested by the university or field supervisor that there exists a serious need for improvement in the candidate’s skills, knowledge, or dispositions, it becomes the responsibility of the university supervisor (in conjunction with the candidate and field supervisor) to develop and implement supplementary training experiences. This may take form in the candidate obtaining additional course work, attending specific workshops or conference presentations, engaging a regimen of self-study, or implementing other remediation strategies deemed necessary and appropriate.

4. The university supervisor will respond to questions and issues regarding professional and ethical conduct. If deemed necessary, the university supervisor will seek advice and counsel from colleagues and/or university counsel and administration.

5. On occasions when a candidate resides in or near the proximity of Nacogdoches, the field-based supervisor and the university supervisor may be directly affiliated with the Stephen F. Austin State University. For example, in some circumstances (given the rural nature of SFA), it may be necessary and feasible for an candidate/practicum student to be supervised under the auspices of the university based supervisor and a full time field-based supervisor who is completing the required post graduate three-years of experience as a school psychologist in Texas.

6. When such arrangements are made through the Nacogdoches Independent School District (NISD) Special Education Office, the contractual agreement stipulates that the university-based supervisor receives no form of additional compensation from the NISD or SFA for performing this dual function. Moreover, when such arrangements are made, the role of supervisor is shared with a Licensed Specialist in School Psychology (LSSP) who is employed by the NISD on a full time basis. Thus, in this special arrangement, the candidate receives dual and concurrent supervision in that there is a full time on-site LSSP providing supervision in conjunction with a NCSP/faculty member. Under such special conditions, functional and traditional psychological assessments are reviewed by both supervisors.

7. The university supervisor will conduct weekly class meetings in accordance with the timelines and details described in the Course Outline/Calendar of this syllabus.

8. The candidate is also responsible for meeting with the assigned individual supervisor for 1 hour of individual supervision.

The Field-Based Supervisor for the Practicum experience operates in a manner that approximates the Internship supervision in accordance with the following:

The Field-Based Supervisor coordinates the following:

1. Organizes the practicum agenda with the candidates, public school administrators or agency directors, and university-based supervisor/s.

2. Sometime near the beginning of the practicum experience, the field-based supervisor arranges a general orientation/tour of the public school facilities and programs.

3. The field-based supervisor provides face-to-face conferences and supervision for each week of the practicum experience. This includes a variety of formats such as direct observation of the candidate's activities (e.g., reviewing reports of casework and written reports, direct observation of assessment and treatment of referred cases, and reviewing logs associated with the above experience). Alternatively (or conjunction), the field-based supervisor may attend the weekly class and provide
reviews and feedback regarding the candidate’s activities.
4. During the face-to-face supervision, the candidate’s logs are reviewed and signed to verify the specific details of the candidate’s experience. All logs are co-signed by the candidate.
5. The field-based supervisor makes specific arrangements to provide the practicum student with a broad a range of professional experiences. (See the Practicum section of the School Psychology Handbook.)

Instructional and Supervisory Format:

J. GROUP SUPERVISION. A program faculty member is assigned to meet with students in each group supervision section during the assigned class time (2 hours minimum PER WEEK). Dr. Nina Ellis-Hervey will be in charge of this initiative. These sessions will be devoted to discussing common issues, learning about helping strategies, considering ethical issues, discussing assigned readings, and generally improving each student’s knowledge of clinical practices and the profession. All students are required to bring information regarding most recent contacts with clients/students to each group meeting. Failure to arrive prepared to present and discuss an example of your work when requested will negatively affect your final grade. All students are expected to present their cases and to contribute to the inquiry and feedback regarding the cases of their colleagues. DO NOT BRING ANY CLINICAL RECORDS FROM THE PRACTICUM SITE.

K. INDIVIDUAL SUPERVISION. Individual appointments with the university supervisor will focus on improving skills. A one-hour, weekly session with the university supervisor is required, in addition to the participation in small group supervision. Assignments for individual supervision will be made during the first week of class and students will choose their weekly slot in D2L. Assignments will be based on availability of individual supervisors. Students must be prepared to accommodate supervisors’ times of availability. If assigned supervisors are willing to accommodate a change after the first scheduled meeting, they may choose to do so. However, due to the limited availability of qualified supervisors, it is imperative that students arrange their schedules based on the schedules provided by the individual supervisors. The office of the individual supervision will be on campus and determined by the individual supervisor. Individual Supervisors this semester include Nina Ellis-Hervey.

L. Both Small Group and Individual Supervisors will maintain notes regarding your overall caseload and professional responsibilities assumed onsite. Students are required to submit signed agreement forms to both the individual and small group supervisor so that all will be informed of the contact information of the on-site supervisor and that the on-site supervisor will be informed of the identity and contact information of the small group and individual supervisor. Documentation of students’ professional liability insurance and the supervision agreement forms, must be reviewed by the small group instructor AND included in the portfolio, which is described below.

Course Expectations
A. Consistent, punctual, and regular attendance to class, individual supervision, and practicum site is essential to passing the course.
B. Maintaining notes regarding client sessions is required. Field supervisors are encouraged to utilize the student’s tapes during site-supervision.
C. Use the following guidelines in preparing for classroom presentations. The intent of all
presentations is to present the client, present questions to colleagues regarding conceptualization of client issues, and to solicit feedback from colleagues about counseling skills/techniques/interventions used. Be prepared to present at least one client each week. Also, be prepared to present one formal case conceptualization, of one of your individual clients, before the end of the semester. It is your responsibility to schedule this in advance. The following section provides a guideline for case presentations:

1. Client demographic information (do not include specific identifying information)
2. Client’s culture and ethnic background
3. Client’s presenting concern
4. Client’s bio/psycho/social history
5. Trainee’s theoretical orientation
6. Trainee’s conceptualization of the client
7. Trainee’s critique of counseling session (things you did well and aspects of the session that need improvement;)
8. Trainee’s concerns about relationship dynamics (if any) (i.e., include an overview of countertransference and how it might enhance and/or inhibit effective intervention)
9. Trainee’s plans for future work with the client; and
10. Trainee’s questions for the group (you may wish to make these known before your presentation).

D. Typewritten intake notes and/or case conceptualization of each of the clients/students, consultations, or groups should be maintained in a confidential, secured location within the practicum site. The onsite supervisor and the program individual supervisor will periodically review notes for clarity, comprehensiveness, and status. All documentation should comply with federal, state, local guidelines, and be consistent with each placement sights policies and procedures.

E. Process Notes, (these are to be kept in a locked area on site), must be maintained and kept updated. Use the guidelines that have been provided by the site or if there is no standardized way of writing notes, process notes modeled in prior classes or with the practicum instructor should be followed. Again all documentation should comply with federal, state, local guidelines, and be consistent with each placement sights policies and procedures.

F. All necessary forms and strategies for evaluation will be provided. In the case of group counseling activities, a brief description of the overall group and each of the group members must be provided within the first few weeks of classes.

G. Self-evaluation of skills exhibited during each session is required (i.e., identifying both strengths and areas to be strengthened during subsequent sessions). (Session Critique form)

H. Termination Summaries of each client and group are to be maintained in a secured place within the practicum/internship site at the conclusion of your work with each client. The termination summary marks the end of your relationship with each client. Relationships with clients are not to be left open ended. If a client stops attending sessions with you, check with your on-site supervisor to determine the course of action to be taken to bring about closure with the client. Failure to follow up with a client that stops attending sessions may be construed by the client, their lawyer, and your peers as abandonment. If your site does not have a closure procedure, consult with your faculty supervisor to determine how to proceed.
I. Evaluations: The following forms should be submitted to your faculty supervisor at mid-term and the last week of the semester. The forms will be available in advance of the time of evaluation and should be presented to each supervisor at least two weeks before they are due. Both sets of evaluations should be attached to their respective letters contained in each of the evaluation. In the event that additional forms are added, you will receive an e-mail notice. 

Note: All forms should be signed, copied and placed in the practicum portfolio (switching to online). Original documents should be submitted to the practicum instructor by the last day of class. Practicum instructors and office staff will not remove documents from portfolios to copy for student files. Failure to produce separate and complete packets of evaluation forms will result in an Incomplete grade for the semester. In these cases, faculty will review resubmitted packets after the beginning of following Spring Semester. Enrollment in the next practicum/internship cannot occur until successful completion of this practicum/internship.

J. Each student will develop a Practicum Portfolio (using case numbers) that will include all of the above (i.e., supervision agreement forms w/contact information of all supervisors; documentation of professional liability insurance) and a log of all professional activities (except process notes—these do not leave the practicum site). This Log of all professional activities will provide an overview of the number of clients seen, the demographics of the clients seen, clients’ presenting problems, the length of the relationship, attendance at professional in-services, conferences, number and types of groups, letter of recommendation, etc. Portfolios will be due on the last day of classes, including all mid-semester and final evaluations and the composite time log signed by the on-site supervisor.

K. All practicum students will write their own letter of recommendation highlighting their knowledge and skill level in the third person singular. This should be the last item in the Portfolio.

L. Each student will keep a COMPOSITE LOG OF TIME ALLOTTED TO TASKS during the semester. Logs are to be used from www. Time2track.com. This will be inspected by the field supervisor on a weekly basis or at whatever interval is established as convenient and appropriate by the field supervisor. The COMPOSITE LOG will be brought to each individual and group meeting with the practicum instructor for review as needed. Both the student and the field supervisor will verify the accuracy of this log at the semester’s end. This record of student activity is required for the completion of course requirements. This time log will become part of the student’s training record. See section VII above for a list of activity categories. In addition to the Composite Log of Time, students will also complete a Log of Professional Activities. This log will include practicum field placement(s), client demographics, number of contacts per client, and client presenting concerns. This log will become part of the student’s training record and will be used to reference a student’s clinical experience when faculty members prepare letters of recommendation, etc.

M. Prepare a WEEKLY CLIENT ACTIVITY REPORT (divide clients by group and individual SFA supervision settings) for each group and individual supervision session. Be prepared to go over both lists with the section instructor each week. To maximize service delivery and supervision outcomes, please determine early in your work with a client whether you will receive supervision for individual clients in group or individual supervision.

VI. Readings (Required and recommended—including texts, websites, articles, etc.):
**Notice:** Beginning, Spring, 2012 All Students must purchase a Live Text account, ISBN# 978-0-979-6635-4-3. This may be purchased at the bookstore or purchased online at www.livetext.com. If you have already purchased LiveText, you will use that account and do not need to buy it again. LiveText is the data management system used by the Perkins College of Education for program improvement and accreditation. This is a one-time purchase, and the account will be used throughout your program. Required program assignments must be submitted through LiveText. Successful completion of the course and program are dependent on submission of all required LiveText assignments.

**Supplemental Textbooks (Highly Suggested):**

   https://amzn.to/2kuYuGP

**Required:**

In this course you must purchase and activate the LiveText/Watermark add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.LiveText/Watermark.com for a fee of $18.00 for a multiple year subscription.

**VII. Course Evaluations:**

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

**VIII. Student Ethics and Other Policy Information:**
Class Attendance Policy (Policy 6.7): Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

Students with Disabilities (Policy 6.1 and 6.6)—To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

Academic Honesty—Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

It is the policy of Stephen F. Austin State University that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. (see Academic Integrity A-9.1)

Academic Integrity— is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.
Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

IX. Other Relevant Course Information:

Withheld Grades Semester Grades Policy (Policy 5.5)
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct (Policy 10.4)
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Students with Disabilities
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Additional Information:

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:
1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.