Course Information
Course title: School Psychology Interventions with Practicum
Course number: EPP 762
Course discipline: Education
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Meeting time(s): 7:00-9:45
Credits: 04

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Introduction
This course is a synthesis of all of your previous work. The expectation is for you to think like a practitioner. This includes researching assessment tools before using them, diagnosing cases once you have the information, and preparing intervention strategies for home and school. A large part of professionalism is knowing when you don't know something, consulting with others, and researching. Therefore, in addition to your cases, you will be asked to attend group and individual supervision, consult with one another online, and research assessments and interventions when necessary.

Required Readings

Recommended Readings

**NASP Standards Addressed**

**Standard 2.1: Data-Based Decision-Making and Accountability:**
School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.

**Standard 2.2: Consultation and Collaboration.**
School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system, levels.

**Standard 2.3: Effective Instruction and Development of Cognitive/ Academic Skills:**
School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

**Standard 2.4: Socialization and Development of Life Skills**
School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

**Standard 2.5: Student Diversity in Development and Learning:**
School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths and needs.
Standard 2.6: School and Systems Organization, Policy Development, and Climate:
School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

Standard 2.7: Prevention, Crisis Intervention, and Mental Health:
School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.

Standard 2.8: Home/School/Community Collaboration:
School psychologists have knowledge of family systems, including family strengths and influences on student development, learning and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

Standard 2.10: School Psychology Practice and Development:
School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

Standard 2.11: Information Technology:
School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

Policies

Academic Misconduct – “Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.”

An example of academic misconduct is plagiarism: “Using the words or ideas of another, from the Internet or any source, without proper citation of the sources.” See the “Student Academic Misconduct Policy” (approved December 9, 2005) located at: http://studentlife.unlv.edu/judicial/misconductPolicy.html.
Copyright – The following statement is recommended for inclusion in course syllabi:

The University requires all members of the University Community to familiarize themselves and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. To familiarize yourself with copyright and fair use policies, you are encouraged to visit the following website: [http://www.unlv.edu/committees/copyright/](http://www.unlv.edu/committees/copyright/).

Disability Resource Center (DRC) – The Office of the Executive Vice President and Provost and Faculty Senate have endorsed the statement below to be included in all course syllabi. It is important to know that over two-thirds of the students in the DRC reported that the syllabus statement, often read aloud by the faculty during class, directed them to the DRC office.

The Disability Resource Center (DRC) coordinates all academic accommodations for students with documented disabilities. The DRC is the official office to review and house disability documentation for students, and to provide them with an official Academic Accommodation Plan to present to the faculty if an accommodation is warranted. Faculty should not provide students accommodations without being in receipt of this plan.

UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, offering reasonable accommodations to qualified students with documented disabilities. If you have a documented disability that may require accommodations, you will need to contact the DRC for the coordination of services. The DRC is located in the Student Services Complex (SSC), Room 137, and the contact numbers are: Voice (702) 895-0866, TTY (702) 895-0652, fax (702) 895-0651. For additional information, please visit: [http://studentlife.unlv.edu/disability/](http://studentlife.unlv.edu/disability/).

Missed Class(es)/Student – As a general rule, a student missing a class or laboratory assignment because of observance of a religious holiday shall have the opportunity to make up missed work. Students must notify the instructor of anticipated absences by the last day of late registration, August 25, 2008, to be assured of this opportunity.

NOTE: Students who represent UNLV at any official extracurricular activity shall also have the opportunity to make up assignments, but the student must provide official written notification to the instructor no less than one week prior to the missed class(es).

This policy shall not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the university that could reasonably have been avoided. There should be good faith effort by both faculty and student to come to a reasonable resolution. When disagreements
regarding this policy do arise, they can be appealed to the department chair/unit director, college/school dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to; band, drama, intercollegiate athletics, recruitment, and any other activity sanctioned by a college/school dean, and/or the Executive Vice President and Provost.

**Rebelmail** – By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication. All UNLV students receive a Rebelmail account after admission to the university. Non-admitted students should contact the Student Help Desk at (702) 895-0761, in the Student Union Room 231, or by e-mail: studenthelp@unlv.edu. See [http://rebelmail.unlv.edu/](http://rebelmail.unlv.edu/) for additional information.

**UNLV Writing Center** – *The following statement is recommended for inclusion in course syllabi:*

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance.

Appointments may be made in person or by calling 895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: [http://writingcenter.unlv.edu/](http://writingcenter.unlv.edu/)

**Attendance Policy:**

You are expected to attend and participate in all classes. Attendance means that you are present for the entire class period, not using your cell phones or Internet service on your laptop, and are awake. *Even if you are physically in the classroom, you may be considered absent if you are not attending to the class work.*

If you cannot attend class for any reason, email or call me prior to 3 hours before the class, as there may be an alternative experience available for you.

Any absences where an alternative experience has not been submitted by the end of the semester cannot be made up at a later time. This would be counted as an **absolute absence.**

*More than 3 absolute absences within one semester will result in an automatic failing grade for the course.*

**Ethical Notation:**

ALL ACTIVITIES MUST BE PERFORMED IN ACCORDANCE WITH LEGAL AND ETHICAL STANDARDS
Course Objectives/ Goals

1. Demonstrate knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. Utilize these models and methods as part of a systematic process to collect data and translate that data into assessment results that aid in suggestions for empirically-based recommendations for service delivery.

2. Utilize your knowledge of human learning processes to assess these processes as well as develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs.

3. Assess human developmental processes based on your knowledge of human develop and utilize information derived from this assessment to develop appropriate strategies for meeting the behavioral, affective, adaptive, and social goals of your clients.

4. Evaluate individuals using both test data and knowledge of individual differences and abilities in context with a person’s biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors.

5. Demonstrate your knowledge of general education, special education, and other educational and related services when conducting assessments and providing recommendations in your reports.

6. Utilize knowledge of human development and psychopathology as well as associated biological, cultural, and social influences on human behavior to assess clients in order to contribute information and suggestions of recommendations in the areas of prevention and intervention.

7. Be prepared to work with families because the family system that the client is in impacts the client in terms of influences on the client’s development, learning, and behavior. Understand the strengths and weaknesses in each family to work effectively with them to promote and provide recommendations from your assessment for comprehensive services to children and families.

8. Practice school psychology according to legal, professional, and ethical standards.

9. Interpret assessment results through written and verbal reports.

10. Demonstrate knowledge of information sources and technology relevant to the work of a school psychologist or school psychology student.

11. Consult with classmates, supervisors, and/or other professionals about cases.

Course Requirements

The instructor or a field supervisor in the schools, one designated by the instructor, will assign students cases. All work completed by students is to be overseen by the instructor or a designated field supervisor in the schools.

1. Attend class regularly and participate in weekly discussions and in-class assignments

2. Complete readings as assigned by the instructor

3. Complete a minimum of 3 comprehensive case studies. These cases may be from the university clinic or from the Clark County School District. Whenever possible, you will be expected to do cases in both settings.
4. Post at least 2 informative posts on WebCT each week. These posts may include (but are not limited to) information from your readings, questions about clients, requests for intervention suggestions, diagnostic questions, or anything else related to the class.

5. Present school and/or clinic cases during class periods and be prepared to discuss clinical impressions and suggestions for intervention or treatment planning.

6. Engage in role play exercises designed to simulate scenarios likely to be encountered during case work.

7. A high level of professionalism is required for the successful completion of this course and practicum. Students are expected to work positively with the instructor, field supervisors, graduate assistants, parents, children, and clients. Acceptance and use of feedback is necessary.

8. The time required for this course will be approximately three hours per week for group supervision. Additional to this is a significant amount of time needed for work with and for clients.

ALL ACTIVITIES MUST BE PERFORMED IN ACCORDANCE WITH LEGAL AND ETHICAL STANDARDS

Forms and Documents
All forms and documents needed for this class should be available on the instructor’s website or in your documents given to you on the first day of class. Please let the instructor know if there is something that you need. You are responsible for and expected to bring all necessary or possible documents needed to meet with your clients.

Grading System
Grades will be based on the quality of professional preparation, reports, consulting skills, intervention plans and completion of all case studies in a timely manner. The university instructor and the designated field supervisor will evaluate the public school practica experiences jointly (when applicable).

Evaluation of Clinical Skills
Students will be observed with clients during all segments of the clinic practicum. Students will be evaluated after each session. The evaluation will pertain to the student's behavior and skills in assessment and relationship building with clients. Review of video recordings or digital video recordings by the instructor and student may be employed as part of this process. The instructor will evaluate students’ reports and protocols, and students will make all necessary corrections. Intervention plans will be evaluated for practicality and efficacy. The university faculty, the field supervisor, and other supervisors (when applicable) may discuss the student's progress and practicum activities throughout the practicum. When an outside supervisor is involved, a practicum evaluation form will be used as a means for documenting student progress.
Specifically: Grading will be based on...
5%: WebCT posting (at least 2 informative postings per week)
60%: Portfolio Assessment (at least 3 cases)
20%: Case presentations (at least 2 cases)
15%: New test (at least 1 new test)

You will not receive a grade until your practicum log(s) are turned in and signed!

Proposed Individual Lessons

Lesson 1: Introduction to Practicum
Objectives or Goals: Prepare students for practicum experience.
Topics:
1. Discussion of syllabus and expectations.
2. Introduction to school psychology clinic.
4. Review of previous case files.
5. Introduction/ review of the DSM-IV
Assignments:
1. Contact and schedule appointments for clients.
2. Start WebCT discussions (at least 2 informative posts).

Lesson 2: Review assessment
Objectives or Goals:
1. Discuss case assignments (NASP: 2.1-Data-Based Decision-Making and Accountability, 2.2: Consultation and Collaboration 2.5-Student Diversity in Development and Learning, 2.8-Home/School/Community Collaboration, 2.10-School Psychology Practice and Development)
2. Discuss what to do during an emergency in the clinic (NASP: 2.2: Consultation and Collaboration, 2.7-Prevention, Crisis Intervention, & Mental Health, 2.10-School Psychology Practice and Development)
3. Discuss DSM-IV: Axis I diagnoses (NASP: 2.1-Data-Based Decision-Making and Accountability, 2.3-Effective Instruction and Development of Cognitive/ Academic Skills, 2.4-Socialization and Development of Life Skills, 2.5- Student Diversity in Development and Learning, 2.7-Prevention, Crisis Intervention, and Mental Health, 2.10-School Psychology Practice and Development)
Assignments:
1. Continue work in the clinic
2. Continue WebCT discussions (at least 2 informative posts) (NASP: 2.2: Consultation and Collaboration, 2.11-Information Technology)
Lesson 3: Review Assessment

Objectives or Goals:
1. Discuss case assignments (NASP: 2.1-Data-Based Decision-Making and Accountability, 2.2: Consultation and Collaboration 2.5-Student Diversity in Development and Learning, 2.8-Home/School/Community Collaboration, 2.10-School Psychology Practice and Development)
2. Discuss DSM-IV: Axis I diagnoses (NASP: 2.1-Data-Based Decision-Making and Accountability, 2.3-Effective Instruction and Development of Cognitive/Academic Skills, 2.4-Socialization and Development of Life Skills, 2.5- Student Diversity in Development and Learning, 2.7-Prevention, Crisis Intervention, and Mental Health, 2.10-School Psychology Practice and Development)

Assignments:
1. Continue work in the clinic
2. Continue WebCT discussions (at least 2 informative posts) (NASP: 2.2: Consultation and Collaboration, 2.11-Information Technology)
3. Two of you will be preparing for a formal case presentation.

Lesson 4: Case Presentations

Objectives or Goals:
1. Formal Case presentations (NASP: 2.1-Data-Based Decision-Making and Accountability, 2.2: Consultation and Collaboration 2.5-Student Diversity in Development and Learning, 2.8-Home/School/Community Collaboration, 2.10-School Psychology Practice and Development)
2. Discuss assigned cases (NASP: 2.1-Data-Based Decision-Making and Accountability, 2.2: Consultation and Collaboration 2.5-Student Diversity in Development and Learning, 2.8-Home/School/Community Collaboration, 2.10-School Psychology Practice and Development)
3. Discuss DSM-IV: Axis I diagnoses (NASP: 2.1-Data-Based Decision-Making and Accountability, 2.3-Effective Instruction and Development of Cognitive/Academic Skills, 2.4-Socialization and Development of Life Skills, 2.5- Student Diversity in Development and Learning, 2.7-Prevention, Crisis Intervention, and Mental Health, 2.10-School Psychology Practice and Development)

Assignments:
1. Continue work in the clinic
2. Continue WebCT discussions (at least 2 informative posts) (NASP: 2.2: Consultation and Collaboration, 2.11-Information Technology)
3. Two of you will be preparing for a formal case presentation.
Lesson 5: Case Presentations
Objectives or Goals:
1. Formal Case presentations (NASP: 2.1-Data-Based Decision-Making and Accountability, 2.2: Consultation and Collaboration 2.5-Student Diversity in Development and Learning, 2.8-Home/School/Community Collaboration, 2.10-School Psychology Practice and Development
2. Discuss assigned cases (NASP: 2.1-Data-Based Decision-Making and Accountability, 2.2: Consultation and Collaboration 2.5-Student Diversity in Development and Learning, 2.8-Home/School/Community Collaboration, 2.10-School Psychology Practice and Development
3. Discuss DSM-IV: Axis II diagnoses (NASP: 2.1-Data-Based Decision-Making and Accountability, 2.3-Effective Instruction and Development of Cognitive/Academic Skills, 2.4-Socialization and Development of Life Skills, 2.5-Student Diversity in Development and Learning, 2.7-Prevention, Crisis Intervention, and Mental Health, 2.10-School Psychology Practice and Development)

Assignments:
1. Continue work in the clinic
2. Continue WebCT discussions (at least 2 informative posts) (NASP: 2.2: Consultation and Collaboration, 2.11-Information Technology)
3. Two of you will be preparing for a formal case presentation.

Lesson 6: Case Presentations
Objectives or Goals:
1. Formal Case presentations (NASP: 2.1-Data-Based Decision-Making and Accountability, 2.2: Consultation and Collaboration 2.5-Student Diversity in Development and Learning, 2.8-Home/School/Community Collaboration, 2.10-School Psychology Practice and Development
2. Discuss assigned cases (NASP: 2.1-Data-Based Decision-Making and Accountability, 2.2: Consultation and Collaboration 2.5-Student Diversity in Development and Learning, 2.8-Home/School/Community Collaboration, 2.10-School Psychology Practice and Development
3. Discuss DSM-IV: Axis II diagnoses (NASP: 2.1-Data-Based Decision-Making and Accountability, 2.3-Effective Instruction and Development of Cognitive/Academic Skills, 2.4-Socialization and Development of Life Skills, 2.5-Student Diversity in Development and Learning, 2.7-Prevention, Crisis Intervention, and Mental Health, 2.10-School Psychology Practice and Development)

Assignments:
1. Continue work in the clinic
2. Continue WebCT discussions (at least 2 informative posts) (NASP: 2.2: Consultation and Collaboration, 2.11-Information Technology)
3. Two of you will be preparing for a formal case presentation.
Lesson 7: Case presentation

Objectives or Goals:
1. Formal Case presentations (NASP: 2.1-Data-Based Decision-Making and Accountability, 2.2: Consultation and Collaboration 2.5-Student Diversity in Development and Learning, 2.8-Home/School/Community Collaboration, 2.10-School Psychology Practice and Development)
2. Discuss assigned cases (NASP: 2.1-Data-Based Decision-Making and Accountability, 2.2: Consultation and Collaboration 2.5-Student Diversity in Development and Learning, 2.8-Home/School/Community Collaboration, 2.10-School Psychology Practice and Development)
3. Discuss DSM-IV: Axis III diagnoses (NASP: 2.1-Data-Based Decision-Making and Accountability, 2.3-Effective Instruction and Development of Cognitive/Academic Skills, 2.4-Socialization and Development of Life Skills, 2.5-Student Diversity in Development and Learning, 2.7-Prevention, Crisis Intervention, and Mental Health, 2.10-School Psychology Practice and Development)

Assignments:
1. Continue work in the clinic
2. Continue WebCT discussions (at least 2 informative posts) (NASP: 2.2: Consultation and Collaboration , 2.11-Information Technology)
3. Two of you will be preparing for a formal case presentation.

Lesson 8: Case Presentation

Objectives or Goals:
1. Formal Case presentations (NASP: 2.1-Data-Based Decision-Making and Accountability, 2.2: Consultation and Collaboration 2.5-Student Diversity in Development and Learning, 2.8-Home/School/Community Collaboration, 2.10-School Psychology Practice and Development)
2. Discuss assigned cases (NASP: 2.1-Data-Based Decision-Making and Accountability, 2.2: Consultation and Collaboration 2.5-Student Diversity in Development and Learning, 2.8-Home/School/Community Collaboration, 2.10-School Psychology Practice and Development)
3. Discuss DSM-IV: Axis IV diagnoses (NASP: 2.1-Data-Based Decision-Making and Accountability, 2.3-Effective Instruction and Development of Cognitive/Academic Skills, 2.4-Socialization and Development of Life Skills, 2.5-Student Diversity in Development and Learning, 2.7-Prevention, Crisis Intervention, and Mental Health, 2.10-School Psychology Practice and Development)

Assignments:
1. Continue work in the clinic
2. Continue WebCT discussions (at least 2 informative posts) (NASP: 2.2: Consultation and Collaboration , 2.11-Information Technology)
3. Two of you will be preparing for a formal case presentation.
Lesson 9: Case Presentation
Objectives or Goals:
1. Formal Case presentations (NASP: 2.1-Data-Based Decision-Making and Accountability, 2.2: Consultation and Collaboration 2.5-Student Diversity in Development and Learning, 2.8-Home/School/Community Collaboration, 2.10-School Psychology Practice and Development
2. Discuss assigned cases (NASP: 2.1-Data-Based Decision-Making and Accountability, 2.2: Consultation and Collaboration 2.5-Student Diversity in Development and Learning, 2.8-Home/School/Community Collaboration, 2.10-School Psychology Practice and Development
3. Discuss DSM-IV: Axis IV diagnoses (NASP: 2.1-Data-Based Decision-Making and Accountability, 2.3-Effective Instruction and Development of Cognitive/Academic Skills, 2.4-Socialization and Development of Life Skills, 2.5-Student Diversity in Development and Learning, 2.7-Prevention, Crisis Intervention, and Mental Health, 2.10-School Psychology Practice and Development)

Assignments:
1. Continue work in the clinic
2. Continue WebCT discussions (at least 2 informative posts) (NASP: 2.2: Consultation and Collaboration, 2.11-Information Technology)
3. Two of you will be preparing for a formal case presentation.

Lesson 10: Self-Directed Study
Objectives or Goals:
1. Update and organize any case files in your possession
2. Review DSM-IV: Axis I and II diagnoses not discussed in class (NASP: 2.1-Data-Based Decision-Making and Accountability, 2.3-Effective Instruction and Development of Cognitive/Academic Skills, 2.4-Socialization and Development of Life Skills, 2.5-Student Diversity in Development and Learning, 2.7-Prevention, Crisis Intervention, and Mental Health, 2.10-School Psychology Practice and Development)
3. Understand DSM-IV: Axis V criteria (NASP: 2.1-Data-Based Decision-Making and Accountability, 2.3-Effective Instruction and Development of Cognitive/Academic Skills, 2.4-Socialization and Development of Life Skills, 2.5-Student Diversity in Development and Learning, 2.7-Prevention, Crisis Intervention, and Mental Health, 2.10-School Psychology Practice and Development)

Assignments:
1. Continue work in the clinic
2. Continue WebCT discussions (at least 2 informative posts) (NASP: 2.2: Consultation and Collaboration, 2.11-Information Technology)
3. Read and review unfamiliar sections of the DSM-IV (NASP: 2.1-Data-Based Decision-Making and Accountability, 2.3-Effective Instruction and Development of Cognitive/Academic Skills, 2.4-Socialization and Development of Life Skills, 2.5-Student Diversity in Development and Learning, 2.7-Prevention, Crisis Intervention, and Mental Health, 2.10-School Psychology Practice and Development)
4. Two of you will be preparing for a formal case presentation.
Lesson 11: Case Presentation
Objectives or Goals:
1. Formal Case presentations (*NASP*: 2.1-Data-Based Decision-Making and Accountability, 2.2: Consultation and Collaboration 2.5-Student Diversity in Development and Learning, 2.8-Home/School/Community Collaboration, 2.10-School Psychology Practice and Development
2. Discuss assigned cases (*NASP*: 2.1-Data-Based Decision-Making and Accountability, 2.2: Consultation and Collaboration 2.5-Student Diversity in Development and Learning, 2.8-Home/School/Community Collaboration, 2.10-School Psychology Practice and Development
3. Review DSM-IV: Axis Discuss DSM-IV: Axis V diagnoses (*NASP*: 2.1-Data-Based Decision-Making and Accountability, 2.3-Effective Instruction and Development of Cognitive/ Academic Skills, 2.4-Socialization and Development of Life Skills, 2.5- Student Diversity in Development and Learning, 2.7-Prevention, Crisis Intervention, and Mental Health, 2.10-School Psychology Practice and Development)

Assignments:
1. Continue work in the clinic
2. Continue WebCT discussions (at least 2 informative posts) (*NASP*: 2.2: Consultation and Collaboration, 2.11-Information Technology).
3. TBA

Lesson 12: Special Topics and Supervision
Objectives or Goals:
1. Special Topics
2. Discuss assigned cases (*NASP*: 2.1-Data-Based Decision-Making and Accountability, 2.2: Consultation and Collaboration 2.5-Student Diversity in Development and Learning, 2.8-Home/School/Community Collaboration, 2.10-School Psychology Practice and Development

Assignments:
1. Continue work in the clinic
2. Continue WebCT discussions (at least 2 informative posts) (*NASP*: 2.2: Consultation and Collaboration, 2.11-Information Technology).
3. TBA

Lesson 13: Special Topics and Supervision
Objectives or Goals:
1. Special Topics
2. Supervision

Assignments:
1. Continue work in the clinic
2. Continue WebCT discussions (at least 2 informative posts) (*NASP*: 2.2: Consultation and Collaboration, 2.11-Information Technology).
3. TBA
Lesson 14: Special Topics and Supervision
Objectives or Goals:
   1. Special Topics
   2. Supervision
Assignments:
   1. Continue work in the clinic
   2. Continue WebCT discussions (at least 2 informative posts) (*NASP: 2.2: Consultation and Collaboration , 2.11-Information Technology*).
   3. TBA

Lesson 14: Wrap-up and Supervision
Objectives or Goals:
   1. Wrap-up
   2. Supervision
Assignments:
   1. Schedule your portfolio review for May 11 (between 6-8 PM)

Final Exam: Portfolio Review
Date: Individually Scheduled
Objectives or Goals:
   1. Present your completed portfolio to the instructor during a one-on-one meeting.
Assignments:
   1. Enjoy the break!