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 need; 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
Disability Services
The UNLV Disability Resource Center (DCR) houses the resources for students with 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. Their numbers are: 702-895-0866 (voice); 702-895-0652 (TDD); and 702-895-0651 (fax). For additional information please visit www.unlv.edu/studentlife/drc

Copyright
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, the University encourages you to visit its copyright website at www.unlv.edu/committees/copyright

Religious Holiday
Students missing a class or assignment because of observance of a religious holiday shall have the opportunity to make up missed work. Students must notify the instructor of any anticipated absences by September 5th to be assured of this opportunity

Academic Dishonesty
UNLV publishes the following policy regarding academic dishonesty:

The University is dedicated to learning by all members of its community. In responding to this dedication, the University demands a high level of scholarly behavior and academic honesty on the part of students, faculty, staff, and administrators. No form of academic dishonesty is acceptable. While maintenance of an atmosphere of academic integrity is the responsibility of all, the faculty is principally responsible for enforcement of these standards.

Academic dishonesty includes an act that violates the academic processes of the University. These acts include, but are not limited to, cheating on an examination, stealing examination questions, substituting one person for another at an examination, violating the procedures of a national or state examination, falsifying data, destroying or tampering with or stealing a computer program or file, and plagiarizing (using as one's own the ideas or writings of another)

If a student in a particular course is deemed by the instructor to be guilty of academic dishonesty, the student may be assigned a failing grade for the corresponding segment of the course or for the entire course. The instructor is responsible for recording the circumstances and for giving the student an opportunity to reply. Appeals go to the department chair and to the dean of the college offering the course. Students may further appeal to the Faculty Senate Academic Standards Committee.
**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 development 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**

Students will be assigned cases by the instructor or a field supervisor who will be designated by the instructor. All work completed by students is to be overseen by the instructor or a designated field supervisor.

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.
4. Present cases during class periods and be prepared to discuss clinical impressions and suggestions for intervention or treatment planning.
5. Engage in role play exercises designed to simulate scenarios likely to be encountered during case work.
6. 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.
7. 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

Blank copies of all case file forms & a report template can be downloaded online at:

http://www.unlv.edu/faculty/sloe/EPY_762_-_School_Psychology_Interventions_with_Practicum.html

STUDENTS ARE RESPONSIBLE FOR OBTAINING ALL NECESSARY FORMS FOR CASES FILES

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. Students' reports and protocols will be evaluated by the instructor and students will make all necessary corrections. Intervention plans will be evaluated for practicality and efficacy. The university faculty and other supervisors (when applicable) will 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...
1. 65%: Portfolio Assessment (at least 3 cases)
2. 20%: Case presentations (at least 2 cases)
3. 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
Date: Thursday, January 18, 2007
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.

Lesson 2: Review assessment
Date: Thursday, January 25, 2007
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

Lesson 3: Review Assessment
Date: Thursday, February 1, 2007
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. Two of you will be preparing for a formal case presentation.

Lesson 4: Case Presentations
Date: Thursday, February 8, 2007
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. Two of you will be preparing for a formal case presentation.

Lesson 5: Case Presentations
Date: Thursday, February 15, 2007
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. Two of you will be preparing for a formal case presentation.

Lesson 6: Case Presentations
Date: Thursday, February 22, 2007
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. Two of you will be preparing for a formal case presentation.

Lesson 7: Case presentation
Date: Thursday, March 1, 2007
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. Two of you will be preparing for a formal case presentation.
Lesson 8: Case Presentation
Date: Thursday, March 8, 2007
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, 2.2: 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. Two of you will be preparing for a formal case presentation.

Spring Break
Dates: March 12- March 18, 2007

Lesson 9: Case Presentation
Date: Thursday, March 22, 2007
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, 2.2: 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. Two of you will be preparing for a formal case presentation.

Lesson 10: Self-Directed Study
Date: Thursday, March 29, 2007
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. 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)
3. Two of you will be preparing for a formal case presentation.
Lesson 11: Case Presentation
Date: Thursday, April 5, 2007
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. TBA

Lesson 12: Special Topics and Supervision
Date: Thursday, April 12, 2007
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. TBA

Lesson 13: Special Topics and Supervision
Date: Thursday, April 19, 2007
Objectives or Goals:
1. Special Topics
2. Supervision
Assignments:
1. Continue work in the clinic
2. TBA

Lesson 14: Special Topics and Supervision
Date: Thursday, April 26, 2007
Objectives or Goals:
3. Special Topics
4. Supervision
Assignments:
3. Continue work in the clinic
4. TBA
Lesson 14: Wrap-up and Supervision
Date: Thursday, May 3, 2007
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: Thursday, May 10, 2007 (starting 6 PM)
Objectives or Goals:
1. Present your completed portfolio
Assignments:
1. Enjoy the summer!