

EDSP 849/949 Advanced Practicum in School Psychology and Supervision-CrsRvs-2016-02-17

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Form Information

 The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: ONLY change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

- If DUAL LISTED list BOTH courses in the page title***

Second Step: Click “SAVE” on bottom right

- DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS***
- Please be sure to remove the Brackets while renaming the page***

Third Step: Make sure the word ***DRAFT*** is in yellow at the top of the proposal

Fourth Step: Click on “**EDIT CONTENTS**.”(not EDIT) and start completing the template. When exiting or when done, click “**SAVE**” on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

**Indicates a required field*

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Proposing Department/Unit*	Educational and School Psychology	Contact Phone*	724 357-4757

Course Level*	graduate-level
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Course Revisions	
(Check all that apply;fill out categories below as specified; i.e. if only changing a course title, only complete Category A)	
Category A: catalog_desc_change course_prefix_number_change course_title_change	Category B: add_dual_level course_revision <i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i> <i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i> <i>* Distance Education: Please complete the Distance Education section of this form (below)</i>

Rationale for Proposed Changes (All Categories)	
(A) Why is the course being revised/deleted:*	This course is being revised to fulfill the requirements of the American Psychological Association in regard to the proposed PhD Program in School Psychology.
(B) University Senate Summary of Rationale*	<i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i> This course is being revised to fulfill the requirements of the American Psychological Association in regard to the proposed PhD Program in School Psychology.

(C) Implications of the change on the program, other programs and the Students:*	The proposed change will benefit the proposed PhD Program because it will position the course to be an approvable component of the PhD Program by accrediting agencies (e.g., the American Psychological Association). The proposed change is not expected to impact other programs.
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Current Course Information*	Proposed Changes
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Category A			
(D)	EDSP	Proposed Prefix	EDSP
(E)	949	Proposed Number	849/949
(F)	Practicum II	Proposed Course Title	Advanced Practicum and Supervision
(G)	For approved school psychologist certification and doctoral degree candidates only	Proposed Prerequisite(s)	Grade of A or B in all core courses. EDSP 849 is for approved school psychology certificate and doctoral students and EDSP 949 is for approved school psychology doctoral students
(H)	Involves a series of opportunities for students to practice clinical and supervisory skills in a highly structured university clinic setting. Based on their level of training and experience, students are required to demonstrate distinct skills related to (1) organization and dynamics of the educational process; (2) assessment for intervention; (3) direct and indirect intervention methods; and (4) supervision of the clinical practice of other school psychologists. Certification and Track A doctoral students will enroll twice for 6 semester hours, while experienced Track B doctoral students have a 3-semester-hour requirement.	Proposed Catalog Description	This course involves a series of opportunities for students to practice clinical and supervisory skills in a highly structured university clinic setting. Based on the level of training and experience, students are required to demonstrate distinct skills related to (1) organization and dynamics of the educational process; (2) assessment for intervention; (3) direct and indirect intervention methods; and (4) supervision of the clinical practice of other school psychologists. Students enrolling in EDSP 849 will enroll twice for a total of 6 semester hours, while doctoral students enrolling in EDSP 949 will enroll for 3 semester hours. Students must earn a grade of B or better in order to advance in the program.

If changing Category A, no further action required.

Category B (if no change, leave blank)			
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(I)	Class Hours: Lab Hours: Credits:	Proposed Number of Credits	Class Hours: Lab Hours: Credits:
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<p>(J) Current Course</p> <p>(Student Learning)</p> <p>Outcomes</p>		<p>Proposed Course</p> <p>(Student Learning)</p> <p>Outcomes</p>	
<p>(K) Dual Listed Course Only:</p> <p>List Current Learning</p> <p>Outcomes for the</p> <p>Higher-Level Course</p>	<p>Students will learn:</p> <ol style="list-style-type: none"> 1. To communicate children's strengths and needs effectively in oral and written fashion. 2. To coordinate all aspects of service delivery as they pertain to the needs of individual children. 3. To administer and score accurately individual assessment instruments. 4. To interpret clinical findings accurately and definitively in a responsible and ethical manner. 5. To demonstrate sound professional and clinical judgment when fulfilling the responsibilities of a school psychologist. 6. To consult effectively with parents, teachers, supervisors, and other professionals regarding the learning and behavioral problems of children and youth. 7. To carry out the duties and functions of a school psychologist in accordance with school law and APA and NASP Codes of Ethics. 8. To be sensitive to the needs of children and families from various ethnic and minority groups while performing the duties of a school psychologist. 	<p>Dual Listed Courses Only:</p> <p>List Proposed Learning</p> <p>Outcomes for the</p> <p>Higher-Level Course</p>	<p>Student clinicians (those taking EDSP 849) will:</p> <ol style="list-style-type: none"> 1. Communicate children's strengths and needs effectively in oral and written fashion. 2. Coordinate all aspects of service delivery as they pertain to the needs of individual children. 3. Accurately administer and score individual assessment instruments. 4. Interpret clinical findings accurately and definitively in a responsible and ethical manner. 5. Demonstrate sound professional and clinical judgment when fulfilling the responsibilities of a school psychologist trainee. 6. Consult effectively with parents, teachers, supervisors, and other professionals regarding the learning and behavioral problems of children and youth. 7. Carry out the duties and functions of a school psychologist trainee in accordance with state laws as well as American Psychological Association and National Association of School Psychologists Codes of Ethics. 8. Be sensitive to the needs of children and families from various ethnic and minority groups while performing the duties of a school psychologist. <p>Doctoral supervisors (those taking EDSP 949) will:</p> <ol style="list-style-type: none"> 1. Compare and contrast theoretical models associated with provision of effective supervision to supervisees. 2. Develop clinical and administrative supervisory skills for all facets of the psychoeducational assessment process. 3. Coordinate all aspects of service delivery as they pertain to the needs of the supervisee and client. 4. Identify supervisee's areas in need of growth in an oral and written manner. 5. Develop supervisee competencies through structured interventions and evaluation of intervention efforts. 6. Communicate supervisee strengths in an oral and written manner. 7. Demonstrate sound professional and clinical judgment when fulfilling the responsibilities of a supervisor. 8. Consult effectively with parents, teachers, supervisees, and other professionals regarding the learning and behavioral problems of children and youth. 9. Carry out the duties and functions of a supervisor in accordance with school law and American Psychological Association and National Association of School Psychologists Codes of Ethics. 10. Be sensitive to the needs of supervisees, children, and families from various ethnic and minority groups while performing the duties of a supervisor.
	<p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration</i></p> <p><i>regarding student work - For every one hour of classroom or direct faculty instruction,</i></p>	<p>Brief Course Outline</p>	<p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration</i></p> <p><i>regarding student work - For every one hour of classroom or direct faculty instruction,</i></p>

(L)
Brief
Course
Outline

(It is acceptable to copy from old syllabus)

there should be a minimum of two hours of out of class student work.

	<p>Clinic Orientation</p> <p>Review syllabus</p> <p>Distribute cases</p> <p>Discuss procedures and case formulation</p>
Clinical Teams to meet with faculty supervisor to plan for clinic day	<p>1:00pm-5:00pm</p> <p>Clinic Day</p> <p><i>Mandatory attendance per clinic schedule</i></p>
	<p>Brief topic focused discussion</p> <p>Case Staffings: Room 254 Stouffer Hall</p>
Clinical Teams to meet with faculty supervisor to plan for clinic day	<p>1:00pm-5:00pm</p> <p>Clinic Day</p> <p><i>Mandatory attendance per clinic schedule</i></p>
	<p>Case Presentations: Mandatory attendance</p> <p>New Case assignments</p>
Clinical Teams to meet with faculty supervisor to plan for clinic day	<p>1:00pm-5:00pm</p> <p>Clinic Day</p> <p><i>Mandatory attendance per clinic schedule</i></p>
Student clinicians to meet with faculty supervisor to plan for clinic day	<p>1:00pm-5:00pm</p> <p>Clinic Day</p> <p><i>Mandatory attendance per clinic schedule</i></p>
Student clinicians to meet with faculty supervisor to plan for clinic day	<p>1:00pm-5:00pm</p> <p>Clinic Day</p> <p><i>Mandatory attendance per clinic schedule</i></p>

(Give sufficient detail to communicate the content to faculty across campus. It is not necessary to include specific readings, calendar or assignments)

there should be a minimum of two hours of out of class student work.

Week	Task	Activity to Complete
Week 1	<i>Orientation</i>	<ul style="list-style-type: none"> Review Child Study Center policies and procedures
Week 2	<i>Staffing – Review Syllabus; Review cases; Meet with supervisors</i>	<ul style="list-style-type: none"> Review Syllabus (Faculty Supervisor) Case Assignment (Faculty Supervisor) Introduce the Case Planning Form Introduce Supervision Activity Log
Prior to week 3	<i>Supervision: Student Clinicians meet with Doctoral Supervisors</i>	<ul style="list-style-type: none"> Review Case Planning Form Complete Supervision Activity Log
Prior to week 3	<i>Supervision: Doctoral Supervisors meet with the Faculty Supervisor</i>	<ul style="list-style-type: none"> Review of Supervision Activity Log
Week 3	<i>Clinic Day</i>	<ul style="list-style-type: none"> Meet with Clients
Prior to week 4	<i>Supervision: Student Clinicians meet with Doctoral Supervisors</i>	<ul style="list-style-type: none"> Review Case Planning Form Complete Supervision Agreement - SP Complete Supervision Activity Log
Prior to week 4	<i>Supervision: Doctoral Supervisors meet with the Faculty Supervisor</i>	<ul style="list-style-type: none"> Review Supervision Agreement Review Supervision Activity Log
Week 4	<i>Staffing – Case Presentations; staff cases</i>	<ul style="list-style-type: none"> Case presentations /staffing
Week 5	<i>Clinic Day</i>	<ul style="list-style-type: none"> Meet with client
Prior to week 6	<i>Supervision: Student Clinicians meet with Doctoral Supervisors</i>	<ul style="list-style-type: none"> Review Planning Form Complete Supervision Activity Log

	<p>Brief topic focused discussion</p> <p>Case Staffings: Room 254 Stouffer Hall</p>
<p>Student clinicians to meet with faculty supervisor to plan for clinic day</p>	<p>1:00pm-5:00pm</p> <p>Clinic Day</p> <p><i>Mandatory attendance per clinic schedule</i></p>
	<p>Case Staffings: Room 254 Stouffer Hall</p> <p><i>Mandatory attendance</i></p>
<p>Student clinicians to meet with faculty supervisor to plan for clinic day</p>	<p>1:00pm-5:00pm</p> <p>Clinic Day</p> <p><i>Mandatory attendance per clinic schedule</i></p>

Prior to week 6	<i>Supervision:</i> Doctoral Supervisors meet with the Faculty Supervisor	<ul style="list-style-type: none"> Review of Supervision Activity Log
Week 6	<i>Staffing–</i> Case Presentations; staff cases	<ul style="list-style-type: none"> Case #1 presentations
Week 7	<i>Clinic Day</i>	<ul style="list-style-type: none"> Meet with Clients
Prior to week 8	<i>Supervision:</i> Student Clinicians meet with Doctoral Supervisors	<ul style="list-style-type: none"> Review Planning Form Complete Supervision Activity Log
Prior to week 8	<i>Supervision:</i> Doctoral Supervisors meet with the Faculty Supervisor	<ul style="list-style-type: none"> Review of Supervision Activity Log
Week 8	<i>Staffing–</i> Review Cases	<ul style="list-style-type: none"> Planning Form Case staffing
Week 9	<i>Clinic Day</i>	<ul style="list-style-type: none"> Meet with Clients
Prior to week 10	<i>Supervision:</i> Student Clinicians meet with Doctoral Supervisors	<ul style="list-style-type: none"> Planning Form Supervision Activity Log
Prior to week 10	<i>Supervision:</i> Doctoral Supervisors meet with the Faculty Supervisor	<ul style="list-style-type: none"> Review Supervision Activity Log
Week 10	<i>Staffing–</i> Case Presentations	<ul style="list-style-type: none"> Case staffing /presentations
Week 11	<i>Clinic Day</i>	<ul style="list-style-type: none"> Meet with Clients
Prior to week 12	<i>Supervision:</i> Student Clinicians meet with Doctoral Supervisors	<ul style="list-style-type: none"> Planning Form Supervision Activity Log
Prior to week 12	<i>Supervision:</i> Doctoral Supervisors meet with the Faculty Supervisor	<ul style="list-style-type: none"> Review Supervision Activity Log
Week 12	<i>Staffing</i>	<ul style="list-style-type: none"> Case presentations /Staffings
Week 13	<i>Clinic Day</i>	<ul style="list-style-type: none"> Meet with Clients
Prior to week 14	<i>Supervision:</i> Student Clinicians meet with Doctoral Supervisors	<ul style="list-style-type: none"> Case Planning Form Supervision Activity Log

		Prior to week 14	<i>Supervision:</i> Doctoral Supervisors meet with the Faculty Supervisor	<ul style="list-style-type: none"> Review Supervision Activity Log
		Week 14	<i>Staffing – review cases</i>	<ul style="list-style-type: none"> Submit final reports to faculty supervisor Case presentations
		Week 15	<i>Final Exam</i>	

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

If Completing this Section, Check the Box to the Right:	
Course Prefix/Number	
Course Title	
Type of Proposal	<i>See CBA, Art. 42.D.1 for Definition</i>
Brief Course Outline	<p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</i></p> <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p>
Rationale for Proposal (Required Questions from CBA)	
How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?	
For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.	
How will the instructor-student and student-student interaction take place? (if applicable)	
How will student achievement be evaluated?	

<p>How will academic honesty for tests and assignments be addressed?</p>	
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Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

<p>If Completing this Section, Check the Box to the Right:</p>	
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Liberal Studies Course Designations (Check all that apply)	
Learning Skills:	
Knowledge Area:	
Liberal Studies Elective	<i>Please mark the designation(s) that apply - must meet at least one</i>
Expected Undergraduate Student Learning Outcomes (EUSLOs)	<p><i>Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners</i></p> <p>See http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694</p>
Description of the Required Content for this Category	<i>Narrative on how the course will address the Selected Category Content</i>
<p>All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.</p> <p>Please answer the following questions.</p>	
<p>Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. Please explain how this course will meet this criterion.</p>	

<p>Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. Please describe how your course will meet this criterion.</p>	
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Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

If Completing this Section, Check the Box to the Right:	
Course Designations:	
Key Assessments	
	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric <p style="text-align: center;">File Modified</p> <hr style="width: 20%; margin-left: 0;"/> <p>No files shared here yet.</p> <ul style="list-style-type: none"> • Drag and drop to upload or browse for files
Narrative Description of the Required Content	<i>How the proposal relates to the Education Major</i>

For Deans Review
Are Resources Available/Sufficient for this Course?
Is the Proposal Congruent with the College Mission?
Has the Proposer Attempted to Resolve Potential Conflicts with Other Academic Units?
Comments:

Please scroll to the top and click the Page Status if you are ready to take action on the workflow. Please submit an ihelp if you have any questions <http://ihelp.iup.edu>