

**George Mason University**  
**College of Education and Human Development**  
**School Psychology Program**  
**SPSY 792-001 3 credits**  
**Prevention, Intervention, & Consultation Practicum**  
**Fall 2019**

**Location:** 203N, Clinic Classroom, 10340 Democracy Lane  
**Time:** Fridays, 10:30 – 1:10  
**Instructor:** Ellen Rowe  
**Office:** 10340 Democracy Lane 202C  
**Office Hours:** Fridays, 1:15 – 3:15  
**Email Address:** erowe@gmu.edu

**Course Prerequisites/Corequisites:**  
SPSY 773

### **Catalog Description**

Requires school-based practicum under the supervision of school psychologist, and weekly seminar. Focuses on teacher consultation and implementation of prevention/intervention services. Application of a variety of concrete methods/strategies designed to support successful academic achievement and positive social-emotional adjustment for children in schools. Focuses on delivery of evidence-based direct and consultative psychological services to individuals and groups within the school community. Offered by [Graduate School of Education](#). May be repeated within the degree for a maximum 6 credits.

### **Course Overview**

The three-credit-hour practicum provides the student with the opportunity to begin to practice and develop their skills in consultation, prevention, and intervention in a school setting. Thus, the focus of the practicum is consultation as well as the implementation of school-based prevention and/or intervention services. This practicum affords the student experiential *in vivo* training under the direct supervision of an experienced and skilled psychologist in the schools. Knowledge and skills essential to the practice of school psychology (presented didactically in SPSY 619, SPSY 773, EDCD 603, and EDRD 629) are put into practice in a school setting. The course focuses on delivery of evidence-based direct and consultative psychological services to individuals and groups within the school community. Additionally, the semester begins with a focus on professional development for school psychologists.

### **Course Delivery Method**

Seminar format

### **Learner Objectives**

The goal of this course is for the student to acquire additional knowledge of professional development for school psychologists, as well as to evolve and advance new skills and practice in consultation, prevention, and intervention in the context of a school environment.

Students will attain the goals of this course by demonstrating competence in the following objectives:

- Develop professional resume for positions in school psychology
- Consultation with parent or educational professional addressing instructional or behavioral concerns
- Conduct a behavioral or academic intervention with a small group of students or an individual student in a Tier 2 or Tier 3 format

**Some of the Optional Resources (all books are available from the instructor)**

*Think Good-Feel Good: A Cognitive Behavior Therapy Workbook; Daily Behavior Report Cards: An Evidence-based System of Assessment and Intervention; Active Interventions for Kids and Teens: Adding Adventure and Fun to Counseling; Smart but Scattered; Coping Cat.*

**Textbooks**

Theodore, L. A. (2017). *Handbook of evidenced-based interventions for children and adolescents*. New York: Springer.

**Course Performance and Evaluation**

The student is strongly encouraged to spend 3 to 6 hours per week through the semester in a school. The minimum requirement for the placement is four hours per week planning and/or implementing a consultation and an ongoing prevention or intervention activity for a total of 60 hours throughout the semester.

The student is responsible for fulfilling any administrative requirements that the guest school district might impose, e.g., background check, TB screening, etc., and for observing regulations imposed by the district.

The student is responsible for submitting a weekly log that summarizes activities during the preceding week.

The University instructor will conduct an on-site observation and interview with the practicum student and supervising psychologist during the semester.

The school-based supervising psychologist is asked to provide a final, formal evaluation of the student's progress.

The final course grade is based on aggregation of scores for the following measures of performance:

<b>Creation of a resume, tailored to the skills/experience of a school psychologist</b>	20%
<b>Presentation on an evidence-based treatment chapter from text</b>	30%
<b>Class logs demonstrating participation in the activities outlined at the bottom of page 1 in this syllabus</b>	20%
<b>End of the semester reflection paper on your consultation as well as your intervention (be it academic or behavioral). Rubric for paper will be provided</b>	30%

---

## GMU Policies and Resources for Students

### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/> ).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .**

## Schedule of Classes

**You will receive an email regarding any changes to this schedule**

<b>Presentation Topics &amp; Events</b>			
<b>Date</b>	<b>Presenter</b>	<b>Class topic</b>	<b>Activity/Presentation</b>
8/30	Instructor	<b>Hand out practicum guidelines; discuss students' practicum preferences (which school system); review practicum expectations (how many hours; anticipated training and experiences).</b>	<b>Talk about different local school systems and roles for school psychologists in each.</b>
9/6		<b>Review and Discussion of School Psychology Resume Tips Evidence-based Interventions for School Violence and Homework Compliance in Children and Adolescents Discuss practicum placements</b>	Discussion from Handbook of EBI for Children and Adolescents, Chapters 4 and 10
9/13		<b>Evidence-based Interventions for Anger and Aggression and Bullying in Children and Adolescents Update on practicum requirements/progress</b>	Discussion from Handbook of EBI for Children and Adolescents, Chapter 12 & Chapter 13
9/20		<b>Evidence-based Interventions for Specific Phobias in Children and Adolescents Discuss practica</b>	Discussion from Handbook of EBI for Children and Adolescents, Chapter 22
9/27		No Class VASP Conference, Richmond, VA	
10/4		<b>Evidence-based Interventions for Children and Adolescents with Emotional and Behavioral Disorders Discuss practica</b>	Discussion from Handbook of EBI for Children and Adolescents, Chapter 17 <b>Bring copy of class logs for review (may be electronic)</b>

10/11		<b>Evidence-based Interventions for Working with Culturally Diverse Children and Families</b> Discuss practica	Discussion from Handbook of EBI for Children and Adolescents, Chapter 11
10/18		<b>Evidence-based Interventions for Oppositional Defiant Disorder in Children and Adolescents</b> Discuss practica	Discussion from Handbook of EBI for Children and Adolescents, Chapter 15  <b>Midterm: Draft Resume Due</b>
10/25		<b>Evidence-based Interventions for Attention Deficit Hyperactivity Disorder in Children and Adolescents</b> Discuss practica	Discussion from Handbook of EBI for Children and Adolescents, Chapter 14
11/1		<b>Evidence-based Interventions for School Refusal and Selective Mutism in Children and Adolescents</b> Discuss practica	Discussion from Handbook of EBI for Children and Adolescents, Chapter 23 & Chapter 20
11/8		<b>Evidence-based Interventions for Suicidal Behavior in Children and Adolescents</b> Discuss practica	Discussion from Handbook of EBI for Children and Adolescents, Chapter 5
11/15		<b>Evidence-based Interventions for Major Depressive Disorder in Children and Adolescents</b> Discuss practica	Discussion from Handbook of EBI for Children and Adolescents, Chapter 24
11/22		<b>Evidence-based Interventions for Social Anxiety Disorder in Children and Adolescents</b> Discuss practica	Discussion from Handbook of EBI for Children and Adolescents, Chapter 19

11/29		No class Happy Thanksgiving!	
12/6		Wrap-up, Discuss practica	<b>Final class logs due for review (may be electronic)</b>
12/13		Final Exam period	<b>Reflection paper due</b>