

### About the Instructor

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Office Hours: Tuesdays 11 - 12

### Welcome

Welcome to our practicum seminar! In this course, you'll get to know each other within and across your cohorts, and we'll discuss what you're doing and experiencing at your practicum sites. I look forward to hearing each of you reflect on your experiences and grow in your skills and confidence as we progress through the course. I hope that this course gives you a supportive space in which to ask questions, problem-solve, and plan for your own development.

### Bio

I got my PhD in school psychology in 2010, but I've known that I wanted to work with children since I was a child myself! I love this field because there is no better feeling than helping a child, their parents, or their teachers have a better understanding of what's going on and how to help.

### Teaching Philosophy

I believe that learning and development as a professional start in graduate school and continue forever. I want these seminar meetings to be a time for you to check in with me and with each other, to receive supervision and support for what you're doing at practicum, and occasionally to learn something new.

### Communicating with the Instructor

Please email me with simple questions and stop by my office for harder, more complex ones. If you can't make office hours, we can schedule something. I am by nature someone who likes to do a lot of things and who stays very busy, and that sometimes means that important emails get missed. **If I ever don't get back to you within 24 hours, or by noon on Monday about something you sent over the weekend, please follow up with me.** If you don't know what to say because it feels awkward, here's a script that you can send with the forwarded original email, "Hi Dr. McKenney, just following up on the email below!"

## About the Course

### Course description

Practicum in Clinical Child and School Psychology is designed to provide graduate students an opportunity to develop and practice their professional skills under the supervision of experienced psychologists in the schools and other systems that provide services to children, adolescents, and their families. By applying methods and techniques of psychology to specific problems typically referred to psychologists in these settings, students are encouraged to integrate the systematic knowledge gained from their formal academic training. Appropriately credentialed psychologists and mental health professionals who have special competencies and are employed by the schools and other community agencies serve as supervisors and role models for students.

Practicum training is individually arranged and monitored by the program director who serves as the university practicum coordinator. To the greatest extent possible, a variety of factors are considered when student practicum placements are made, which include: course requirements related to practicum, individual student training needs,

geographic location relative to the student's home, and the student's plans for future internship or job placement. **If a student has a particular preference for a practicum site, they should discuss their preference with the program director at least two months prior to the semester of their placement.**

*Please note that attending practicum requires access to reliable transportation around the STL and Metro East regions.*

### **Required Hours**

Students are required to take a minimum of 7 semester hours of practicum for the Master of Science degree and an additional 4 semester hours for the Specialist Degree. Students typically enroll for 2 semester hours of practicum per semester throughout their program. The usual schedule is 6 clock hours on-site per week with a total of 90 hours per semester being required for 2 credit hours (45 hours onsite for 1 semester hour of credit.) Students in the School Track spend the majority, if not all, of their practicum in school settings while students in the Clinical Child Track spend the majority, if not all, of their practicum in clinical settings.

This semester, second year students need to complete two semesters of practicum credit, for a total of 90 hours. ***Second year students in the School Psychology track will also need to accrue 90 hours of on-site practicum credit for the upcoming summer semester.***

This semester, first year students need to complete two semesters of practicum credit, for a total of 90 hours. ***First year students will also need to accrue 45 hours of on-site practicum credit for the upcoming summer semester.***

To reach the total number of hours needed this semester, students may do any of the following:

- "Roll over" up to 20 hours from the fall semester *of any hours accrued above the fall semester required total*
  - o Example A. Student earned 103 hours in the fall, and can therefore roll over 13 hours toward the spring.
  - o Example B. Student earned 121 hours in the fall, and can therefore roll over 20 hours toward the spring.
- Accrue up to 10 hours by listening to podcasts and/or watching online webinars/modules that are relevant to Clinical Child and School Psychology (podcasts, webinars, and modules assigned for courses other than this practicum seminar cannot count toward practicum hours)
- Attending professional development events, such as the School Psychology Expo or NASP (count hours spent in informational sessions only)

Despite the number of hours generated by the above activities, students are expected to set out a weekly schedule for practicum attendance with their supervisors at the beginning of the semester, and to honor that commitment until the agreed upon end date. It is not acceptable for students to stop attending practicum prior to the agreed upon end date simply because they have achieved the required number of hours.

### **Evaluation**

Representative NASP and ISBE standards have been selected for each semester (fall, spring and summer of years 1 and 2) to correspond with respective coursework that they are taking that semester. In other words, each semester has prescribed standards that the students are rated on with respective activities, some of which are linked to course requirements.

These standards are reflected in the practicum evaluation forms that are on separate survey websites for each semester, and which can be reviewed via the links provided in the SIUE CCS Practicum Guidance Document.

### **Course goals and objectives**

- Develop an awareness of and an appreciation for the cultural diversity of children and adolescents in our communities.
- Develop an understanding of responsiveness to the special needs of children and adolescents with mental health needs and/or disabilities.
- Develop knowledge of the available school and community resources for those school aged persons who have needs.

- Develop knowledge of the roles, responsibilities, and functions of various professionals who work in schools, local mental health agencies, and the healthcare system.
- Develop knowledge and appreciation for the roles and the functions of school and community-based mental health providers.
- To integrate skills acquired through course work and training.

### **Course textbooks**

There are no assigned textbooks required for this class. Students are recommended to have a desk reference copy of the *DSM-5-TR* and the *American Psychological Association Publication Manual, 7<sup>th</sup> Edition*.

## **Course requirements**

### **Course activities/assessments**

Please see the syllabus for the list of course readings and when they are due. Reading materials will be posted on the Teams page, under practicum readings.

### **Observed and co-scored administration**

First year students are required to complete an administration of a standardized, norm-referenced academic achievement or cognitive ability measure that is both *observed* and *co-scored for agreement* by their supervisor. Supervisors have discretion over the time in the semester and the PK – 12 student with whom this would be an appropriate activity, although completion in the first half of the semester is encouraged. To complete this activity, the student should administer a full-length (e.g., adequate to generate full score/general score) administration, during which time the supervisor is observing, noting any administration errors, and scoring alongside the practicum student. Following the administration, the supervisor and the student will *independently* calculate sub-scale, composite, and full scale scores (hand scoring is preferred to computer entry whenever possible), and compare their scores. The student will submit to the university supervisor the result of this activity, de-identified to protect the identity of the PK – 12 student being evaluated. Depending upon the outcomes, the university supervisor may recommend additional activities to ensure readiness to conduct reliable, valid assessments. Similarly, the site supervisor has full discretion regarding any additional observation, practice, or observed follow-up activities for the practicum student to complete.

### **Review of practicum site preparation methods**

First year students will review the file review tools used at their practicum site, and will complete a file review for at least one student/client at their site. If needed, they can use a file review tool provided by the instructor.

Second year school psychology students will, with the help of their supervisor, complete a grid/domain in preparation for an upcoming evaluation that is in the planning stages. Students can complete the grid concurrently with their supervisor, or can observe their supervisor completing one, and then attempt to complete another grid on their own.

Second year clinical child psychology students will complete either an intake and treatment planning outline, or a diagnostic symptom review. Examples can be given by instructor, if needed. Students can complete the assignment concurrently with their supervisor, or can observe their supervisor completing one, and then attempt to complete one on their own.

### **Grades**

There are two hundred fifty points available in this course, and the point breakdown differs according to year in the program.

For first year students, 150 points are based on practicum evaluations, 25 points are available for the practicum preparation methods assignment, 25 points are available for the observed and co-scored administration, and 50 points are assigned for participation and attendance at assigned practicum meetings.

For second year students, 150 points are based on practicum evaluations, 50 points are available for the practicum preparation methods assignment, and 50 points are assigned for participation and attendance at assigned practicum meetings.

Each assignment must be completed at a satisfactory level or higher for students to receive a passing grade in the course.

#### Course Averages

A = 92.5% or above = 231 points or above

B = 84% to 92.4% = 209 points to 230 points

C = 77.5% to 83.9% = 194 points to 208 points

D = 193 points and below

## Instructor, Departmental, and University Policies

### Instructor Policies

**Online materials.** Some program materials, such as the Program Manual and the Practicum Guidance Document, are available via the SIUE CCS Teams page. Please familiarize yourself with Teams and check the page regularly for updates.

**Communication.** All students must have an SIUE email address to participate fully in this course, as email will be used to communicate information regarding seminar meetings, readings, meetings with you and your supervisors, and timelines for conducting end of semester evaluations.

**Academic Engagement.** Being engaged in this course includes checking Teams regularly and being prepared to discuss class materials. During group discussions, you are expected to listen attentively to peers, attempt to understand their points before sharing your own, and respect the human dignity of your peers. Dissent is welcome, but it is not acceptable to introduce or defend points that dehumanize your peers. Shared humanity recognizes equal access to well-being, liberty, and opportunity/property; therefore, arguments that individuals within one socially constructed group have greater entitlement to well-being, liberty, or opportunity/property than others, on the sole basis of membership in that group, are not allowed, and will result in removal from the discussion. As a point of reference, if you are forcing one or more peers to “prove” that they are equally entitled to your basic rights, then you are dehumanizing them, and such behavior is not tolerated in this course.

**APA Format in Written Work.** Students are expected to be familiar and/or to familiarize themselves with APA standards for citations and references, per the *7th edition* of the Publication Manual of the American Psychological Association. Please ensure that you have access to this text at any time that you may need it during the semester.

**\*\*\*A lack of knowledge of appropriate citation and referencing format will not excuse you from point deductions from written assignments or disciplinary action in the case of plagiarism.\*\*\***

If you would like additional instruction in the use of APA format, please arrange to speak with me, or seek out the resources described below.

Students who require additional assistance in writing in the areas of grammar and/or organization are strongly encouraged to seek out additional assistance from outside sources to assist in improving their ability to revise their written work. University-based services for assisting students with professional writing include the Writing Center (<http://www.siu.edu/IS/WRITING/index.html>), which also provides workshops in APA style.

### Department Policies

#### The Psychology Department's Policy on Withdrawals and Incompletes

All withdrawals must be completed by the end of the 13<sup>th</sup> week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see <http://www.siu.edu/policies/1j1.shtml>). The granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the course work before the deadline for grade submission. An I must be approved by the instructor with appropriate documentation provided by the student. If

an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from an I to F.

**The Psychology Department's Writing Policy.** As a student in this course, you will be expected to display graduate-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well);
- verb tense consistency;
- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors;
- properly formatted citations and references, per *the 7th edition* of the APA manual.

This is by no means an exhaustive list of basic writing skills, but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (<http://www.siue.edu/is/writing>) or use one of the many online resources they have identified to help students (<http://www.siue.edu/is/writing/resources.shtml>). If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you (see below for the specific policy for this class).

**The penalty for unacceptable writing in this class is as follows: if your written assignment violates any of the above stipulations, or is otherwise inconsistent with the stated expectations for a written assignment, it will be returned to you for resubmission, and 25% of the total available points will be deducted from the final grade assigned after resubmission.**

**The Psychology Department's Policy on Plagiarism.** Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siue.edu/policies/3c2.shtml>). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (<http://www.siue.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at <http://www.siue.edu/education/psychology/plagiarism.shtml>.

**In addition, it is expressly prohibited for students to work together on, review, or look at each other's homework, papers, or presentations for this class.**

## **University Policies**

### **Regular and Substantive Interaction**

Regular and substantive interaction (RSI) is required as part of new U.S. Department of Education regulations for distance (online) education and it supports student learning in all learning environments (online, face-to-face, hybrid, hyflex, etc.). SIUE faculty participate in RSI by initiating frequent and timely opportunities to engage with students. Because there are several ways to implement RSI, such as facilitating online discussions, scheduling a Zoom conference with a student, or holding regularly scheduled review sessions before tests, RSI may look different in every class. To learn more about RSI, use the Online Tips links for Faculty and Students in your Blackboard course websites or visit the [Faculty Resources for Regular and Substantive Interaction webpage](#).

## Recordings of Class Content

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness or quarantine. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here: <https://www.siu.edu/policies/3c1.shtml>.

## Diversity and Inclusion

SIUE is committed to respecting everyone's dignity at all times. In order to learn, exchange ideas, and support one another, our virtual and physical classrooms must be places where students and teachers feel safe and supported. Systems of oppression permeate our institutions and our classrooms. All students and faculty have the responsibility to co-create a classroom that affirms inclusion, equity, and social justice, where racism, sexism, classism, ableism, heterosexism, xenophobia, and other social pathologies are not tolerated. Violations of this policy will be enforced in line with the SIUE Student Conduct Code.

The [Inclusive Excellence, Education, and Development Hub](#) is an excellent resource for students for support and community. Any person who believes they have experienced or witnessed discrimination or harassment can contact Lindy Wagner, Assistant Vice Chancellor for Inclusive Excellence, Education and Development at (618) 650-3179 or [linwagn@siue.edu](mailto:linwagn@siue.edu).

## Pregnancy and Newly Parenting Policy

This policy and procedure are established to ensure the protection and equal treatment of pregnant students, students with pregnancy-related medical conditions including as a result of the termination of pregnancy, and students who become new parents including parents adopting or fostering to adopt for the first 12 weeks a child is in the home, in accordance with Federal and State guidelines and regulations. "New Parents" refers to a parent who has recently welcomed a newborn or adopted a child or is fostering to adopt a child and needs support to mitigate the disruption in academic progress within the first 12 weeks of parenting or a parent that needs support due to medical necessity attributed to pregnancy or delivery of a child; care of newborn; or lactation within the first year of child's life or legal adoption/fostering. Visit [Policies & Procedures - Student Rights and Conduct - Newly Parenting Policy - 3C15](#) to view the full policy and learn how to request accommodations through the Office of Equal Opportunity, Access, and Title IX Coordination (EOA).

## Additional Support

### Services for Students Needing Accommodations

It is the policy and practice of Southern Illinois University Edwardsville to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content or the use of non-captioned videos—please contact Accessible Campus Community and Equitable Student Support (ACCESS) as soon as possible. In order to properly determine reasonable accommodations, students must register with ACCESS either online at [siue.edu/access](http://siue.edu/access) or in person in the Student Success Center, Room 1203. You can also reach the office by emailing us at [myaccess@siue.edu](mailto:myaccess@siue.edu) or by calling [618-650-3726](tel:618-650-3726).

If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

**Instructor note:** I have endeavored to create a syllabus, online resources, and classroom environment that are accessible to learners using assistive devices and other learners with disabilities. If you are a learner with a disability and come across a resource, assignment, or task that is not accessible, please let me know of it as soon as possible so that I can take steps to correct it and/or find a more suitable alternative.

## Academic and Other Student Services

As an enrolled SIUE student, you have a variety of support available to you, including:

- [Lovejoy Library Resources](#)

- [Academic Success Sessions](#)
- [Tutoring Resource Center](#)
- [The Writing Center](#)
- [Academic Advising](#)
- [Financial Aid](#)
- [Campus Events](#)
- [Counseling Services](#)

If you find that you need additional support, please reach out and let me know.

### **Cougar Care**

Graduate school is challenging, and I always support a student's decisions to prioritize mental health. Students have access to counseling services on campus (Student Success Center, 0222). Make an appointment by visiting [cougarcare.siu.edu](http://cougarcare.siu.edu) or by calling [618-650-2842](tel:618-650-2842).

### **Student Success Coaches**

[Student success coaches](#) work across campus to serve the SIUE student population with the tools and resources to adjust to and meet the demands of the college experience. Success coaches provide direct services such as time management support and referrals to campus resources. If you find yourself in need of academic or personal support, or in a situation that is preventing you from being successful in the classroom, please utilize [Starfish](#) to connect with a coach as soon as possible. The sooner you engage, the sooner you can access the information or tools you need that may help you get back on track.

### **Technical Support**

Contact ITS at [618-650-5500](tel:618-650-5500) or at [help@siue.edu](mailto:help@siue.edu) with any technical concerns. You can also check the functionality of University systems, including Blackboard, at the [ITS System Status page](#), or search the [ITS KnowledgeBase](#) for various how-to and troubleshooting guides.

### **Subject to change notice**

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.

## Course Schedule

<b>Week</b>	<b>Learning Activities</b>	<b>Attendance</b>	<b>Read</b>
<b>Week 1</b> 1/9	Spring prac overview	All	
<b>Week 2</b> 1/16	Social media Liability insurance discussion	First year	Floress et al., 2023
	CCS Program Event	SIUE and EIU School Psychology Expo Friday, January 19 <sup>th</sup> Pana High School 9:45 am – 2 pm	
<b>Week 3</b> 1/23		No Meeting	
<b>Week 4</b> 1/30	Phone consultation with pediatricians	Second Year	Clay, 2022
<b>Week 5</b> 2/6	Increasing the number of school psychologists	All	Sohn, 2024
	CCS Program Event	CCS Program Interview Day 1 Friday, February 9 <sup>th</sup> 8:30 am – 1 pm	
<b>Week 6</b> 2/13	Indigenous youth in schools	First Year	Aguilar et al., 2021
	CCS Program Event	NASP Annual Convention February 14 <sup>th</sup> – 17 <sup>th</sup> New Orleans, LA	
<b>Week 7</b> 2/20	Teen Dating Violence	Second Year	Abrams, 2023
	CCS Program Event	CCS Program Interview Day 2 Friday, February 23 <sup>rd</sup> 8:30 am – 1 pm	
<b>Week 8</b> 2/27		No meeting	
<b>Week 9</b> 3/9	SIUE Spring Break		
<b>Week 10</b> 3/12	Mental Health Tech Changes Turn in practicum preparation methods assignment – Day 1	All	Abrams, 2024
<b>Week 11</b> 3/19	Migration trauma for Latinx youth	First Year	Roschmann, 2021
<b>Week 12</b> 3/30		No meeting	
<b>Week 13</b> 4/2	Comprehensive Sexuality Education in Schools	Second Year	NASP Position Statement, December 2021
<b>Week 14</b> 4/9	Character Education in Schools Turn in practicum preparation methods assignment – last day	First Year	McEnerney, 2021
<b>Week 15</b> 4/16	PRAXIS and licensure prep	Second Year	Lahman et al., 2022



Week	Learning Activities	Attendance	Read
<b>Week 16</b> 4/23	Ensure that your rating of your practicum site is completed online, and that your supervisors have completed the appropriate Spring evaluation on Qualtrics  Inform supervisors of the need to complete Summer ratings by the end of May		
CCS Program Event		Spring graduation for Clinical Child Master's and School Psych Specialist Students!!! Friday, May 3rd	

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