

About the Instructor

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Welcome

Welcome back to practicum seminar! This spring, we'll deepen your engagement with our field as we 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 semester credit hours, for a total of 90 hours on site. ***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 semester credit hours, for a total of 90 hours on site. ***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; podcasts and readings assigned by your practicum supervisor can count)
- Attending professional development events, such as program PD's, ISPA, or NASP (Up to 8 hours spent in informational sessions)

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 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

Joyce, Beaulieu, D., & Rossen, E. (2015). *The school psychology practicum and internship handbook*. Springer.

In addition, students are recommended to have a desk reference copy of the *DSM-5-TR* and the *American Psychological Association Publication Manual, 7th 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 prior to engaging in other assessment tasks at practicum 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.

What to turn in:

- The de-identified protocols hand scored by the student and the supervisor or de-identified score printouts generated by the student and the supervisor, AND

- A written reflection by the student, with or without supervisor commentary, describing the measure given, how the administration went and any feedback provided on techniques and/or scoring, and how accurately overall scoring was completed.

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.

Practicum Reflection Activities

Three times during the semester, as directed on the syllabus, students will complete the Practicum Reflection Form that is available via “Posts” on the Practicum channel of the SIUE CCS program Teams page.

Grades

There are three hundred 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, 30 points are available for the practicum preparation methods assignment, 30 points are available for the observed and co-scored administration, 60 points are available for the practicum reflection activities (20 each), and 30 points are assigned for participation and attendance at assigned practicum meetings.

For second year students, 150 points are based on practicum evaluations, 60 points are available for the practicum preparation methods assignment, 60 points are available for the practicum reflection activities (20 each), and 30 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.

Students with Accommodations. 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.

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 13th 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.siue.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 coursework 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

Academic integrity/plagiarism. Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. Plagiarism is the use of another person's words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, or dismissal from the University, per the SIUE academic dishonesty policy. Students are responsible for complying with University policies about academic honesty as stated in the University's Student Academic Conduct Code.

University guidance on artificial intelligence (AI). Unless expressly allowed by the instructor, the use of artificial intelligence (AI) tools and applications (including ChatGPT, DALL-E, and others) to produce content for course assignments and assessments is a violation of SIUE's academic policy and is prohibited.

Technology requirements and capabilities. Technical requirements for students can be found in this ITS KnowledgeBase article. Additional resources for learning with technology can be found on the Online at SIUE site.

Technical Support. Contact ITS at 618-650-5500 or at 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.

University policies and guidance that address teaching, learning, and student support services are available at: <https://kb.siue.edu/132378> Students are encouraged to visit this resource site for current information on:

- Regular and Substantive Interaction
- Recordings of Class Content
- Diversity and Inclusion
- Pregnancy and Newly Parenting Policy
- Services for Students Needing Accommodations (ACCESS)
- Academic and Other Student Services (Library, Academic Success, Tutoring, etc.)
- Cougar Care
- Student Success Coaches

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

Week	Learning Activities	Attendance	Read
Week 1 1/13	Orientation to practicum	First year	Beaulieu-Joyce & Rossen Chp. 2
Week 2 1/20		No meeting	
Week 3 1/27	Internship prep part 1	Second year	Beaulieu-Joyce & Rossen Chp. 6
Week 4 2/3	Immigrant students and belonging	All	Sabnis et al., 2026
	CCS Program Event	CCS Program Interview Day 1 Friday, February 6 th 8:30 am – 1 pm	
Week 5 2/10	Social media Liability insurance discussion	First year	Floress et al., 2023 1 st year practicum reflection due 9 am
	CCS Program Event	CCS Program Interview Day 2 Friday, February 13 th 8:30 am – 1 pm	
Week 6 2/17	Twice exceptional students	Second Year	Zirkel, 2021 2 nd year practicum reflection due 9 am
Week 7 2/24	CCS Program Event	NASP Annual Convention February 24 th – 27 th Chicago, IL	
Week 8 3/3	TBD	All	TBD
Week 9 3/10	SIUE Spring Break		
Week 10 3/17	Societal support of children's well-being Turn in practicum preparation methods assignment – Day 1	First Year	Abrams, 2026 1 st year practicum reflection due 9 am
Week 11 3/24	PRAXIS and licensure prep	Second Year	Lahman et al., 2022 2 nd year practicum reflection due 9 am
Week 12 3/31		No meeting	
Week 13 4/7	Leadership	First Year	Malone et al., 2026 1 st year practicum reflection due 9 am

Week	Learning Activities	Attendance	Read
Week 14 4/14	Internship Prep Part 2	Second Year	Beaulieu-Joyce & Rossen Chp. 7 2 nd year practicum reflection due 9 am
Week 15 4/21	TBD Turn in practicum preparation methods assignment – last day	All	TBD
Week 16 4/28	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 8 th	