

ACES (Academic Coaching for Educational Success) Practicum
PSY 641.003
Spring 2009

Syllabus

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 Office Hours: By appointment

Course Listing: Thursdays 3:00-5:45

Meeting Time with Client:

1. The Preliminary Diagnostic Session is scheduled for Thursday 1-8-09. Each therapist will interview their client. The supervisor will interview the client's parent for 45 minutes. Then the therapist, supervisor, parent, and student will meet together. Meetings are scheduled for 3, 4, 5, and 6 pm.
SEE Client/Coach Meeting and Parents/Supervisor Meeting
2. The Supervisor will have the parent(s) complete (45 minutes)
 - a. Parent Study Skills Checklist
 - b. Notice of Policies Consent
 - c. Behavioral Assessment System for Children-2 Parent Rating Scale
3. The Therapist will have the client complete (45 minutes)
 - a. My Day
 - b. Mega-Goals Planning Sheet
 - c. Student Study Skills Checklist
 - d. Behavioral Assessment System for Children-2 Self-Report-Adolescent Form
4. Together Supervisor/Therapist/Parent and Client complete (15 minutes)
 - a. Long Term Goals Planning
 - b. Statement of Responsibilities
 - c. Reminders for Next Meeting (one for you and one for client)

Prior to 1-15-08 the therapist should meet with the supervisor and go over the Summary and Impressions of ACES Preliminary Session.

All remaining sessions are scheduled for Thursdays from 3:30-4:30. SEE calendar below.

Client Session Cancellation:

Have the client call Chris Hobbs (515-0368) and/or email you and me.
 Chris will email you and me.

Practicum Overview:

This practicum is designed to provide students with clinical intervention experience in the context of coaching middle- and high-school students on specific learning strategies via a cognitive-behavioral framework. The course format will be varied to include one-on-one coaching sessions, group discussion, and supervision.

The first 30-minute portion of the class will involve preparation for the one-hour, one-on-one coaching session in the Psychoeducational Clinic at NCSU. Following the coaching session,

the last portion of the class will involve group supervision to discuss individual cases. Individual supervision will also be provided on an "as-needed" basis and may be scheduled with the instructor.

Outline of Meeting Times

Date	Agenda	To be completed outside of the formal meeting times:
1-8-09	<ul style="list-style-type: none"> • Preliminary Diagnostic Session after 1-8-09 class (initial diagnostic session scheduled for both parent/supervisor and student/graduate school psychology student simultaneously) • Meet with supervisor prior to 1-15-09 and have Summary and Impressions ACES Preliminary Session 	Meet with supervisor after preliminary diagnostic session to plan for first individual sessions.
1-15-09	<ul style="list-style-type: none"> • Organizational meeting; review syllabus • Overview of ACES • Coaching Guidelines • Review procedures for Preliminary Diagnostic Session (handout) • Procedures for Conducting Coaching Sessions, First Regular Coaching Session; Mid Session • Review, Last Session Coaching Session, • Satisfaction Survey (handouts) • Weekly Goal Sheets (handout) • Study Hygiene Coach Checklist (handout) • ACES Weekly Progress Report for • Correspondence with teachers (handout) • Procedures for record keeping (handout) • Handouts on strategies (Project Planning Worksheet, SQ4R, Cornell Notetaking, Mnemonics, Test-Taking, Stress Management) 	Discuss readings
1-22-09	<ul style="list-style-type: none"> • 1st session with client • Discussion of readings in group supervision; discussion of individual cases as needed 	Rest of readings must be completed by this time.
1-29-09	<ul style="list-style-type: none"> • 2nd session with client • Continued discussion of readings • Group supervision: discuss sessions and problem-solve 	
2-05-09	<ul style="list-style-type: none"> • 3rd session with client • Group Supervision 	
2-12-09	<ul style="list-style-type: none"> • 4th session with client • Group Supervision 	---
2-19-09	<ul style="list-style-type: none"> • 5th session with client • Group Supervision 	---
2-26-09	<ul style="list-style-type: none"> • 6th session with client • Group Supervision 	---
3-5-09	<ul style="list-style-type: none"> • No Coaching... Holiday (Spring Break) 	---
3-9-09	<ul style="list-style-type: none"> • Video Critiques due (leave in my box) 	
3-12-09	<ul style="list-style-type: none"> • 7th session. Mid-term evaluations. Parent present. • Group Supervision 	---
3-19-09	<ul style="list-style-type: none"> • 8th session with client • Group supervision 	---

3-26-09	<ul style="list-style-type: none"> • 9th session with client • Group Supervision • Materials Development due 	---
4-2-09	<ul style="list-style-type: none"> • No sessions (students Spring Break) • Group Supervision; Schedule a time to meet with instructor to discuss video critiques 	---
4-9-09	<ul style="list-style-type: none"> • 10th session with client • Group Supervision 	---
4-16-09	<ul style="list-style-type: none"> • 11th session with client • Group supervision 	---
4-23-09	<ul style="list-style-type: none"> • 12th session with client. Final evaluation. • Meet with Parents • Group Supervision 	---
4-30-09	<ul style="list-style-type: none"> • Treatment summaries due by 3:30 	
5-7-09	<ul style="list-style-type: none"> • Wrap Up Class • Presentation of Materials Development • Client files and therapy notes due by 3:30 	---

Readings

- *Davis, L. & Sirotowitz, S. (1996). *Study strategies made easy: A practical plan for school success*. Plantation, Florida: Specialty Press, Inc.
- Deschler, Warner, Schumaker, & Alley. Learning Strategies Intervention Model. Handout.
- Harvey, Virginia (2001). Best practices in teaching study skills. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology, Vol. II* (pp. 831-849). Washington, DC: National Association of School Psychologists
- Malekoff, Andrew, (2004). The Developmental Tasks of Adolescence. In *Group Work with Adolescents, 2nd edition* (pp. 6-13). New York: Guilford.
- Patterson, Williams, Grauf-Grounds, & Chamow (1998). Basic Counseling Skills. In *Essential Skills in Family Therapy* (pp. 100-108). New York: Guilford.
- Plante, Thomas (2005). Interviewing. In *Contemporary Clinical Psychology, 2nd edition* (pp. 182-186), Wiley.
- *Reid, R. & Lienemann, T. O. (2006). *Strategy instruction for students with learning disabilities*. New York: Guilford.
- Robin, A.L. (1998). Enhancing academic success. In *ADHD in adolescents: Diagnosis and treatment* (pp. 254-296). New York: Guilford.
- Young, M.E. (2005). The therapeutic relationship. In *Learning the art of helping: Building blocks and techniques* (pp. 50-77). New Jersey/Ohio: Pearson/Merrill Prentice Hall.
- Young, M.E. (2005). Invitational skills. In *Learning the art of helping: Building blocks and techniques* (pp. 95-119). New Jersey/Ohio: Pearson/Merrill Prentice Hall.
- Young, M.E. (2005). Goal-setting skills. In *Learning the art of helping: Building blocks and techniques* (pp. 226-244). New Jersey/Ohio: Pearson/Merrill Prentice Hall.
- * *Review and copy relevant chapters for individual cases*

Major Practicum/Course Goals:

1. To develop/enhance clinical skills necessary to implement effective cognitive-behavioral interventions within the context of teaching study skills (e.g., rapport with clients/parents/teachers, active/reflective listening, positive reframing).
2. To enhance skill development in various study skills strategies, including organization, learning, communication, reading comprehension, memorization, test-taking, homework completion, note-taking, and stress-management.
3. To become knowledgeable regarding the use of behavioral therapy strategies, including goal setting, treatment implementation, and monitoring of behavior.
4. To develop appropriate clinical record keeping skills, including developing treatment notes/plans/summaries and documenting clinical activities.

Course Requirements:

1. **Attend coaching sessions and supervision.** Students are expected to attend all scheduled client appointments and group supervision sessions. Excessive absences (more than two) may result in an incomplete with the requirement that you re-enroll for practicum credit when offered again.
2. **Professional conduct.** Students are required to adhere to the ethical principles and professional standards guiding the practice of school psychology and to the ethical principles put forth by the American Psychological Association and the National Association of School Psychologists. They are also required to conduct themselves professionally, use good judgment, and successfully establish and maintain relationships with clients, parents, and school personnel.
3. **Completion of record keeping requirements.** School psychologists must be responsive to strict time lines and record keeping requirements that are often mandated by law. Students are required to complete all program-based requirements and session notes in a timely and accurate manner.
4. **Audio or video tape all client sessions.** Tapes will be periodically reviewed by the instructor and may be presented to classmates during group supervision.
5. **Critique at least one videotaped session with instructor.** Students are required to provide a written critique of one videotaped session that will include: demonstration of certain clinical skills (e.g., rapport building, reflective listening, teaching of particular strategy) and assessment/evaluation of the session (to be completed by **3-9-09**). Feedback sessions will be scheduled with the instructor individually by 4-2-09.
6. **Materials development.** Students are required to develop a sample strategy/learning procedure that adheres to ACES (see handout for possible topics) and be used with their (or other) client (e.g., assignment calendar, organizational strategy, homework management procedures, systematic behavior monitoring program). A complete lesson plan should accompany the strategy, such that someone else could pick up the plan and teach/implement the strategy. Due **3-26-09**; to be presented on last day of class on **5-7-09**.
7. **Treatment summary.** By the end of the practicum experience, students are required to develop a case summary of their work with their client (Due by 3:30 on **4-30-09**). The case summary should include the following components:
 - a. Client name
 - b. Coach name
 - c. Dates of sessions attended
 - d. Initial treatment target goals: How were these goals addressed? What progress was made? Your assessment of how/if these goals were met.
 - e. Additional treatment targets and goals: How were these goals addressed? What progress was made? Your assessment of how/if these goals were met.
 - f. Client status at termination

Grading Policy

Practicum grades are assigned by the instructor/supervisor. Grading is based on a Satisfactory/Unsatisfactory system. The basis for awarding grades is as follows:

Satisfactory: Successful completion of all requirements

Unsatisfactory: Failure to complete one or more of the course requirements in a minimally passing manner. Examples of grounds for awarding a failing grade include unethical behavior or violation of laws and guidelines governing the practice of school psychology; failure to establish good relationships with client, parent, school staff, despite assistance from the supervisor in developing those skills; unresponsiveness to time lines or the accountability and documentation requirements inherent in the "coaching role;" a pattern of poor judgment and problem solving.