



UNIVERSITY OF  
**DENVER**

**Morgridge College of Education**

**CHILD, FAMILY, AND SCHOOL  
PSYCHOLOGY PROGRAM**

**CFSP 4352 COMMUNITY PRACTICUM**

**COMMUNITY PRACTICUM MANUAL  
2011-2012**

## Table of Contents

<b>Introduction.....</b>	<b>3</b>
Practicum Course Requirements * .....	3
Practicum Course Evaluation.....	3
<b>Eligibility for Practicum and Insurance .....</b>	<b>4</b>
Eligibility for Practicum .....	4
Insurance Coverage.....	4
<b>Practicum Expectations.....</b>	<b>4</b>
<b>Initiating a Practicum.....</b>	<b>6</b>
<b>Beginning a Practicum .....</b>	<b>6</b>
Student Responsibilities.....	6
Field Supervisor Responsibilities .....	7
University Supervisor Responsibilities.....	7
<b>During Practicum.....</b>	<b>8</b>
During the First Two Weeks.....	8
Third Week and Beyond .....	8
<b>Evaluating Practicum .....</b>	<b>9</b>
Weekly Site Activities .....	9
Seminar Participation and Assignments .....	9
Supervision Preparation .....	9
Cumulative Activity Logs.....	9
Quarterly Case Summary Reports * .....	10
Quarterly Performance Self-Reflection .....	10
Supervisor Performance Evaluations .....	10
Project Case Study * .....	10
In-service or Professional Presentation Summary .....	11
Site Evaluation.....	11
<b>Appendix.....</b>	<b>12</b>
A. Community Practicum Field Supervision Memorandum .....	13
B. Practicum Agreement * .....	15
C. Initial Professional Goal Statement * .....	17
D. Time Sheet – Weekly Log .....	19
E. Time Sheet – Cumulative Quarterly Log .....	20
F. Codes for Documentation of Field Placement Hours .....	21
G. Field Placement Performance Evaluation Form .....	22
H. End of Quarter Performance Self-Reflection.....	27
I. Site Evaluation.....	29
J. CFSP 4352 Community Practicum Syllabus .....	31
K. Community Practicum Alignment with NASP Standards ..	<b>Error! Bookmark not defined.</b>

# Introduction

The Community Practicum is a minimum of a 300 hour supervised field experience taken after the successful completion of core courses in the Child, Family and School Psychology program and 100 Mentorship hours. The Community Field Practicum can be completed during either a single quarter or over two quarters. The Community Practicum is considered a critical professional activity to help consolidate learning and professional competencies. Students work with a Field Supervisor across community settings and also attend independent practicum seminars facilitated by a University faculty member. Supervision is designed to provide ongoing feedback, case analysis, peer consultation, and continued professional development and experiences pertinent to successfully working within a community agency setting. During a Community Agency practicum, students gain first hand knowledge of how agencies interact with each other and how child and family policy impacts practice. Students engage in a wide range of program evaluation, grant writing, advocacy, training, team building and research activities and are involved in agency, community, or family services or consultation. Students are expected to participate as members of agency-based consultative teams.

***PLEASE NOTE: Throughout this manual an asterisk (\*) indicates that requirements are dependent upon the specific program and should be developed in consultation with your Field Supervisor and University Faculty.***

## **Practicum Course Requirements \***

- Weekly professional site activities and supervision
- Independent seminar attendance, assignment completion and peer collaboration
- Activity logs documenting cumulative practicum hours and site activities
- At least one case project (can be case study or other similar project )
- At least one professional presentation to peers and colleagues with a written summary
- Mid and final performance evaluations, self-reflective summaries, and site evaluations

## **Practicum Course Evaluation**

- Fulfill obligations at practicum site in a highly professional and ethical manner
- Apply and adhere to proficient skills and to professional standards
- Progress towards personal-professional goals and independent functioning
- Utilize constructive supervisory feedback
- Make reflective and insightful contributions during seminars and individual case reviews
- Complete one case study project and other assigned casework in a professional manner

## **Eligibility for Practicum and Insurance**

### **Eligibility for Practicum**

Before students are able to enroll in their community agency-based practicum, they must have successfully completed the developmental, methodological and educational sequence core courses with a grade of B or better. They also must have demonstrated applied skills and competencies working effectively with families, children and other clients and teams. Other core courses that must be completed before practicum may include: legal and ethical issues, educational measurement, learning applications, family consultation, working with exceptional children and their families, program evaluation and academic interventions. These courses prepare students with the basic knowledge needed to perform competently and effectively on site-based teams.

A student is expected to have developed the following fundamental skills for a practicum. A student should:

1. Be able to evaluate him or herself in terms of strengths and weaknesses concerning data-based decision making, report writing, consultation, and team building skills.
2. Demonstrate sensitivity, objectivity and have the flexibility to adapt to the needs of various situations.
3. Relate effectively with community members and other professionals.
4. Demonstrate understanding of professional ethical and legal responsibilities and standards.

Students are to assume responsibility for developing the above skills before and during their professional development and training program. Noted deficiencies may necessitate additional coursework or extended seminar experiences to improve or further support developing skills and to encourage confidence and independence. In other cases where deficiencies are apparent, a student may be asked to postpone or extend a field-based practicum.

### **Insurance Coverage**

All matriculated students in the Program who are enrolled in practicum are covered by malpractice insurance through the University of Denver. Students are covered through their enrollment in the Practicum class, thus, all students should be registered and fully enrolled before beginning any substantial on-site practicum activities. This ensures that each student will be supported and provided full University as well as Field-based supervision. For more details, or a copy of the insurance document, please contact the Morgridge College of Education Deans' Office at 303-871-3665. Students are also encouraged to obtain personal malpractice insurance through the Council for Exceptional Children or the American Psychological Association.

## **Practicum Expectations**

In order to meet program requirements, most M.A. and non-licensure Child and Family Leadership Ph.D. students complete two quarters of field practicum. Recognizing that all site experiences differ in the variety and breadth of activities and experiences that students can engage in, the following list of expectations are presented as guidelines for planning practicum activities. These expectations are aligned with the philosophy and training emphasis of the Child, Family, and School Psychology Program at the University of Denver.

- Practicum students typically commit to a designated field site for either one or two days per week. This time commitment can change each quarter depending on course scheduling. All scheduling commitments and changes must be arranged with the full approval of the Field Supervisor and University Faculty.
- Practicum students should engage in a range of placement activities that reflect the roles and responsibilities of the Field Supervisor and also meet program and professional development requirements.
- Practicum casework should reflect a rich variety of research, program evaluation, advocacy, training, team building or grant writing functions with administrators, other staff or community members.
- Practicum students are expected to participate as active members of site-based community agency teams.
- Practicum students should be responsible for presenting their ideas, results, impressions, and recommendations at appropriate team or agency meetings.
- Practicum students should be encouraged to participate on other site-based consultative or administrative teams whenever possible.
- Practicum students should establish a strong consultative relationship with at least one member of the community or agency staff.
- Practicum students should assist with or individually deliver at least one professional training or in-service presentation on a topic of mutual benefit to the practicum site as well as to the student.
- Practicum students act in strict accordance with all professional ethical standards and principles outline by University of Denver Child, Family, and School Psychology program.
- Practicum students maintain a weekly log of hours devoted to practicum and must submit a supervisor signed, cumulative summary of all practicum hours each quarter.
- Practicum students must receive weekly face to face supervision for a minimum of one hour a week by an appropriately credentialed on-site Field Supervisor as well as independent seminar meetings with a University Faculty.
- Practicum students are required to be enrolled in a University seminar during the assigned practicum to promote ongoing professional development, case review, peer collaboration, and supervision.
- Field Supervisors and University Faculty initially meet with the practicum student at the beginning of the field placement to discuss individual performance goals, on-site activities, and course expectations.
- The Field Supervisor and practicum student independently complete and share mid- and end-of-placement performance evaluations regarding perceptions of current competencies, attainment of performance goals, and ongoing progress. Then, these evaluation results are shared at a meeting with the University Faculty.
- Practicum students are responsible for arranging and scheduling all required (or requested) supervision and evaluation meetings in a timely manner at the convenience of the Field Supervisor and University Faculty.

## Initiating a Practicum

Practicum sites for students enrolled in the M.A. and the Child and Family Leadership Ph.D. programs must meet all state and national standards. Typically the quarter before practicum, a student will identify several potential sites in consultation with their advisor or the Program Coordinator, most of which have been approved as acceptable DU practicum sites in the past. Students are responsible for contacting potential supervisors at these sites. Once a site and Field Supervisor is decided upon, a *Practicum Field Supervision Memo* is completed which details the roles and responsibilities of the Field Supervisor and University Faculty and serves as a formal approval of the site by the Program and the student. The Practicum Field Supervision Memo can be found in the Appendix. A signed copy should be completed and left with all supervisors before a practicum placement is begun. This Memo constitutes a formal agreement that solidifies the practicum placement and should be considered binding. Students who break such an agreement without just cause are violating professional standards.

Before practicum begins, it also is advisable, whenever possible, for students to attend site-based agency/staff training or orientation. Attendance at such orientation meetings allows the student to meet team professionals in a more relaxed setting and to more quickly establish effective work relationships. Students are required to read all agency handbooks and policy manuals. Students should also obtain a calendar of events and any other published materials that pertain to the community or school agency that can provide an overview of the agency and the key organizational plans and goals for the following year. Students should take time to examine major initiatives planned at the site and should be familiarized with all programs that will take place during the year. Finally, it is recommended that the practicum student provide a brief, written biographic personal statement that can be distributed to all staff at the site.

## Beginning a Practicum

Once practicum begins, it is recommended that the student and Field Supervisor schedule a formal meeting to discuss supervision ideas and preferences. A format to guide such a discussion will be covered in Practicum seminar. Practicum students are responsible for scheduling a time for this designated supervision discussion with their Field Supervisor as soon as possible after practicum begins.

In addition, at the beginning of a practicum, students and Field Supervisors must complete a *Practicum Agreement Contract* and *Initial Professional Goal Statement*. Both of these forms are found in the Appendix. Once these forms are completed, a formal meeting between the student, Field Supervisor, and University Faculty should be scheduled. The purpose of this meeting is 1) to review practicum expectations, 2) to outline the roles and responsibilities of each participant listed below, and 3) to identify individualized professional goals and appropriate site-based activities.

### Student Responsibilities

- Exhibit high levels of professionalism and ethics that maintain client and agency confidentiality.
- Be accountable to all assigned Field Supervisors.
- Know and follow all required site and University policies and practices.
- Follow-through on all professional commitments, supervision meetings, and site activities.
- Reflect upon and identify professional development goals and activities.

- Complete all expected practicum activities and casework as listed above.
- Attend Practicum seminars and complete all required class assignments in a timely manner.
- Maintain comprehensive logs of all weekly practicum activities, including supervision.
- Hand in signed cumulative practicum logs and other required materials at designated times.
- Complete all required evaluations and arrange for all evaluation meetings.

### **Field Supervisor Responsibilities**

- Ensure a safe and professional learning and work environment.
- Introduce the student's roles and responsibilities to all key site staff and affiliated personnel.
- Provide current information on policies, procedures, and resources to enhance effectiveness.
- Help the student identify and accomplish professional goals and objectives.
- Monitor the student's progress towards goals and provide corrective feedback.
- Assist students in learning to balance the responsibilities of the job and overcome basic obstacles.
- Provide a minimum of one hour of face-to-face supervision per week
- Discuss prior agency files and reports and assist in current agency review and decision-making.
- Integrate student into as many ongoing professional activities at the site as possible.
- Discuss performance concerns with student or University Faculty as soon as possible.
- Meet to collaborate on jointly constructed solutions when problems arise.
- Meet with the University Faculty at the beginning, midway and at the end of practicum.
- Complete all student practicum evaluations and discuss with student and University Faculty.

### **University Faculty Responsibilities**

- Ensure that student and Field Supervisors understand all practicum requirements.
- Ensure that student and Field Supervisor receive all required forms.
- Facilitate communication between Field Supervisor and student.
- Meet with Field Supervisor in beginning, midway, and at the end of practicum.
- Conduct independent seminars and meet with student to review case progress as needed.
- Assist in setting appropriate student practicum professional goals and objectives.
- Facilitate the student's ability to critically analyze progress and reflect on professional growth.
- Be available to discuss and meet to collaborate on solutions if issues or concerns arise.
- Ensure that all required paperwork has been received from student and Field Supervisor.
- Complete end of quarter practicum grades once requirements are completed.

## **During Practicum**

During practicum, students are responsible for completing all assigned activities in a timely and professional manner. Policies, paperwork, and report writing may differ across sites. Thus, it is important to review and clarify all site-based practices expected during practicum. It also is important to keep in mind that scheduled breaks at DU often do not coincide with many public and private school schedules. Thus, time off for vacation or other personal reasons must be discussed and cleared in advance with Field Supervisors so that necessary adjustments to service provision can be made.

While there are no hard or fast rules about designated activities during practicum, the following suggested progression has been compiled based on feedback from prior practicum students and supervisors. Keep in mind that these activities may not be relevant or applicable to all placement sites. However, this list may serve as a useful guide for students or supervisors who may want ideas about scheduling different site-based activities.

### **During the First Two Weeks**

- Review all policies, practices and paperwork at the site.
- Attend orientation or other organizational meetings at the site.
- Establish supervision expectations and communication routines.
- Discuss the district or agency's crisis management plan.
- Review the district or agency's policy on abuse and neglect reports and making outside referrals.
- Schedule individual meetings with key staff and administrators.
- Complete a Practicum Agreement Contract and Initial Professional Goal Statement.
- Facilitate and attend an initial Field Supervisor and University Faculty meeting.
- Identify possible in-service or other staff training presentation topics.

### **Third Week and Beyond**

- Attend staff training or other professional meetings at the site.
- Conduct independent agency projects and write up results.
- Co-lead an agency or group project.
- Consult with at least one staff community or agency member.
- Participate as a member of on-going initiative team.
- Participate in one or more district- or agency-wide committees.
- Begin to design an individual presentation project.
- Revisit and update professional performance goals and expectations.

# Evaluating Practicum

Practicum evaluation is based on a variety of activities and requirements, including class participation and assignments, supervision preparation, case summaries, cumulative activity logs, supervisor and self performance evaluations, a case project report, an in-service presentation report, and a site evaluation, all of which are briefly described below and presented in more detail on the class syllabi.

## Weekly Site Activities

The practicum student is considered an agency or school representative, and as such, is responsible for all assigned duties and is expected to adhere to all professional dress codes and to observe all professional regulations at their assigned placement. Students also are expected to conduct themselves in accordance with all APA and NASP professional and ethical standards, if applicable. Punctual attendance at all expected site activities is expected. Students must make an effort to meet all professional commitments within the timeframes set in advance. Supervisors should be informed in a timely manner of any unanticipated illness or circumstances that affect attendance. Plans should be made for coverage of assignments during all DU breaks at the beginning of each quarter.

## Seminar Participation and Assignments

Active participation at all scheduled practicum seminar meetings is expected. Students must not miss more than one seminar each quarter, must routinely come prepared to critically discuss their ongoing projects and site activities, must regularly facilitate and contribute to analytic discussions of such projects, and must complete all seminar assignments on time to receive the highest practicum grade.

## Supervision Preparation

Students should prepare for scheduled individual supervision by reviewing pertinent materials and project summaries prior to all supervision meetings. Professional goals and objectives must be reviewed, agreed upon by the student and all supervisors, and should be regularly updated during supervision each quarter. In consultation with the Field Supervisor, the practicum student should make arrangements for one (or more) on-site University Faculty observations of a professional activity conducted by the student. Supervisors are extremely busy and students must be sensitive to their heavy professional commitments. Any problems or conflicts should always be openly discussed and the University Faculty will make every attempt to work constructively towards an acceptable solution.

## Cumulative Activity Logs

Students are responsible for recording all practicum hours on a weekly basis and for handing in a signed, cumulative activity log of all practicum hours at the end of each quarter. The final log handed in to the University Supervisor each quarter should reflect all cumulated activity and supervision hours and **must be signed by both the student and the Field Supervisor**. Logs that are not signed will not be accepted. Students should keep a copy of all signed logs. Missing logs will lower a practicum grade. Before a final practicum grade is assigned, a signed, cumulative practicum activity log is required for the entire practicum experience.

## Quarterly Case Summary Reports \*

Two or more written project summaries must be submitted each quarter to receive a grade for practicum. Projects should reflect activities that involve substantial student participation over a series of sessions and should be indicative of a variety of professional roles and functions. Case summaries can include but are not limited to:

- (a) design, implementation, and evaluation of individual or agency services delivered within the agency or community
- (b) collaborative consultation projects or community interventions with clients or other community agencies or
- (c) system-wide committee work, program evaluation, or school organization, or systems projects.

## Quarterly Performance Self-Reflection

Students are responsible for completing a quarterly performance self reflection. The format of this evaluation is presented below in the Appendix. The results of this evaluation are shared with the Field Supervisor and University Faculty during supervision and should help in formulating specific goals for next quarter.

## Supervisor Performance Evaluations

Mid-way and again at the end of practicum, a formal performance evaluation must be completed using the *Field Placement Performance Evaluation* form found in the Appendix. Students are responsible for handing out this form and scheduling meetings with supervisors **at least two weeks in advance** of any feedback meetings. The student and Field Supervisor simultaneously complete this form independently. Then, in most cases the student and Field Supervisor share their respective evaluations together before the University Faculty is invited to attend a performance feedback meeting. Performance feedback meetings focus on accomplishments, ongoing competencies, and areas in need of continued mastery. The goal of this meeting is to outline future professional development goals, opportunities, and will outline required activities for the following quarter. These evaluations may or may not correspond to the end of a quarter and thus are used to provide constructive feedback and to develop future professional goals rather than to assign class grades. While performance evaluation results are not the sole basis upon which a practicum grade is assigned, it is expected however, that students will demonstrate significant progress and adequate mastery of key competency areas.

## Project Case Study \*

Students must document project management effectiveness by formally evaluating the success of at least one empirically-based individual, group, or program case during the course of the practicum. All students are expected to write up a formal case summary and to present the findings at a practicum seminar. The final report must include sections that are predetermined and agreed upon by the student, Field Supervisor, and University Faculty. Such sections may include:

- the background and context of the presenting case study,
- a description and analysis of the identified goals,
- a section linking data to specified goals,
- a description of the case study and how the project was monitored for effectiveness,
- a description of the collaborative efforts and supports that were employed,

- an interpretive review and discussion of the project outcomes.

A final practicum grade will not be assigned until a satisfactory case study is completed. A rubric for this case study will be handed out in class.

### **In-service or Professional Presentation Summary**

Over the course of practicum, students are expected to prepare, give, and evaluate the success of at least one in-service or other professional presentation. Topics should be selected to match the needs of the practicum site but should be approved by the University Supervisor. Students should prepare accompanying handouts for participants and are required to evaluate the success of their presentation. An initial presentation outline must be reviewed during supervision and presented during seminar before the final presentation is given. A final written summary of the presentation and evaluation results must be submitted by the end of practicum. The final summary must include the following sections: (a) a brief review of the presentation topic, (b) a report and interpretation of the evaluation results, (c) a discussion of what was learned from this experience, (d) a reflection about what would be done differently in the future to enhance the presentation; and should include as attachments (e) all handouts, and (f) the evaluation form employed. A final practicum grade will not be assigned until a satisfactory professional presentation summary is completed. A rubric for this presentation summary will be handed out in class.

### **Site Evaluation**

At the end of each field placement, students must complete a formal site evaluation using the Site Evaluation Form included in the Appendix. Sites are evaluated in terms of effective supervision, adequacy of resources, supportive experiences, and overall ability to enhance professional competencies. A site evaluation must be completed before a final practicum grade is assigned.

## **Appendix**

- A. Community Practicum Field Supervision Memorandum**
- B. Practicum Agreement**
- C. Initial Professional Goal Statement**
- D. Time Sheet – Weekly Log**
- E. Time Sheet – Cumulative Quarterly Log**
- F. Codes for Documentation of Field Placement Hours**
- G. Field Placement Performance Evaluation Form**
- H. End of Quarter Performance Self-Reflection**
- I. Site Evaluation**
- J. CFSP 4352 Community Practicum Syllabus**
- K. Community Practicum Alignment with NASP Standards**

## **A. Community Practicum Field Supervision Memorandum**

**TO:** Community Practicum Field Supervisor  
**FROM:** Dr. Shayna Brody-Whitehouse, PhD  
**Child, Family and School Psychology Program (CFSP)**  
**SUBJECT:** Practicum Supervisor's Memorandum from DU Faculty

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Thank you for agreeing to supervise one of our Child, Family and School Psychology Program students for Field Practicum. A main requirement as an on-site Practicum Field Supervisor is to meet with the practicum student for at least one hour per week for supervisory conferencing. Your comments may be based on observing the student's professional activities and engagement through direct observation, indirect reviews, or reviews of feedback from others who have worked with the student. It is expected that you will be responsible for matching all practicum activities with the supervisee's ability level.

### **Practicum Expectations**

The M.A. and Child and Family Leadership Ph.D. practicum requires students to engage in activities typical for professionals in public and private community service agencies. Required activities should represent roles and functions of service professionals in these settings. The goal of these placements is to broaden each student's understanding of potential leadership opportunities within the community.

The Community Practicum is a minimum 300 hour supervised field experience taken after the successful completion of core courses in the Child, Family, and School Psychology program and a 100 Mentorship. Field practicum is typically completed during either a single quarter or over two quarters. The practicum is considered a critical professional transition year to help consolidate learning and professional competencies. Students work throughout the year with a Field Supervisor across community settings and also attend independent practicum seminars facilitated by a University Faculty. Supervision is designed to provide ongoing feedback, case analysis, peer consultation, and continued professional development and experiences pertinent to successfully working within a community agency setting.

During Community Practicum, students gain first hand knowledge of how agencies interact with each other and how child and family policy impacts practice. Students engage in a wide range of program evaluation, grant writing, advocacy, training, team building and research activities and are involved in agency, community, or family services and consultation. Students are expected to participate as members of agency-based consultative teams whenever possible, and to be involved with system-wide or district level projects. Students are also required to conduct at least one professional in-service presentation during the practicum.

We expect students to keep weekly logs to document all practicum activities and to meet weekly with their on-site supervisor for a minimum of one hour. In addition, all students meet independently with their DU Practicum instructor. During the seminar, students share ongoing experiences and are asked to present information about ongoing activities at their practicum site.

### **Evaluation**

Enclosed is your copy of the student's practicum evaluation form to be completed independently by you at the end of each quarter. The student is responsible for evaluating him/herself on a duplicate form and arranging a joint feedback session with you to discuss the results. After this,

the University Faculty is asked to a meeting where these evaluation results are shared and goals for the next quarter or the future are outlined. Evaluation forms must be returned by the student to the University practicum supervisor by the end of each quarter.

### **Roles of University Faculty and Field Supervisors**

As the on-site or Field Supervisor who will meet with the student weekly to provide direction and review of projects, you are the primary person responsible for direct supervision of the student. By contrast, the University practicum faculty typically meets with Practicum students during seminar, and thus is not offering direct project supervision. The DU practicum instructor will monitor student's professional skill development and may use many of the same procedures that a Field Supervisor would use. In the rare cases where a conflict or theoretical difference occurs between the University Faculty's advice and the on-site Supervisor's advice and if it is not possible to integrate both sets of recommendations, students are instructed to take the on-site Supervisor's advice. Another role of the University Faculty is to mediate and facilitate any interpersonal or competency difficulties that may arise. Under those circumstances, the University practicum instructor will work with all involved to resolve all training issues.

### **Closing**

We value highly the time and effort you will give to mentoring and supervising our student. In exchange, we expect the practicum student to provide high quality services. At this time, it is not our policy to allow for compensation by either the student or the University. If any of the above requirements cannot be met at your site, or if you have any further questions or concerns, please contact the DU Practicum instructor below as soon as possible.

**Dr. Shayna Whitehouse**

**[Shayna.whitehouse@du.edu](mailto:Shayna.whitehouse@du.edu)**

**303-871-4414**

**Please sign below to indicate your desire to be the  
Practicum Field Supervisor for this student.**

I agree to act as the Field Supervisor for \_\_\_\_\_

During the dates \_\_\_\_\_ to be held at \_\_\_\_\_

Your signature: \_\_\_\_\_

Your address: \_\_\_\_\_

Your phone: \_\_\_\_\_ Your e-mail: \_\_\_\_\_

**B. Practicum Agreement \***

**THIS AGREEMENT, by and between**

- 1) **Child, Family, and School Psychology Program**  
**Morgridge College of Education**  
**University of Denver**  
**Denver, CO 80208**

- 2) **School or Agency Name** \_\_\_\_\_  
**Field Supervisor Name** \_\_\_\_\_  
**Address** \_\_\_\_\_  
**Phone** \_\_\_\_\_

- 3) **Student Name** \_\_\_\_\_  
**Address** \_\_\_\_\_  
**Phone** \_\_\_\_\_

is for the purpose of providing Practicum Coursework for the above-named student for:

**Course Number** \_\_\_\_\_  
**Credits** \_\_\_\_\_  
**Quarter** \_\_\_\_\_

It is mutually agreed that the above-named school or agency will provide the following services and supervision for the above-named student:

- 1. An orientation to the school or agency and specific student duties.
- 2. Supervision with the Field Supervisor for a minimum of one hour per week.

In addition it is agreed that:

- 3. Supervision of the student will be done in accordance with the guidelines established by the school or agency for all regular personnel.
- 4. The supervisor will actively work with the University of Denver faculty in eliminating problems that might arise during placement.
- 5. The supervisor will submit a final evaluation on each student completing a practicum and share the evaluation with the student.
- 6. The supervisor will be responsible for determining that assigned tasks are within the ability of the student.

It is mutually agreed that the student will:

- 7. Arrange for own transportation.
- 8. Be at the agreed upon location at the following days and times:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 9. Be assigned the following specific duties and responsibilities:

\_\_\_\_\_  
\_\_\_\_\_

- 
- 
10. Be accountable directly to the agency or school supervisor.
  11. Follow the policies/regulations of the agency or school. Maintain client confidentiality.
  12. Attend DU Practicum seminars to discuss common problems and experiences. Dates of seminars will be arranged.
  13. Keep a log of the time spent in the practicum (dates, hours) and the duties performed.
  14. Write an evaluation of his/her experience in the field to be submitted to the faculty instructor at the end of the Practicum experience.
  15. Clear all days off including sick days with the Field Supervisor.

It is mutually agreed that the University of Denver CFSP faculty will provide the following:

16. Advise the student as to the requirements (seminars, reports, and evaluations) involved in the practicum course.
17. Provide coordinating seminars to discuss common problems and experiences and assist the student in casework.
18. Maintain periodic contact with the Field Supervisor and the student to discuss the student's progress.
19. Give the student feedback regarding the faculty's consultation and maintain appropriate records for registration and grading.
20. Actively work with Field Supervisor to constructively address concerns that arise during placement.
21. Observe confidentiality of information.

It is the expectation of all three parties involved that the above-stated conditions be met. Should they not be met, it is imperative that all three parties discuss why these expectations have not been met at the earliest possible date.

The following signatures verify agreement with the above-stated conditions:

**Student** \_\_\_\_\_ **Date** \_\_\_\_\_

**Field Supervisor** \_\_\_\_\_ **Date** \_\_\_\_\_

**University of Denver Faculty** \_\_\_\_\_ **Date** \_\_\_\_\_

**C. Initial Professional Goal Statement \***

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Year:** \_\_\_\_\_

**Site:** \_\_\_\_\_

**Supervisor:** \_\_\_\_\_ **Phone:** \_\_\_\_\_ **E-mail:** \_\_\_\_\_

**Directions:** In collaboration with your site supervisor, please list one or more goals/objectives for each domain. Be *specific* about what skills you want to work on and be *realistic* about what is achievable. Recognize that some goals will be met early in the school year while others will be met later in the year. Briefly describe the site activities that will be used to accomplish these goals/objectives. Revisit this document throughout the year to adjust for pace and content. If you change settings, be sure to re-review these goals and timelines. The overall intent is to have planful experiences that enhance your proficiency in each of the domains. Please use additional sheets if necessary.

- 1. Consultation and Collaboration (With school/agency staff, administration, families, or other community professionals):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 2. Awareness, Knowledge, and Expertise in Individual Differences (Sensitive work with diverse populations):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 3. Organization, Systems Planning, and Policy Development (Observation, participation, leadership experiences at the district, school, agency or community level)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 4. Home/School/Community Collaboration (Engagement in school/community committees, inter-agency partnerships, program implementation or evaluation projects or activities):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 5. Research and Program Evaluation (At the organizational, classroom, family, and individual outcome levels):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Professional Practice (Knowledge and demonstration of ethics and standards across multiple settings):

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7. Information Technology (Initial introduction to and continued mastery of various technology):

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Discuss any other learning goals or professional issues that you would like to discuss or gain more experience with during this placement and discuss possible activities that could fulfill these goals.

**Student** \_\_\_\_\_ **Date** \_\_\_\_\_

**Field Supervisor** \_\_\_\_\_ **Date** \_\_\_\_\_

**University of Denver Faculty** \_\_\_\_\_ **Date** \_\_\_\_\_

## D. Time Sheet – Weekly Log

Student's Name \_\_\_\_\_ Quarter:  Fall  Winter \_\_\_\_/\_\_\_\_  
 Spring  Summer Year /Month

Placement Site: \_\_\_\_\_

Dates :						
Direct Student Contact Hours	Week 1	Week 2	Week 3	Week 4	Week 5	Total
Program Evaluation						
Grant Writing						
Advocacy						
Team Building						
Research						
Consultation – Agency						
Consultation - Family						
Workshop/Presentation						
Meetings: Team/Outreach						
Professional Development						
Other: (Specify)						
<b>Subtotal</b>						

**Supervision**

Field						
University						
Other: (Specify)						
<b>Subtotal</b>						

**Total Hours This Month**

--	--	--	--	--	--	--

**Previous Hours**



## **F. Codes for Documentation of Field Placement Hours**

**Advocacy:** Time spent acting as a representative of an agency for the purpose of advancing a policy or program review and/or developing policy and/or programs.

**Consultation:** Time spent with professionals and/or family members/parents or to develop policies and programs consistent with best practice.

**Grant writing:** Time spent researching, reviewing, and/or developing grant proposals.

**Meetings (Teams/Outreach):** Activities directly related to agency team meetings or across-agency team meetings for the purpose of preparation, consultation, evaluation, planning, reviewing, or evaluating programs or policies.

**Professional Development:** Attendance at conferences and workshops, reading scholarly books and articles, or participation in other professional skill-building activities related to field site activities, professional development goals, or university coursework.

**Program Evaluation:** Direct and indirect service focused on applied program evaluation.

**Research:** The systematic review of relevant publications to inform policy and program development.

**Supervision – Field / University:** Any supervisory contact regarding review, management, professional development, or other field placement activities.

**Team building:** Time dedicated to the expressed purpose of creating collaborative relationships among key stakeholders toward a common goal.

**Workshop/Presentation:** Preparing for and then presenting colleagues information during an in-service or other professional training session.

## G. Field Placement Performance Evaluation Form

**Date:** \_\_\_\_\_ **Completed by:**  Self or  Field Supervisor

**Student:** \_\_\_\_\_  M.A.  Ph.D.

**Supervisor:** \_\_\_\_\_ **Phone:** \_\_\_\_\_ **E-mail:** \_\_\_\_\_

**Placement Site:** \_\_\_\_\_

**Address:** \_\_\_\_\_

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**Directions:** This performance evaluation is designed to promote ongoing constructive evaluation of critical professional competencies and to provide formative feedback to facilitate the development of our students' (your) mastery of critical professional skills and competencies. This evaluation form is broken into two parts. In Part I, please circle the rating number associated with your trainee's (or your) current behavior. If you want to elaborate on a specific area, please feel free to write comments at the end of each section. There are no sharply defined lines between these ratings and assigned grades since professional development and growth is a continuous process. Thus, students at any specific level may have ratings both above and below average on critical performance skills. In Part II, please add your open-ended comments to each evaluation item and provide specific behavioral examples to support your comments.

**Which of the following activities has the student performed (or have you performed)?**

- |  |   |
|--|---|
| <input type="checkbox"/> Program Evaluation      | <input type="checkbox"/> Consultation - Agency    |
| <input type="checkbox"/> Grant Writing           | <input type="checkbox"/> Consultation - Family    |
| <input type="checkbox"/> Advocacy                | <input type="checkbox"/> Workshop/Presentation    |
| <input type="checkbox"/> Meetings: Team/Staffing |   |
| <input type="checkbox"/> Team Building           | <input type="checkbox"/> Professional Development |
| <input type="checkbox"/> Research                | <input type="checkbox"/> Other: Describe below    |

## Field Placement Performance Evaluation Form – Part I

**Part I Directions:** Please use the following five-point rating scale to evaluate your practicum/internship student’s skill development. Circle the appropriate rating next to each item. For those items that are not applicable to your site placement or where you have had no opportunity to observe, check the NO column.

**NOTE: WHITE rating area is for your MID-TERM evaluation**  
**GREY rating area is for your FINAL evaluation**  
**YOU ARE RESPONSIBLE FOR RETAINING THIS FORM**

<b>5 - Demonstrates independent skills in this area (expected for initial job placement)</b>	<b>2 - Needs some improvement in this area</b>
<b>4 - Demonstrates above average skill in this area</b>	<b>1 - Needs substantial improvement in this area</b>
<b>3 - Skills are average in this area</b>	<b>NO - No opportunity to observe student in this area or Not Applicable to this site placement</b>

<b>Data-Based Decision Making and Accountability</b>	<b>Remediation Needed</b>	<b>Independent Level</b>	<b>NO</b>
1. Clearly identifies issues, problems, and concerns to be addressed by program evaluation.	1 2 3 4 5	1 2 3 4 5	
2. Considers entire ecology (e.g., family, peers, school, community) when evaluating programs.	1 2 3 4 5	1 2 3 4 5	
3. Systematically reviews relevant background and development information to identify strengths and needs across a variety of sources and settings.	1 2 3 4 5	1 2 3 4 5	
4. Collects data for decision making through a variety of evaluation methods (interviews, observation, ratings, etc...).	1 2 3 4 5	1 2 3 4 5	
5. Appropriately applies and interprets formal and informal forms of evaluation.	1 2 3 4 5	1 2 3 4 5	
6. Formulates recommendations sensitive to agency and program cultures.	1 2 3 4 5	1 2 3 4 5	
7. Facilitates team and staff decision-making regarding accountability and outcomes.	1 2 3 4 5	1 2 3 4 5	
8. Assists administrators with evaluation and data-based decision-making to meet accountability responsibilities.	1 2 3 4 5	1 2 3 4 5	
Other (please specify).	1 2 3 4 5	1 2 3 4 5	
<b>Consultation and Home, School, Community Collaboration</b>	<b>Remediation Needed</b>	<b>Independent Level</b>	<b>NO</b>
9. Employs effective consultation approaches with teachers, administrators, and school or community agency personnel.	1 2 3 4 5	1 2 3 4 5	
10. Employs effective consultation approaches with parents, family members team members, and/or affiliates.	1 2 3 4 5	1 2 3 4 5	
11. Demonstrates sensitivity to personal characteristics of consultee and is tolerant of diverse values and viewpoints.	1 2 3 4 5	1 2 3 4 5	
12. Demonstrates concern and consideration of cultural communication preferences and the diverse needs of team members.	1 2 3 4 5	1 2 3 4 5	
13. Demonstrates strong interpersonal communication skills which includes the ability to listen, adapt, clarify ambiguity, and remain patient in difficult situations.	1 2 3 4 5	1 2 3 4 5	
14. Maintains objectivity and a problem-solving focus during consultation.	1 2 3 4 5	1 2 3 4 5	
15. Facilitates communication among and between agencies, families, administrators and other key stakeholders.	1 2 3 4 5	1 2 3 4 5	
16. Skillfully communicates and presents information at collaborative team meetings.	1 2 3 4 5	1 2 3 4 5	
17. Is able to facilitate meetings and achieve consensus to promote desired changes	1 2 3 4 5	1 2 3 4 5	

and positive outcomes.	1	2	3	4	5	
18. Skillfully employs effective consultation and collaboration skills across a variety of settings and situations.	1	2	3	4	5	
19. Recognizes social-cultural factors that support learning and development and impact home-school-community collaboration and partnerships.	1	2	3	4	5	
20. Listens to and considers a family's needs, concerns, and priorities during consultative and collaborative meetings.	1	2	3	4	5	
21. Communicates and interacts with families in a caring and empathic manner that demonstrates nonjudgmental respect.	1	2	3	4	5	
22. Communicates with and about families in a positive way that honors personal and cultural beliefs and acknowledges family strengths, resources, and assets.	1	2	3	4	5	
23. Provides supports and resources for families to fully participate in consultative meetings.	1	2	3	4	5	
24. Helps families evaluate options and resources to make decisions best suited for achieving desired outcomes.	1	2	3	4	5	
25. Provides responsive assistance that matches a family's values, interests, priorities, and desires.	1	2	3	4	5	
26. Advocates for and actively promotes family sensitive practices that welcome students and families from diverse backgrounds.	1	2	3	4	5	
27. Creates and coordinates collaborative partnerships among schools, families, and communities agencies.	1	2	3	4	5	
Other (please specify).	1	2	3	4	5	
<b>Prevention, Crisis Intervention, School and Systems Organization</b>	<b>Remediation Needed</b>		<b>Independent Level</b>			<b>NO</b>
28. Assists in the development of system-side practices that promote safe, healthy, and nurturing environments for learning and development.	1	2	3	4	5	
29. Effectively identifies precursors to serious academic, behavioral, and personal difficulties.	1	2	3	4	5	
30. Applies organizational development and systems theory principles to design prevention policies and practices that promote learning and development.	1	2	3	4	5	
31. Collaborates with others in the delivery of wellness and system-wide mental health promotion programs.	1	2	3	4	5	
32. Contributes to the development of effective policies and practices to support students' learning and development across school, home, and community settings.	1	2	3	4	5	
33. Advocates for the development of policies and practices to ensure safe, healthy, and nurturing learning and development environments.	1	2	3	4	5	
Other (please specify).	1	2	3	4	5	
<b>Professional Practice and Work Characteristics</b>	<b>Remediation Needed</b>		<b>Independent Level</b>			<b>NO</b>
34. Demonstrates respect and tolerance for diverse values and viewpoints.	1	2	3	4	5	
35. Interacts comfortably with culturally-diverse individuals.	1	2	3	4	5	
36. Relates well to families and other professionals.	1	2	3	4	5	
37. Exhibits ethical behavior.	1	2	3	4	5	
38. Adapts to difficult and changing situations.	1	2	3	4	5	
39. Displays initiative, motivation, and resourcefulness.	1	2	3	4	5	
40. Is dependable, punctual, and prepared.	1	2	3	4	5	
41. Demonstrates effective time management and scheduling.	1	2	3	4	5	
42. Has a clear sense of own limitation, biases and professional expertise.	1	2	3	4	5	

43. Accepts constructive criticism and uses appropriate defenses.	1	2	3	4	5	
	1	2	3	4	5	
44. Writes clearly and concisely with the intended audience in mind.	1	2	3	4	5	
	1	2	3	4	5	
45. Works to protect self against burnout.	1	2	3	4	5	
	1	2	3	4	5	
46. Understands general and special education regulations, policies, and procedures.	1	2	3	4	5	
	1	2	3	4	5	
47. Effectively uses technology to support professional practice.	1	2	3	4	5	
	1	2	3	4	5	
48. Demonstrates awareness of resources and adaptive/ assistive technology.	1	2	3	4	5	
	1	2	3	4	5	
49. Accesses and utilizes information resources and technology to enhance services.	1	2	3	4	5	
	1	2	3	4	5	
50. Seeks out current information and resources regarding advances in the field.	1	2	3	4	5	
	1	2	3	4	5	
51. Communicates with diverse audiences during in-services, presentations or other training.	1	2	3	4	5	
	1	2	3	4	5	
Other (please specify).	1	2	3	4	5	
	1	2	3	4	5	

**Additional comments for any of the preceding areas.**





systems and family strengths and influences on student development, learning and behavior and have mastered the ability to involve families, educators, and other community members to promote and provide comprehensive education and service delivery to children and families.

\_\_\_\_\_ **9. Research and Program Evaluation:** I have demonstrated understanding of research, statistics, and evaluation methods and have mastered the translation of this knowledge into practice through planning and implementing investigations and program evaluations for the improvement of services.

\_\_\_\_\_ **10. Professional Practice:** I have demonstrated knowledge of the foundations and ethics of the field, including various service models, public policies, and legislation and the ability to practice in ways that are consistent with the highest ethical and professional standards to provide services for children and families in school and community settings. I also have demonstrated a commitment to the profession and a desire to engage in career-long professional development.

\_\_\_\_\_ **11. Information Technology:** I have demonstrated the knowledge and ability to access, evaluate, and utilize information resources and technology in ways that safeguard or enhance the delivery of school psychology services.

\_\_\_\_\_ **12. Professional Work Characteristics:** I give the following self-ratings to these professional work characteristics during this field experience:

- \_\_\_\_\_ Respect for human diversity
- \_\_\_\_\_ Effective communication skills
- \_\_\_\_\_ Effective interpersonal skills
- \_\_\_\_\_ Ethical responsibility
- \_\_\_\_\_ Initiative and dependability
- \_\_\_\_\_ Adaptability

## I. Site Evaluation

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_

Supervisor E-mail: \_\_\_\_\_ Phone: \_\_\_\_\_

Name of Site Placement: \_\_\_\_\_

Address: \_\_\_\_\_

Level:  M.A.  Ph.D.

Academic Quarter:  Fall  Winter  Spring  Summer Year: \_\_\_\_\_

DU Practicum/Internship Course Title & Number: \_\_\_\_\_

**1. Check all the opportunities that are available on this site:**

- |  |  |
|--|--|
| <input type="checkbox"/> Advocacy                  | <input type="checkbox"/> Team Building                           |
| <input type="checkbox"/> Consultation              | <input type="checkbox"/> Work/Presentation                       |
| <input type="checkbox"/> Grant Writing             |  |
| <input type="checkbox"/> Meetings (Teams/Outreach) |  |
| <input type="checkbox"/> Professional Development  |  |
| <input type="checkbox"/> Program Evaluation        |  |
| <input type="checkbox"/> Research                  | <input type="checkbox"/> Other Activities: <i>Describe below</i> |

**2. Types of agencies/programs served:**

**3. What kind of supervision is provided?**

- |  |                   |                           |
|--|-------------------|---------------------------|
| <input type="checkbox"/> Individual Supervision: | Hours/Week: _____ |                           |
| <input type="checkbox"/> Group Supervision:      | Hours/Week: _____ | Number of students: _____ |
| <input type="checkbox"/> Other: Describe         | Hours/Week: _____ |                           |

**4. What are the on-site responsibilities of the practicum student?**

**5. What is the supervision style of the supervisor?**

**6. What changes or suggestions would have improved your experience at this site?**

**7. What are the unique demands of this site - not already been discussed? (full year commitment, requires at least 15 hours weekly, etc.)**

**8. What comments can you make about this site that would be helpful to an interested student?**

**9. Would you recommend this site?**

- No             Yes – highly  
 Yes – w/ conditions (prior experience with a specialty area, specific supervisor, etc.)

**Additional comments for any of the preceding areas:**

## **J. CFSP 4352 Community Practicum Syllabus**

**Instructor:** Shayna Brody-Whitehouse, PhD

**Office:** 146 KRH

**Course Time:** Tues. 5:00-7:20

**Room:** 134 KRH

**Office #:** 303-871-4414

**Home #:** 970-402-2647

**E-mail:** shayna.whitehouse@du.edu

**Prerequisites:** Permission of Instructor

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### **COURSE DESCRIPTION**

The field practicum in CFSP is an individualized 300 hour supervised field experience taken after the successful completion of core courses. The field practicum is considered a critical professional transition year to help consolidate learning and professional competencies in preparation for a subsequent internship for many doctoral students and for employment for students in the masters program. Students are placed in alternative settings including community agencies, government offices and/or hospital settings. During practicum, students provide direct and indirect services that support policy and program development for children and/or families. As this is an individualized experience the specific activities vary depending on the professional goals of the student. Successful students will self-advocate to ensure his/her needs and expectations are met. All students attend weekly practicum seminars facilitated by a University faculty member. Supervision is designed to provide ongoing professional feedback, peer consultation, and continued professional development and experiences pertinent to successful practice.

### **OBJECTIVES**

- To further develop competence in direct and indirect service delivery
- To further develop skills to create policies and programs with diverse children and/or families in mind
- To further develop awareness of professional issues, standards, and ethics
- To further develop time-management, case-management, and writing skills
- To collaborate with parents, school personnel, and/or community members and gain knowledge of essential community and school resources
- To gain experience giving in-services and professional presentations
- To increase awareness of personal qualities that can support/hinder professional development
- Individual objectives are also created in order to address the specific goals of the students.

### **RECOMMENDED TEXT & READINGS**

Readings will be determined at the initial joint supervision meeting at the beginning of the Field-Placement. These readings will support the specific work of the agency and focus on the direct work and professional development of the student. Readings may be identified through a literature search completed by the student. In addition, excerpts from readings on ethical behavior and school policy may be assigned to promote specific professional goals and development.

### **STUDENT RIGHTS AND RESPONSIBILITIES**

Please take a moment to examine the University of Denver's Honor Code, Code of

Student Conduct, and Student Rights and Responsibilities documents posted on the website of DU's Office of Citizenship and Community Standards (<http://www.du.edu/ccs/>). Students are held accountable for understanding and abiding by the contents of these documents at all times. In addition, DU is committed to equal access and participation for all persons, including those with disabilities. Students who need accommodations for a disability in order to fully participate in classes should visit the Disabilities Services Program website for further information (<http://www.du.edu/disability/>).

### **COURSE EXPECTATIONS**

To accumulate a minimum of 300 hours, students should take into consideration the number of quarters over which practicum will be taken and plan accordingly. This usually amounts to spending one and a half days or more at an assigned site each week (if taken over one quarter, the student must complete 30 hours a week). Students are responsible for setting up an approved site schedule with their Field Supervisor.

During practicum, students should gain experience in advocacy, consultation, grant writing, team meetings, program evaluation, research, team building and giving presentations.

Finally, students should be involved in the design, implementation and evaluation of services and should gain experience in working with a variety of community-based service agencies, resources and professionals.

A student should progressively assume more responsibility for planning, service delivery and evaluation in collaboration with a variety of staff and community providers and agencies. Over the course of the year, students are also expected to give one or more in-service or other professional presentation.

Finally, it is expected that all practicum students will receive **a minimum of one hour** of direct field supervision each week and that by the end of the second week at a field site, a Practicum Agreement form and Professional Goals will be completed in collaboration with the field and University Supervisors to formally outline practicum expectations and activities and professional goals and objectives.

## **COURSE REQUIREMENTS \***

### **Weekly Site Activities**

The practicum student is considered an agency or school representative, and as such, is responsible for all assigned duties and is expected to adhere to all professional dress codes and to observe all professional regulations at their assigned placement. Students also are expected to conduct themselves in accordance with all APA and NASP professional and ethical standards, if applicable. Punctual attendance at all expected site activities is expected. Students must make an effort to meet all professional commitments within the timeframes set in advance. Supervisors should be informed in a timely manner of any unanticipated illness or circumstances that affect attendance. Plans should be made for coverage of assignments during all DU breaks at the beginning of each quarter.

### **Seminar Participation and Assignments**

Active participation at all scheduled practicum seminar meetings is expected. Students must not miss more than one seminar each quarter, must routinely come prepared to critically discuss their ongoing projects and site activities, must regularly facilitate and contribute to analytic discussions of such projects, and must complete all seminar assignments on time to receive the highest practicum grade.

### **Supervision Preparation**

Students should prepare for scheduled individual supervision by reviewing pertinent materials and project summaries prior to all supervision meetings. Professional goals and objectives must be reviewed, agreed upon by the student and all supervisors, and should be regularly updated during supervision each quarter. In consultation with the Field Supervisor, the practicum student should make arrangements for one (or more) on-site University faculty observations of a professional activity conducted by the student. Supervisors are extremely busy and students must be sensitive to their heavy professional commitments. Any problems or conflicts should always be openly discussed and the University faculty will make every attempt to work constructively towards an acceptable solution.

### **Cumulative Activity Logs**

Students are responsible for recording all practicum hours on a weekly basis and for handing in a signed, cumulative activity log of all practicum hours at the end of each quarter. The final log handed in to the University faculty each quarter should reflect all cumulated activity and supervision hours and **must be signed by both the student and the Field Supervisor**. Logs that are not signed will not be accepted. Students should keep a copy of all signed logs. Missing logs will lower a practicum grade. Before a final practicum grade is assigned, a signed, cumulative practicum activity log is required for the entire practicum experience.

### **Quarterly Case Summary Reports \***

One or more written project summaries must be submitted each quarter to receive a grade for practicum. Projects should reflect activities that involve substantial student participation over a series of sessions and should be indicative of a variety of professional roles and functions. Case summaries can include but are not limited to:

- (a) design, implementation, and evaluation of individual or agency services delivered within the agency or community
- (b) collaborative consultation projects or community interventions with clients or other

community agencies or

- (c) system-wide committee work, program evaluation, or school organization, or systems projects.

Copies of prior case summary reports will be distributed in class.

### **Quarterly Performance Self-Reflection**

Students are responsible for completing a quarterly performance self reflection. The format of this evaluation is presented below in the Appendix. The results of this evaluation are shared with the Field and University Supervisors during supervision and should help in formulating specific goals for next quarter.

### **Supervisor Performance Evaluations**

Mid-way and again at the end of practicum, a formal performance evaluation must be completed using the *Field Placement Performance Evaluation* form found in the Appendix. Students are responsible for handing out this form and scheduling meetings with supervisors **at least two weeks in advance** of any feedback meetings. The student and Field Supervisor simultaneously complete this form independently. Then, in most cases the student and Field Supervisor share their respective evaluations together before the University Supervisor is invited to attend a performance feedback meeting. Performance feedback meetings focus on accomplishments, ongoing competencies, and areas in need of continued mastery. The goal of this meeting is to outline future professional development goals, opportunities, and will outline required activities for the following quarter. These evaluations may or may not correspond to the end of a quarter and thus are used to provide constructive feedback and to develop future professional goals rather than to assign class grades. While performance evaluation results are not the sole basis upon which a practicum grade is assigned, it is expected however, that students will demonstrate significant progress and adequate mastery of key competency areas.

### **Project Case Study \***

Students must document project management effectiveness by formally evaluating the success of at least one empirically-based individual, group, or program case during the course of the practicum. All students are expected to write up a formal case summary and to present the findings at a practicum seminar. The final report must include sections that are predetermined and agreed upon by the student, Field Supervisor, and University Supervisor. Such sections may include:

- the background and context of the presenting case study,
- a description and analysis of the identified goals,
- a section linking data to specified goals,
- a description of the case study and how the project was monitored for effectiveness,
- a description of the collaborative efforts and supports that were employed,
- an interpretive review and discussion of the project outcomes.

A final practicum grade will not be assigned until a satisfactory case study is completed. A rubric for this case study will be handed out in class.

### **In-service or Professional Presentation Summary**

Over the course of practicum, students are expected to prepare, give, and evaluate the success of at least one in-service or other professional presentation. Topics should be selected to match the

needs of the practicum site but should be approved by the University Supervisor. Students should prepare accompanying handouts for participants and are required to evaluate the success of their presentation. An initial presentation outline must be reviewed during supervision and presented during seminar before the final presentation is given. A final written summary of the presentation and evaluation results must be submitted by the end of practicum. The final summary must include the following sections: (a) a brief review of the presentation topic, (b) a report and interpretation of the evaluation results, (c) a discussion of what was learned from this experience, (d) a reflection about what would be done differently in the future to enhance the presentation; and should include as attachments (e) all handouts, and (f) the evaluation form employed. A final practicum grade will not be assigned until a satisfactory professional presentation summary is completed. A rubric for this presentation summary will be handed out in class.

### **Site Evaluation**

At the end of each field placement, students must complete a formal site evaluation using the Site Evaluation Form included in the Appendix. Sites are evaluated in terms of effective supervision, adequacy of resources, supportive experiences, and overall ability to enhance professional competencies. A site evaluation must be completed before a final practicum grade is assigned.

### **COURSE EVALUATION**

A grade for each quarter is dependent on the following:

- Fulfilling obligations at practicum site in a highly professional and ethical manner.
- Attendance at all scheduled practicum activities, supervision sessions, and seminar meetings.
- Reflective and insightful contributions during weekly seminars and individual case reviews.
- Constructive utilization of supervisory sessions and feedback.
- Completed cumulative activity logs reflecting all practicum experiences each quarter.
- Completed case abstracts each quarter.
- Completed performance self-reflections each quarter.
- Progress towards completion of one intervention case study project.
- Progress towards completion of one professional in-service and summary.
- Progress towards personal-professional goals and independent functioning.
- Satisfactory evaluations of critical professional competencies.

Week 1	Sept 14 <sup>th</sup>	Overview, Manual review & Scheduling Reading: Practicum Manual DUE – Signed Practicum Memorandum & Agreement/Contract ASSIGN: Jig-saw groups for week 2
Week 2	Sept 21 <sup>nd</sup>	Supervision, Getting started, & Casework Discussion Assignment for Week 2: Read BP Ch. 121 (p. 1921), BP Ch. 122 (p. 1933) & BP Appendix I (in Vol. 1, p. xxi)* DUE – Updated professional goals & Reaction to 1 Supervisory dilemma
Week 3	Sept 28 <sup>th</sup>	School-wide Crisis Plans & Suicide/Abuse Reporting Reading: Obtain and review your school crisis plan & reporting guidelines DUE – Completed crisis plan checklist & Discuss crisis cases
Week 4	Oct 5 <sup>th</sup>	NO CLASS – Schedule Individual Supervision
Week 5	Oct 12 <sup>th</sup>	DSM-IV-TR & Case Discussions Reading: TBA DUE – Present on one assessment/consultation case issue
Week 6	Oct 19 <sup>th</sup>	RtI and Special Education Commentary Reading: Review RtI CDE website and DPS RTI forms: <a href="http://denver.co.schoolwebpages.com/education/components/scrapbook/default.php?sectiondetailid=1152">http://denver.co.schoolwebpages.com/education/components/scrapbook/default.php?sectiondetailid=1152</a> DUE – Bring your district’s RtI and SIT forms & Discuss casework
Week 7	Oct 26 <sup>th</sup>	NO CLASS – Schedule Individual Supervision
Week 8	Nov 2 <sup>nd</sup>	Case study and professional presentation discussion Reading: Review expectations & formats DUE – Bring questions and possible case and presentation ideas
Week 9	Nov 9 <sup>th</sup>	Transitions and Internship/Interviewing Preparation (role playing) Reading: Internship example packets* DUE – Internship Intent form & Discuss case transitions
Week 10	Nov 16 <sup>th</sup>	NO CLASS - Schedule Midyear Evaluations Reading: None DUE – Case reflections, all assignments, quarterly summary log, & mid-year online evaluation

\*Alternative reading assignments are substituted for MA and Ph.D. Leadership students. In some cases excerpts from whole group readings will be assigned to promote professional development.