

Child, Family, and School Psychology Program

CFSP 4353 School Psychology Practicum

Field Practicum Manual

2007 – 2008



UNIVERSITY OF
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Morgridge College
of Education

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Introduction

Field Practicum in School Psychology is an advanced, off-campus, 300-hour minimum supervised experience taken after the successful completion of core courses and a Clinic Practicum experience. Students getting an additional Early Childhood Certification must complete an additional 100-200-hour field placement that involves early childhood services and consultation. Field Practicum is designed to broaden one's professional skills and is considered a critical transition year of substantial growth that prepares students for a subsequent Internship.

Field Practicum is typically completed over three quarters during an entire academic year (i.e., 2 credits taken for three quarters). However, permission can be granted for students to take Field Practicum over two consecutive quarters (i.e., 3 credits taken for two quarters). Students are assigned to one or two sites and must be able to work with at least two different age levels (infant, preschool, elementary, middle, or high school). Preferably a student will work under the primary supervision of one qualified on-site Field supervisor who is expected to provide a minimum of one hour of face-to-face supervision per week. In addition, students also attend weekly Practicum seminars facilitated by a University Supervisor. The Practicum seminar is designed to facilitate case analysis, ongoing self-reflection, and to provide peer consultation and professional feedback relevant to best practice.

In accordance with the Program's *Chain of Relevant Experiences (CoRE)* (**Appendix J**), during Field Practicum, students increasingly function as *Active Contributors* as they engage in supervised professional activities dictated by the needs and policies of the field placement. These activities developed collaboratively and completed under the supervision of both a Field and University supervisor, are designed to help consolidate a student's emerging skills and to bring about specific results that add to the productivity of the field placement.

During Field Practicum, students provide direct and indirect mental health and psycho-educational support services for students with varying exceptionality in both general education and special education settings. Students are expected to participate as members of pre-referral or child study teams as well as special education evaluation teams and to engage in assessments linked to the design and monitoring of academic, social-emotional, and behavioral interventions for general and special education students. Students also are expected to establish consultative relationships with teachers, staff members, and families, and whenever possible to participate in school-wide reform and prevention and attend ongoing staff training. Additional requirements within early childhood settings apply to students who are receiving a concentration in early childhood.

Eligibility for Field Practicum

To be eligible for a Field Practicum, students must have completed two years of theoretical and applied coursework and a minimum 150-hour Clinic Practicum. Before a student can begin a Field Practicum, an approved Intent to Complete a Field Practicum form must be completed that indicates successful completion of all required core coursework, a Clinic Practicum, and advisor approval. A Continuing Professional Development Plan also must be completed at the end of Clinic Practicum that outlines goals for Field Practicum across all critical professional competency

domains. If deficiencies are noted, a student may be asked to complete additional clinic practicum, supervision, or coursework before proceeding with Field Practicum.

A student eligible for Field Practicum is able to:

- Evaluate own strengths and weaknesses concerning assessment, data-based decision making, and consultation.
- Administer, score, and interpret a variety of academic, cognitive, and social-emotional standardized, norm-referenced and curriculum-based diagnostic approaches.
- Conduct initial and ongoing problem-solving interviews and feedback meetings with family members, teachers, and other referral sources.
- Develop comprehensive clinical reports with supervisor feedback that link assessment outcomes with evidenced-based recommendations for prevention and intervention.
- Flexibly adapt to the needs of various situations and relate effectively with students, teachers, parents and other professionals.
- Exhibit expected professional legal and ethics standards applied in community and school-based service settings.

Insurance

Students who will be at field sites during the up-coming school year are encouraged to purchase personal malpractice insurance. Students can obtain malpractice insurance through their membership with the National Association of School Psychologists, Council for Exceptional Children, or the American Psychological Association.

Initiating a Field Practicum

Numerous pre-approved practicum sites are located in the Denver metropolitan and surrounding communities. Students in conjunction with the Program Director and Practicum Faculty Supervisor collaboratively identify a preferred field placement that meets all program expectations and standards outlined by NASP and CDE, including appropriately credentialed supervisors. Typically, a student will identify several potential sites the quarter before entering a field placement. Students are responsible for contacting potential supervisors at these sites.

To complete a 300-hour minimum Field Practicum, students typically make a one or two-day commitment to be at a designated site during an entire academic year. Occasionally, site placements will change midyear so a student can gain an alternative experience or to ensure contact with at least two of the following age groups: infancy, preschool, elementary, middle, or high school.

Students who are receiving an additional certificate in early childhood also complete an additional 100-200-hour placement to gain more intensive service experiences with families and children from birth to age 5. The arrangement for this placement is the responsibility of the student in consultation with the Field and University Supervisors. This early childhood placement can be subsumed at the primary placement site or may entail another placement during one or more quarters. In all other respects, there are similar expectations and requirements for Field Practicum for students receiving an additional certificate in early childhood.

A meeting with the Field Supervisor should be held before the Practicum begins to review specific work duties, schedules, and performance expectations. A Field Practicum Supervision Memorandum (**Appendix A**) outlining Faculty Supervisor, Field Supervisor, and student roles and responsibilities must be signed and approved by the Program Director or Faculty Supervisor before a student begins a field practicum placement. Copies of this memorandum must then be left with each supervisor. This Memorandum constitutes a formal agreement that should be considered binding. Students who break such an agreement without just cause are considered in violation of professional standards except under extenuating circumstances.

Beginning a Field Practicum

It is important to attend any beginning of the year staff/teacher training or agency orientation meeting, as this allows the student to meet team professionals in a more relaxed setting and establish rapport. It is also recommended that students obtain an employee handbook given to new staff and review any other site-based manuals, policies, crisis management and abuse/neglect reporting guidelines.

As Field Practicum begins, it is important to meet all staff, teachers, and administrators, to attend various team meetings, and to observe as much as possible in general education and special education classrooms. Students should share with their supervisor their personalized continuing professional development plan that was developed at the end of Clinic Practicum. Also it is important to discuss roles and responsibilities and schedule several assessment sessions observed by the supervisor and student. Also students should review several former reports from their supervisor and share several of their own reports as well. By comparing and contrasting assessment strategies and report writing styles a student quickly learns the instruments and guidelines in use at a particular site.

A face-to-face meeting should be scheduled between the student, the University Supervisor, and the Field Supervisor within two weeks after a student begins a Field Practicum. The purpose of this initial joint supervisor meeting is to establish a professional working relationship, clarify roles and expectations, and facilitate communication about the student's goals and objectives. Before this meeting, the student and Field Supervisor should complete a Field Practicum Agreement Contract (**Appendix B**) and a Personal Goals form (**Appendix C**).

Field Practicum Requirements

Students register for a minimum of two credits each quarter for a total of 6 credits (or if Practicum is only two quarters, enroll in 3 credits each quarter). Recognizing that all sites differ in the variety and breadth of activities and experiences, the following guidelines are offered to plan activities during Field Practicum. Many activities are tied to requirements of the University, but the way in which they are carried out may be different depending upon the Field Supervisor's preference, the setting, age level of children, etc.

Students are expected over the course of the year to:

- (a) engage in a broad range of standardized, screening, curriculum-based, and behavioral assessments,

- (b) participate in the design, implementation, and progress monitoring of instructional interventions,
- (c) provide individual and group counseling,
- (d) employ behavioral observation and develop positive behavioral support plans,
- (e) deliver therapeutic and preventative classroom and school-wide interventions,
- (f) consult with teachers, support staff, community-based professionals, and family members,
- (g) gain a working knowledge of a variety of school, district, and community-based resources,
- (h) document intervention effectiveness for at least one case within an RTI framework,
- (j) deliver and evaluate at least one professional presentation or in-service.

A student should progressively assume more responsibility for overall case management including the planning, delivery and evaluation of a variety of child-focused, classroom, and school-wide interventions. By the end of Field Practicum, it is expected that students will have experienced independence in handling referrals, monitoring case progress, delivering direct services, presenting at team and staff meetings, and consulting with teachers, parents, administrators, and other professionals. Students also should develop confidence in handling crises and working collaboratively with parents/guardians. Increased independence in classroom consultation and management, individual and group counseling, academic intervention, program evaluation, and prevention is expected as the year progresses since students will be taking coursework in these areas each quarter.

Weekly Requirements

Site Activities - High standards of professionalism are expected. Students are responsible for completing all assigned activities in a timely and professional manner. It is important to recognize that policies, paperwork, and report writing may differ across sites. It also is important to keep in mind that scheduled breaks at the University often do not coincide with school or agency schedules. Thus, time off for vacation or other personal reasons must be discussed and cleared in advance with Field Practicum Supervisors so that necessary adjustments to service provision can be made. Any absences must be discussed and cleared with the Field supervisor. In consultation with the Field Supervisor, it is highly recommended that the University Supervisor be invited to observe at least one on-site professional activity conducted by the student during the year.

Supervision Preparation - Students develop personal and professional goals each quarter in cooperation with their Field and University supervisors and are expected to participate in a minimum of one hour of weekly supervision. Students should prepare for scheduled supervision by reviewing pertinent case materials, protocols, and preparing coherent case review summaries. Professional goals and objectives should be regularly reviewed during supervision. Supervisors are extremely busy and students must be sensitive to their heavy professional commitments. Any problems or conflicts should be openly discussed. If problems or concerns arise, it is the responsibility of the Practicum student or Field Supervisor to contact the University Supervisor immediately and the University Supervisor will make every attempt to work constructively towards an acceptable solution.

Seminar Attendance - Attendance and active participation is expected at all scheduled University Practicum seminar meetings and individual supervisions sessions. Students must not miss more than one seminar each quarter, must routinely come prepared to critically discuss their ongoing cases and site activities, and to review completed class assignments.

Quarterly Requirements

Cumulative Time Sheet Logs - Students are responsible for recording all Practicum hours on a weekly basis. A cumulative Quarterly Time Sheet Summary Log (**Appendix E**) is due at the end of each quarter. Quarterly logs should reflect all Practicum activities and supervision hours and **must be signed** by both the student and Field Supervisor. A signed, year-end, cumulative summary log that reflects the total practicum hours accumulated during the entire Practicum placement is required to obtain a final grade.

Assignments – A series of Practicum assignments are due throughout the year as indicated on the course syllabi (**Appendix L**). All assignments must be completed by a designated date at the end of each quarter. A student may ask for permission to hand-in a required assignment at a later date due to constraints at a field site. All assignments must be redone until satisfactory mastery is obtained. Assignments must be completed by the end of Practicum and must include a final In-Service Presentation Summary and Case Study Report.

Case Summary Reflections - Four Case Summary Reflections must be submitted each quarter (total of twelve during the year) that represent a variety of professional activities. Case summary reflections can include: screening, testing, diagnosis or program evaluation activities for general or special education students; individual or group academic, behavioral, counseling, or psycho-social interventions or services; collaborative consultation, classroom interventions or prevention activities; committee work; system-wide projects; program evaluation; or community projects. Students must provide evidence of positive impact of their service delivery for a minimum of one intervention case, one individual or group counseling case, and an in-service presentation.

Personal Goals (these turn into a final Continuing Professional Development Plan) - Personal Goals are collaboratively completed with supervisor input at the beginning and mid way through the year (**see Appendix C**). At the end of the year, progress towards these goals is reviewed and a final end-of-year Continuing Professional Development Plan (**Appendix H**) is developed with input from Field and University supervisors. The Field Practicum Continuing Professional Development Plan is then given to the Internship supervisor the following year.

Field Placement Performance Evaluation - Mid-way and again at the end of Practicum, a formal performance evaluation is independently completed by the student and Field Supervisor (**Appendix G**). A feedback meeting is arranged with the Field and University Supervisors to review these evaluations and develop future goals, objectives and professional activities. Performance evaluations are designed to provide constructive feedback and are not the sole basis upon which a Field Practicum grade is assigned since they may or may not correspond to the end of a quarter. It is expected that students will demonstrate adequate progress and mastery of key competencies before Internship.

Field Placement Site Evaluation - At the end of each field placement, students are asked to evaluate the overall experience and perception of supervisory support provided at each field site (**Appendix I**). Early in the Field Practicum it is the responsibility of the student to share this form with the Field Supervisor to apprise the supervisor of the criteria selected for evaluation.

Documentation of Practicum Completion and Portfolio Components – When all requirements are completed, the University Supervisor signs a documentation form that also serves as successful completion of a third year portfolio (**Appendix M**).

The Field Practicum seminar topics, required assignments and typical on-site activities for fall, winter and spring quarters are captured in the Table below.

PRACTICUM SEMINAR TOPICS, REQUIREMENTS, & TYPICAL ON-SITE ACTIVITIES		
FALL	WINTER	SPRING
Seminar Topics	Seminar Topics	Seminar Topics
<ul style="list-style-type: none"> ➤ Supervision, advocacy & ethics ➤ Field placement report writing ➤ IDEA reforms: SLD & RTI ➤ CBM and progress monitoring ➤ Conducting groups ➤ Internship preparation 	<ul style="list-style-type: none"> ➤ Internship interviewing ➤ Internship Panel ➤ School-based crisis plans ➤ Abuse and threat reporting ➤ Suicide assessment/intervention ➤ Family-school partnerships 	<ul style="list-style-type: none"> ➤ Conducting effective in-services ➤ Politics, policies and advocacy ➤ Casework & resource sharing ➤ In-service & case presentations ➤ Internship requirements & plans ➤ Book club & avoiding burn-out
Requirements	Requirements	Requirements
Practicum Memo & Site Contract	(Redo only if new site is begun)	Internship Memo
Initial Joint Supervisor Meeting	Mid Year Evaluation	End of Year Evaluation
Initial Professional Goals	Mid Year Professional Goals	Continued Professional Dev Plan
Intent for Internship	Vita & Internship Letters	Prof Identity Statement
Cumulative signed time log	Cumulative signed time log	Total cumulative signed time log
4 Case Reflections (one assessment focused)	4 Case Reflections (one individual/group counseling)	4 Case Reflections (one prevention focused)
RTI Case Study Identified	RTI Case Study Draft	RTI Case Study Final Outcome
		In-Service Summary
		Site Evaluation(s)
Typical On-site Activities	Typical On-site Activities	Typical On-site Activities
Observe all classrooms Attend professional trainings Join pre-referral/ Sp Ed team Collaborate on assessments Assist in behavior plans Observe teacher consultation Small groups – co-lead Classroom groups – co-lead Indiv counseling w/taped review Identify RTI case Identify an in-service topic	Observe specific class curriculum Attend professional trainings Present at pre-referral/ Sp Ed team Conduct assessments Supervised behavior plans Supervised teacher consultation Small groups – self-led Classroom groups – self-led Indiv counseling w/supervision Begin RTI case Plan an in-service presentation	Observe other classrooms/settings Attend professional trainings Facilitate pre-referral/ Sp Ed team Conduct & learn new assessments Independent behavior plans Self-initiated teacher consultation Small groups – self-led Classroom groups – self-led Additional Indiv counseling w/fdbk Complete final RTI case Conduct and evaluate an in-service

Field Practicum Expectations

Data-Based Decision Making and Accountability

- Screen, assess, and monitor progress of students for special education placement or students having difficulties within the regular education setting;
- Interview the referral source and observe referred students in their primary home or educational settings to prepare for participation in meetings for intervention design.
- Participate in data-based decision making and accountability and other school or agency based experiences that require planning, ongoing implementation, and follow-up evaluation.
- Design, implement, and evaluate outcome-based interventions for individuals, small groups, or classrooms with special and regular education students.

Consultation and Home, School, and Community Collaboration

- Participate as an active member of site-based child study, pre-referral, intervention, and special education teams.
- Establish a consultative relationship with members of the school or agency staff or parents for referral situations regarding individual, classroom or family issues.
- Consult with parents, teachers, and other school or community agency personnel at the individual, group, and systems levels.
- Work collaboratively with the Field Supervisor and other team members to ensure continuity of outcomes.
- Present results, impressions and recommendations at individual feedback conferences with parents, teachers, and other specialists.
- Engage in professional behavior respectful of individual differences and diversity throughout decision making and applied practices.
- Collaborate with a variety of communities (school, district, community) to implement and evaluate prevention and intervention mental health programs, policies and practices that create and maintain safe, supportive and effective learning environments.

Instruction and Intervention

- Apply learning, motivation, and developmental theories to promote cognitive and academic skills through effective instruction.
- Provide individual and group counseling, or crisis intervention for special or regular education students and families.
- Organize and conduct at least one student or parent group which meets regularly for a specified period of time. Co-facilitation of a group with an experienced staff member is an accepted alternative for group counseling with populations and/or issues that are less familiar.
- Apply knowledge of research and program evaluation to implement and evaluate services and interventions to promote learning, socialization and the development of life skills.
- Participate in the design, delivery, and evaluation of educational and mental health interventions that reflect understanding of biological, social/cultural, experiential, and economic influences on learning and behavior.

Prevention, Crisis Intervention, School and Systems Organization

- Prepare, deliver, and evaluate at least one professional or in-service presentation on a topic collaboratively decided to be of mutual benefit for the placement site and student.
- Participate in practices to promote safe, healthy, and nurturing environments for learning and development.
- Communicate with and facilitate communication among students, families, educators, and community members in a variety of settings.

Professional Practice and Work Characteristics

- Attend regular supervision sessions to review cases and continued professional progress.
- Participate in weekly seminars with other Practicum students to share and review professional experiences, casework, activities and course assignments.

- Display respect for diversity, ethical behavior, and best practice when working with students, families, colleagues, and the community as a whole.
- Participate in and provide professional training and development for staff at the placement site.
- Continue to develop a professional identity and advocacy skills that contributes to the advancement of the field.
- Use current technology to enhance the quality of service delivery.

Roles and Responsibilities

Student Responsibilities

- Come prepared for all supervision meeting to review professional activities, case progress, and issues encountered on site with the Field Supervisor
- Come prepared to fully participate in weekly seminars or individual supervision meetings with the Faculty Supervisor.
- Record weekly activities on Time Sheet Logs and transfer these to a Quarterly Summary Log signed by the Field Supervisor and turned into the Faculty Supervisor at the end of each quarter. To ensure that a well-rounded experience occurs, totals in each skill area should be reviewed for gross imbalances.
- Complete on-site activities, course assignments, and expected roles and functions in a highly ethical, professional, and timely manner. Any needed extensions or time off must be negotiated and approved by all supervisors.
- Complete an initial professional goals statement, a self-reflective performance evaluation at mid-year (December or January) and at the completion of Practicum collaboratively develop with supervisors a Continuing Professional Development Plan and arrange to review each of these during a feedback meeting with the Faculty and Field Supervisors in attendance.
- Complete a site evaluation at the end of the placement.
- **If problems or concerns arise, it is the responsibility of the Practicum student or Field Supervisor to contact the University Supervisor immediately.**

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 student in learning to balance the responsibilities of the job and overcome basic obstacles.
- Provide minimally one hour of face-to-face supervision.
- Discuss prior case files and reports and assist in current case review and decision-making.
- Integrate student into as many ongoing professional activities at the site as possible.

- Discuss performance concerns with student or Faculty Supervisor as soon as possible.
- Meet to collaborate on jointly constructed solutions when problems arise.
- Meet with the Faculty Supervisor and student at the beginning, middle, and end of Practicum and at other times as needed to discuss Practicum performance expectations and evaluations.
- Collaboratively develop a Continuing Professional Development Plan for Internship with the student and Faculty Supervisor at the end of Practicum.
- **If problems or concerns arise, it is the responsibility of the Practicum student or Field Supervisor to contact the University Supervisor immediately.**

University Supervisor Responsibilities

- Ensure that student and Field Supervisors understand all Practicum requirements.
- Ensure that student receives all required forms to share with the Field Supervisor.
- Facilitate communication between Field Supervisor and student.
- Meet with Field Supervisor at the beginning, middle, and end of the Practicum to assist in the setting of professional goals and objectives and to evaluate student performance.
- Actively work with the Filed Supervisor to collaborate on solutions if issues or concerns arise.
- Conduct weekly peer group seminars to facilitate continued professional development.
- Meet individually to review cases, provide consultation and guidance for on-site activities, and facilitate self-reflective evaluation of professional progress.
- Observe confidentiality of site information and obtain appropriate consent when necessary.
- Submit end of quarter Practicum grades once all requirements are complete.
- Assist and facilitate the Internship application process.
- Ensure that all required paperwork has been received from student and Field Supervisor.
- Collaboratively develop a Continuing Professional Development Plan for Internship with the student and Field Supervisor at the end of Practicum.

Field Practicum Evaluation

Practicum students are evaluated based on mastery of expected personal-professional competencies, competent service delivery, adherence to professional standards, fulfilling professional obligations at the placement site and during seminar, constructive utilization of supervisory feedback, and results of a mid-year and end-of-year performance evaluation.

It is the responsibility of the student to see that all evaluations, time sheet logs, assignments, projects and required forms are handed in by a designated date each quarter. The student or Field Supervisor also should notify and consult with the University Supervisor at any time during the Practicum if an issue or concern arises that warrants immediate attention.

A student's mid-year and end-of-year performance is formally reviewed by the Field and University Supervisors using the Field Placement Performance Evaluation form (**Appendix G**). Results at the end of the year are then used to construct continuing professional development goals

for Internship. To proceed to Internship, students must receive an average supervisor rating of 3 or more (i.e., 3 = Skills are average in this area) across all competency domains. If any competency domain falls below a 3 rating, the student is required to submit a remediation plan with observable and measurable goals and objectives and meet with the Program Director and their advisor for reevaluation prior to advancing to Internship. Students who are not able to progress to Internship, may be required to retake Practicum at the same or at a new site based on the remediation plan developed. Students who do not successfully complete a Field Practicum can be dismissed from the licensure degree program.

A final grade for Field Practicum is entered only after a Documentation of Completion and Portfolio Components form is completed (**Appendix M**) indicating satisfactory performance for the entire placement and receipt of all required projects, assignments, forms, and documents.

Field Practicum evaluation is based on:

- Mastery of individualized personal-professional competencies;
- Fulfilling all professional obligations and activities in a professional and ethical manner;
- Competent service delivery and adherence to professional standards;
- Constructive utilization of field and university supervision and feedback;
- Professional contribution to field site and to peer cohort;
- Collaborative and thoughtful participation in seminar discussions;
- Satisfactory seminar attendance;
- Completion of all required course assignments each quarter;
- Documentation of activities through signed cumulative time sheet logs each quarter;
- Critical evaluation of one case study and one in-service presentation;
- Average or above mid-year and end-of-year performance evaluation Supervisor ratings;
- Initial goal setting, ongoing self-evaluation, and the development of an end-of-year continuing professional development plan.

Internship Preparation

Internship is an extremely important culminating aspect of a School Psychology student's professional training and thus, preparing for and selecting an Internship site should be undertaken with great care. All Ed.S. and Ph.D. students in the School Psychology Licensure track must complete a 1200- or 1500-hour Internship, respectively, across one or two years, to obtain state and national licensure to practice as a School Psychologist. Most Ed.S. students advance to Internship immediately after Field Practicum, while most Ph.D. students take their Internship one or two years following Field Practicum. Ph.D. students are required to have completed additional advanced clinical, research, and cognate coursework and also must successfully defend a dissertation proposal before going out on an Internship. It is recommended that students take the NASP Praxis Exam before beginning Internship. Students cannot graduate until the NASP exam is passed with a CO cut-off score of 660.

Locating an Internship Site

Students begin the process of preparing for, gathering information about, and applying for appropriate Internship sites during Field Practicum. All students must complete and submit to the

Program Director and Faculty Practicum Supervisor an Intent to Complete School Psychology Internship form (**Appendix K**) as the first step in preparing for the Internship application process.

Internship sites can be selected on the basis of a student's interests, prior experience, and the need to balance supervised experiences across varying age groups. At least half of the Internship must be completed in a school site. Students who plan to do half of their Internship in a non-school setting will need to contact identified agencies directly after getting preliminary approval from their advisor and the Program Director. Students should apply only for paid Internships unless specific permission is obtained.

Internship sites are quite varied and can be found locally or nationally. When an out-of state Internship is desired, it is best to begin the process early by contacting the Department of Education in the state where the Internship is sought. All School Psychology Internship sites must meet standards outlined by NASP and also fulfill all Program expectations and requirements.

During Internship all students are required to receive two hours of supervision per week from an appropriately credentialed on-site supervisor. It is recommended that an Internship placement not span more than two different sites. Multiple placement sites within a single school district or agency can qualify if the supervision and services are coordinated and a primary Supervisor assumes ultimate responsibility for the Internship. A list of prior approved local, state, and regional Internship sites will be handed out during Practicum seminar.

Applying for an Internship

In most cases, students visit or talk extensively with several Internship sites before deciding to apply. Each Internship site has different application requirements and deadlines. Some out-of-state sites require materials to be sent in December for a fall placement. Most Colorado Internships request applications by early February and extend offers between March and May. While Internship openings do come available later in the summer, most students secure Internship placements by May.

Most Internship sites request a professional vita, a professional statement, and copies of professional materials, such as formal reports, intervention descriptions, or evaluations. Thus, before Internship applications are sent out, it is important to get feedback on application materials from peers and faculty.

Most Internship sites also require personal interviews. Thus, students should participate in mock internship interviews and prepare answers to typical questions regarding prior professional experience, personal and professional competencies, strengths and weaknesses, preferred work style, supervision and professional development expectations. Students also should be ready to answer questions that reflect their knowledge of current reforms, issues facing the field, and how to handle various case situations. Finally, questions about the Internship site should be prepared that can help assess whether a particular placement can meet individual requirements and interests.

Accepting an Internship Placement

Once an Internship offer is made, a formal acceptance decision will be expected within a short time frame – typically within several days. This means that students should decide if they would accept an offer from a particular site even before an offer is extended. It is important to discuss all Internship offers with a faculty advisor, the Faculty Practicum Supervisor and/or the Program Director before formal acceptance. Students should **not** make a final Internship commitment before getting formal Program approval.

An **Internship Memorandum** (see *School Psychology Internship Manual*) outlining the roles and responsibilities of the student, the University supervisor, and the Site supervisor, must be signed and approved by the Program Director as part of the formal acceptance of an Internship. It is

the student's responsibility to send this form to the appropriate contact person at the Internship site and to then hand-in a final signed copy of the Internship Memorandum to the Field Practicum Faculty Supervisor who will pass it onto the assigned University Internship Supervisor. Some placement sites also require that other formal contracts or paperwork be completed and signed by a University representative. It is the responsibility of each student to request, complete, and return all required forms before Internship begins.

An Internship acceptance is considered binding. Students who break such an agreement are considered to be violating professional standards, with rare exceptions made for extenuating circumstances.

Preparing for Internship

Once an Internship placement is secured, students should arrange a meeting with their on-site supervisor and send or bring him/her a copy of their **Continuing Professional Development Plan** completed at the end of Field Practicum. This information should be reviewed in order to help develop Internship goals and objectives that fulfill all Program expectations and also meet all State/National licensing requirements.

Some other things to keep in mind as you plan your Internship. Your Internship is a professional job, so you should attend any employee or school trainings that the site offers, know about illness and personal days policies, and discuss how to make up missed work. You will be expected to follow the school district's calendar and scheduled breaks. When planning for supervision, if multiple people provide supervision, insure that at least some supervision is conducted jointly. Finally, be sure to completely read and understand all responsibilities and expectations outlined in the ***Internship Manual***.

Appendices

Appendix A Field Practicum Supervision Memorandum

Appendix B Field Practicum Agreement Contract

Appendix C Personal Goals Form

Appendix D Time Sheet Weekly Log

Appendix E Time Sheet Quarterly Summary Log

Appendix F Codes for Documentation of Field Placement Hours

Appendix G Field Placement Performance Evaluation

**Appendix H Continuing Professional Development Plan
Clinic/Practicum/Internship**

Appendix I Site Evaluation

Appendix J Chain of Relevant Experiences (CoRE)

Appendix K Intent to Complete School Psychology Internship

Appendix L CFSP 4353 School Psychology Practicum Syllabus

**Appendix M Documentation of Practicum Completion and
Portfolio Components**

Appendix A
Field Practicum Supervision Memorandum

TO: Field Practicum Supervisor
FROM: Dr. Karin Dittrick-Nathan, Director
Child, Family and School Psychology Program (CFSP)
SUBJECT: Practicum Supervisor's Memorandum from DU Faculty

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 Field Practicum Supervisor is to meet with the Practicum student for at least one hour per week for supervisory conferencing. Your feedback may be based on observing the student's assessment, intervention, consultation, or team processing through direct observation, indirect case 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

Our Ed.S. and Ph.D. students must spend a minimum of 300 hours at their Field Practicum setting during two-three consecutive quarters, unless other specific arrangements have been made. Field Practicum students who are obtaining a School Psychology Early Childhood Certification must take an additional, 100-200-hour placement rotation with an early childhood population. Students at the Field Practicum stage of their Program have already completed a supervised Clinic Practicum (150-200 hours) during their second year in the program in which they received direct observation and feedback during test administration, assessment, client interviewing and feedback by clinic supervisor.

During the Field Practicum we require students to engage in a wide array of services and roles with both regular and special education students and staff. Specific requirements and expectations are listed in the attachment below. In general, students should engage in the provision of direct assessment, intervention, counseling, and consultative services with individuals, small groups, classrooms or families to help foster academic, behavioral, learning or social-emotional goals. We also require students to take part in site-based teams and, whenever possible, 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 Field Supervisor. In addition, all students meet weekly with their University Practicum instructor/supervisor. Students will be asked to tape several of their counseling or consultative sessions for supervision purposes at D.U. Finally, students will take part in a group Practicum seminar with other Field Practicum students. During the seminar, students share ongoing experiences and are asked to present information about ongoing cases at their Practicum site.

Evaluation

You will be asked to complete a formal evaluation of the student's ongoing performance at the middle and end of the year. Enclosed is your copy of the Field Placement Performance 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 Faculty Supervisor is asked to a meeting with you where these

evaluation results are shared and goals for the next quarter or the future are outlined. Signed evaluation forms must be returned by the student to the Faculty Practicum Supervisor.

Roles of University and Field Supervisors

As the Field Supervisor who will meet with the student weekly to provide direction and review of cases, you are the primary person responsible for direct clinical supervision of the student. By contrast, the DU Faculty Practicum Supervisor typically meets with students weekly during the quarter using a seminar format, and thus is not offering clinical supervision according to the Colorado State Grievance Board Rule 16, Supervision of Psychotherapists, who defines clinical supervision as occurring when there is a close, on-going review and direction of a supervisee's clinical practice. The DU Faculty Practicum Supervisor will monitor student's professional skill development and may use many of the same procedures that a Field Supervisor would use, including occasional review of tapes that illustrate a student's strengths and weaknesses in their work. In the rare cases where a conflict or theoretical difference occurs between the Faculty Supervisor's advice and the Field Supervisor's advice, if it is not possible to integrate both sets of recommendations, students are instructed to take the Field Supervisor's advice. Another role of the Faculty Supervisor is to mediate and facilitate any interpersonal or competency difficulties that may arise. Under those circumstances, the Faculty Practicum Supervisor will work with all involved to resolve all training issues.

We highly value 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 University of Denver Practicum Supervisor listed below.

Dr. Karin Dittrick-Nathan
303-871-2838 or kdittric@du.edu

Field Practicum Supervision Memorandum

Please sign below to indicate your desire to be the Field Practicum Supervisor

for this student.

Date _____

I, _____ agree to act as the Field Supervisor for
(Supervisor name)

_____ at _____
(Student name) (School/agency name)

during the period of _____ to _____.

Supervisor Signature

Date

I, _____ agree to participate at the above-named site.
(Student name)

Student Signature

Date

I have approved this Field Practicum placement site as appropriate for the student identified above, who is in the Child, Family, and School Psychology program at the University of Denver.

University Supervisor Signature

Date

Appendix B
Practicum Agreement Contract

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** _____
School District _____
Field Supervisor Name _____
Position/Title _____
Address _____
Phone _____
E-mail _____

- 3) **Student Name** _____
Address _____
Phone _____
E-mail _____

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

Course Number _____ **Credits** _____
Quarter(s) _____

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

- 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 student in learning to balance the responsibilities of the job and overcome basic obstacles.
- Provide minimally two hours of face-to-face supervision.
- Discuss prior case files and reports and assist in current case review and decision-making.
- Integrate student into as many ongoing professional activities at the site as possible.
- Discuss performance concerns with student or University Supervisor as soon as possible.
- Meet to collaborate on jointly constructed solutions when problems arise.
- Meet with the University Supervisor at the beginning of Practicum and as needed thereafter.
- Complete all Practicum performance evaluations and discuss with student and University Supervisor.
- Collaboratively develop a Continuing Professional Development Plan with the student at the end of Practicum.

- **If problems or concerns arise, it is the responsibility of the Practicum student or Field Supervisor to contact the University Supervisor immediately.**

It is mutually agreed that the student will:

- During Practicum, student will meet weekly with the Field Supervisor for a minimum of two hours of direct supervision. In supervision, student reviews professional activities, case progress, and discusses issues encountered on site.
- Student will record weekly activities on Time Sheet Logs that are transferred as Quarterly Summary Logs and signed by the Field Supervisor and then sent into the University Supervisor. To ensure that a well-rounded experience occurs, totals in each skill area should be reviewed for gross imbalances.
- Student and Field Supervisor will complete a minimum of two performance evaluations, one at the mid-point of the school year (December or January) and one at the completion of Practicum. Once completed, if there are concerns a feedback meeting with the University Supervisor should be scheduled as soon as possible to review these evaluations.
- The student is responsible for scheduling on-site activities that adhere to all expected course requirements and for completing expected roles and functions in a highly ethical and professional manner. Any time off must be negotiated with the Field Supervisor in advance.
- The student is expected to complete all assignments for the University in a timely manner and if a deadline extension is needed to contact the University Supervisor for consideration.
- Quarterly on-line discussions with the University Supervisor are required. These are to be shared with the cohort.
- **If problems or concerns arise, it is the responsibility of the Practicum student or Field Supervisor to contact the University Supervisor immediately.**

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

- 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 the beginning of the Practicum and as needed thereafter.
- 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.
- Review a Continuing Professional Development Plan with the student at the end of Practicum.
- Facilitate state licensure requirements completion.
- Observe confidentiality of information and obtain parental and student consent when necessary.
- Coordinate email discussions and/or hold seminars to discuss common problems and experiences and assist the student in casework.

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 meet at the earliest possible date.

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

Student _____ Date _____

Field Supervisor _____ Date _____

University Supervisor _____ Date _____

Appendix C Personal Goals Form

Initial

Mid-year

Name: _____ Date: _____ Year: _____

Site: _____

Address: _____

Supervisor: _____ Phone: _____

Email: _____

In collaboration with your site supervisor, please list one or more goals/objectives for each of the domains. Recognize that some goals are more appropriate for the earlier half of the school year while others are more appropriate for later in the school year. Briefly describe the site activities that will be used to accomplish these goals/objectives in each domain. Revisit this document throughout the year to adjust for pace and content. If you change settings, be sure to review goals and timelines with your supervisor. The overall goal is that at the culmination of the Internship experience, the Internship student is proficient or above in each of the domains.

* Refer to this document to complete the Continuing Professional Development Plan at the end of Internship to facilitate your transition planning into the workplace.

1) Data-based Decision Making (Document Review, Screening, Assessment, Progress Monitoring, Evaluation):

Initial: _____

Mid-point: _____

2) Consultation and Collaboration (School or Agency Staff, Families, Other Professionals or Agencies):

Initial: _____

Midpoint: _____

3) Instruction and Development of Cognitive/Academic Skills

(Planning/Implementation/Evaluation of Classroom or Home Instruction, Individual Remediation Lessons, or Therapeutic Sessions):

Initial: _____

Midpoint: _____

4) Direct and Indirect Interventions for Socialization and Development of Life Skills
(Planning/Implementation/Evaluation of Systems, Home, School/Classroom or Group/Individual
Interventions):

Initial: _____

Midpoint: _____

5) Prevention, Crisis Intervention, and Mental Health Promotion (Organizational,
Community/School Systems, Families, Classrooms, or Individual Levels):

Initial: _____

Midpoint: _____

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

Initial: _____

Midpoint: _____

7) Organization, Systems Planning and Policy Development (Observation, Participation,
Leadership):

Initial: _____

Midpoint: _____

8) Home/School/Community Collaboration (Engagement in School/Community/Committees, Inter-agency Partnerships, Across Agency Program Implementation or Expansion):

Initial: _____

Midpoint: _____

9) Research and Program Evaluation (Organizational, Systems, Classroom, Family, and Individual Outcome Levels):

Initial: _____

Midpoint: _____

10) Professional Ethics and Practice (Knowledge and Demonstration across Multiple Settings):

Initial: _____

Midpoint: _____

11) Information Technology (Incoming Skill Level, Continued Development, Expected Mastery):

Initial: _____

Midpoint: _____

Initial:

Student Signature _____ **Date** _____

Field Supervisor Signature _____ **Date** _____

University Supervisor Signature _____ **Date** _____

Midpoint:

Student Signature _____ **Date** _____

Field Supervisor Signature _____ **Date** _____

University Supervisor Signature _____ **Date** _____

Appendix D Time Sheet Weekly Log

Student's Name: _____ Quarter: Fall Winter
 Spring Summer
 Practicum Site: _____ Month: _____ Year: _____

Dates :							
Direct Student Contact Hours		Week 1	Week 2	Week 3	Week 4	Week 5	Total
Assessment (Formal/Informal)							
Interviewing							
Individual Counseling							
Group Counseling							
Crisis Intervention							
Academic Intervention – Indiv.							
Academic Intervention – Class							
Behavioral Intervention							
Prevention							
Consultation							
Workshop/Presentation							
Meetings: Team/Staffing							
Professional Development							
Other: (specify)							
Subtotal							
Percentage time w/ ages: (specify)	0-5 6-11 12-18						

Administrative/Case Management

Background Review							
Report Writing							
Observation							
Other: (Specify)							
Subtotal							

Leadership

Advocacy:							
Research:							
Program Development & Evaluation							
System/Organizational							
Team Building:							
Other: (Specify)							
Subtotal							

Supervision

Field							
University							
Other: (Specify)							
Subtotal							
Total Hours This Month							

Appendix E Time Sheet Quarterly Summary Log

Student's Name: _____

Quarter: Fall Winter
 Spring Summer

Practicum Site: _____ Year _____ Month _____

Direct Student Contact Hours	Hours From Previous Quarters	Hours This Quarter	Cumulative Hours
Assessment (Formal/Informal)			
Interviewing			
Individual Counseling			
Group Counseling			
Crisis Intervention			
Academic Intervention – Indiv.			
Academic Intervention – Class			
Behavioral Intervention			
Prevention			
Consultation			
Workshop/Presentation			
Meetings: Team/Staffing			
Professional Development			
Other: (Specify)			
Subtotal			
Percentage of time with ages	0-5		
(specify)	6-11		
	12-18		

Administrative/Case Management

Background Review			
Report Writing			
Observation			
Other: (Specify)			
Subtotal			

Leadership

Advocacy:			
Research:			
Program Development & Evaluation			
System/Organizational			
Team Building:			
Other: (Specify)			
Subtotal			

Supervision

Field			
University			
Other: (Specify)			
Subtotal			
TOTAL HOURS TO DATE			

Student Signature: _____

Date: _____

Field Supervisor Signature: _____

Date: _____

Appendix F Codes for Documentation of Field Placement Hours

Assessment (Formal/Informal): Administration of formal or informal academic, intelligence, adaptive, behavior, or social/emotional assessments. Includes scoring and interpretation of results.

Interviewing: Interviewing of students, teachers, parents, family, school staff or others for the purpose of gathering information on a case.

Counseling (Individual/Group): Working with one or more students for purposes related to solving personal problems, developing social skills, or problem solving skills.

Crisis Intervention: Meetings, trainings, and the actual response and participation in crisis situations in the schools including follow-up reporting and debriefing.

Academic Interventions (Individual/Class): Working with one or more students for the purpose of improving academic or social performance.

Behavioral Intervention: Working directly with one or more students/teachers in classrooms for the purpose of enhanced development, adjustment or performance in school.

Prevention: Working directly with students in classrooms for the purpose of preventing things such as school violence, drug abuse, etc.

Consultation: Time spent helping teachers, parents or other professionals analyze a problem situation, develop a plan and implement and evaluate an intervention.

Workshop/Presentation: Reading, writing, practicing and meeting with colleagues in the presentation of a required in-service.

Team Meetings/Staffings: Activities directly related to multi-disciplinary team meetings/staffings, including preparation, organizational activities, collection of records and participation in the meetings.

Professional Development: Attendance at conferences and workshops, reading scholarly books and articles, or participation in other professional skill-building activities outside of the field placement or university coursework.

Background Review: Review of records, grades, files, work samples, portfolios, etc.

Report Writing: Compiling all information gathered through assessments, background review, interviews, etc. into a comprehensive report.

Observation: Observing students, classrooms, teachers, student interactions and family interactions.

Supervision – Field: Any consultation or contact with the Field Supervisor regarding cases, duties or professional development activities related to the field placement.

Supervision – University: Any consultation or contact with Field Supervisor regarding field activities.

Other: Any activity not covered in the above list but related to the field placement

Appendix G
Field Placement Performance Evaluation

Date of Evaluation: _____ Completed by: Self or Supervisor
Student Name: _____ M.A. Ed.S. Ph.D.
Supervisor Name: _____ Phone: _____ E-mail: _____
Placement Site: _____ Field Practicum Internship

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 have you performed as a supervisor (or has your supervisor provided)?

- Direct observation
- Listening or viewing session tapes
- Review of assessments and written case reports
- Case discussion
- Other (please specify)

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

- | | |
|---|---|
| <input type="checkbox"/> Assessment (Formal/Informal) | <input type="checkbox"/> Family Collaboration/ Intervention |
| <input type="checkbox"/> Observation in Natural Environments | <input type="checkbox"/> In-service or Other Presentations |
| <input type="checkbox"/> Counseling (Individual/Group) | <input type="checkbox"/> Research/Program Evaluation |
| <input type="checkbox"/> Academic Intervention (Individual/Class) | <input type="checkbox"/> Teaming & Consultation |
| <input type="checkbox"/> Behavioral Intervention/Prevention | <input type="checkbox"/> Interagency Case Management |
| <input type="checkbox"/> Crisis Intervention/Prevention | <input type="checkbox"/> Administrative Activities |
| <input type="checkbox"/> System-wide Intervention/Prevention | <input type="checkbox"/> Other: (describe below) |

Field Placement Performance Evaluation – Part I

Part I Directions: Please use the following five-point rating scale to evaluate your Practicum/Internship student's skill development. Place an X in the appropriate box next to each item. For those areas 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

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

Data-Based Decision Making and Accountability	Remediation Needed	Independent Level	NO
1. Clearly identifies issues, problems, and concerns to be addressed by assessment.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2. Considers entire ecology (e.g., family, peers, school, community) when assessing.	1 2 3 4 5	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	1 2 3 4 5
4. Collects data for decision making through a variety of assessment methods (testing, interviews, observation, ratings, etc...).	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5. Applies knowledge of psychometric standards when selecting appropriate assessment methods for area under consideration.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
6. Appropriately applies and interprets formal and informal, observational, behavioral, curriculum-based, environmental, and other forms of assessment.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
7. Appropriately administers standardized tests, scales, and instruments.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
8. Accurately interprets assessment data within the context of home, community and school environments and personal student characteristics.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
9. Formulates recommendations sensitive to student, family, and school cultures.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
10. Integrates own assessment data with that of others to generate and support reasonable hypotheses.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
11. Directly relates assessment summaries to the designated reason for referral.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
12. Links assessment data to useful, functional recommendations.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
13. Communicates assessment information effectively to relevant others.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
14. Maintains confidentiality of information collected during assessment.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
15. Develops effective data collection systems that facilitate progress monitoring and evaluation.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
16. Facilitates team and staff decision-making regarding accountability and outcomes.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
17. Assists administrators with assessment and data-based decision-making to meet accountability responsibilities.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Other (please specify).	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Consultation and Home, School, Community Collaboration	Remediation Needed	Independent Level	NO
18. Employs effective consultation approaches with teachers, administrators, and school or community agency personnel.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

19. Employs effective consultation approaches with parents and other family members.	1	2	3	4	5	
	1	2	3	4	5	
20. 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	
21. Demonstrates concern and consideration of cultural communication preferences and the diverse needs of students, parents, and staff.	1	2	3	4	5	
	1	2	3	4	5	
22. 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	
23. Maintains objectivity and a problem-solving focus during consultation.	1	2	3	4	5	
	1	2	3	4	5	
24. Facilitates communication among and between students, schools, agencies, families, administrators and other community members.	1	2	3	4	5	
	1	2	3	4	5	
25. Skillfully communicates and presents information at collaborative team meetings.	1	2	3	4	5	
	1	2	3	4	5	
26. Is able to facilitate meetings and achieve consensus to promote desired changes and positive outcomes.	1	2	3	4	5	
	1	2	3	4	5	
27. Skillfully employs effective consultation and collaboration skills across a variety of settings and situations.	1	2	3	4	5	
	1	2	3	4	5	
28. Recognizes social-cultural factors that support learning and development and impact home-school-community collaboration and partnerships.	1	2	3	4	5	
	1	2	3	4	5	
29. Listens to and considers a family's needs, concerns, and priorities during consultative and collaborative meetings.	1	2	3	4	5	
	1	2	3	4	5	
30. Communicates and interacts with families in a caring and empathic manner that demonstrates nonjudgmental respect.	1	2	3	4	5	
	1	2	3	4	5	
31. 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	
	1	2	3	4	5	
32. Provides supports and resources for families to fully participate in consultative meetings.	1	2	3	4	5	
	1	2	3	4	5	
33. Helps families evaluate options and resources to make decisions best suited for achieving desired outcomes.	1	2	3	4	5	
	1	2	3	4	5	
34. Provides responsive assistance that matches a family's values, interests, priorities, and desires.	1	2	3	4	5	
	1	2	3	4	5	
35. Advocates for and actively promotes family sensitive practices that welcome students and families from diverse backgrounds.	1	2	3	4	5	
	1	2	3	4	5	
36. Creates and coordinates collaborative partnerships among schools, families, and communities agencies.	1	2	3	4	5	
	1	2	3	4	5	
Other (please specify).	1	2	3	4	5	
	1	2	3	4	5	
Instruction and Intervention	Remediation Needed	Independent Level	NO			
37. Designs instruction and interventions that reflect understanding of biological, social/cultural, experiential, and economic influences on learning and behavior.	1	2	3	4	5	
	1	2	3	4	5	
38. Designs instruction and interventions that reflect understanding of diverse family systems, culture, routines and backgrounds.	1	2	3	4	5	
	1	2	3	4	5	
39. Designs instruction and interventions that reflect an understanding of classroom management, routines, and curriculum.	1	2	3	4	5	
	1	2	3	4	5	
40. Designs instruction and interventions that reflect understanding of school systems.	1	2	3	4	5	
	1	2	3	4	5	
41. Demonstrates knowledge of evidenced-based instruction and intervention to address academic, cognitive, social, emotional, adaptive, and behavioral student goals.	1	2	3	4	5	
	1	2	3	4	5	
42. Incorporates behavioral observations and principles into instructional planning.	1	2	3	4	5	
	1	2	3	4	5	
43. Coordinates useful behavior change plans for school and home settings.	1	2	3	4	5	
	1	2	3	4	5	
44. Delivers evidence-based family and parent interventions.	1	2	3	4	5	
	1	2	3	4	5	
45. Delivers evidence-based individual and group counseling.	1	2	3	4	5	
	1	2	3	4	5	

46. Delivers evidence-based individual or group academic instruction or intervention.	1	2	3	4	5	
	1	2	3	4	5	
47. Assists in planning differentiated academic and social/behavioral instruction and interventions.	1	2	3	4	5	
	1	2	3	4	5	
48. Assists in developing student's executive functioning, study skills, planning, time management, and organizational skills.	1	2	3	4	5	
	1	2	3	4	5	
49. Assists in developing student's self-regulation, pro-social behavior, and social problem-solving skills.	1	2	3	4	5	
	1	2	3	4	5	
50. Collaborates to formulate useful, routines-based instructional and intervention goals.	1	2	3	4	5	
	1	2	3	4	5	
51. Models desired behaviors, skills, and intervention or instructional strategies.	1	2	3	4	5	
	1	2	3	4	5	
52. Incorporates effective strategies to enhance generalization and transfer of desired behaviors and outcomes.	1	2	3	4	5	
	1	2	3	4	5	
53. Incorporates strategies to facilitate successful transitions across environments.	1	2	3	4	5	
	1	2	3	4	5	
54. Selects and uses methods to evaluate treatment integrity.	1	2	3	4	5	
	1	2	3	4	5	
55. Develops objective accountability measures and procedures to monitor progress towards goals and to assess outcomes.	1	2	3	4	5	
	1	2	3	4	5	
56. Evaluates instructional and intervention effectiveness and then uses this data to make modifications when needed.	1	2	3	4	5	
	1	2	3	4	5	
57. Recognizes personal biases that can affect intervention effectiveness and outcomes.	1	2	3	4	5	
	1	2	3	4	5	
58. Recognizes a student's/family's need for outside or alternative referral.	1	2	3	4	5	
	1	2	3	4	5	
59. Assists in the coordination of appropriate community resources and services.	1	2	3	4	5	
	1	2	3	4	5	
Other (please specify).	1	2	3	4	5	
	1	2	3	4	5	
Prevention, Crisis Intervention, School and Systems Organization	Remediation Needed	Independent Level				NO
60. Displays current knowledge of risk and resiliency influences on health, psychopathology and behavioral outcomes.	1	2	3	4	5	
	1	2	3	4	5	
61. Assists in the development of system-side practices that promote safe, healthy, and nurturing environments for learning and development.	1	2	3	4	5	
	1	2	3	4	5	
62. Effectively identifies precursors to serious academic, behavioral, and personal difficulties.	1	2	3	4	5	
	1	2	3	4	5	
63. Assists schools and agencies to evaluate current prevention and crisis intervention policies and practices.	1	2	3	4	5	
	1	2	3	4	5	
64. Applies organizational development and systems theory principles to design prevention policies and practices that promote learning and development.	1	2	3	4	5	
	1	2	3	4	5	
65. Collaborates with others in the delivery of wellness and system-wide mental health promotion programs.	1	2	3	4	5	
	1	2	3	4	5	
66. Implements effective crisis prevention and management strategies.	1	2	3	4	5	
	1	2	3	4	5	
67. Works effectively during a crisis to ensure safety and well-being.	1	2	3	4	5	
	1	2	3	4	5	
68. Demonstrates knowledge of school and systems structures for regular and special education.	1	2	3	4	5	
	1	2	3	4	5	
69. 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	
	1	2	3	4	5	
70. Advocates for the development of policies and practices to ensure safe, healthy, and nurturing learning and development environments.	1	2	3	4	5	
	1	2	3	4	5	
Other (please specify).	1	2	3	4	5	
	1	2	3	4	5	

Professional Practice and Work Characteristics	Remediation Needed					Independent Level	NO
71. Demonstrates respect and tolerance for diverse values and viewpoints.	1	2	3	4	5		
	1	2	3	4	5		
72. Interacts comfortably with culturally-diverse students, staff, and families.	1	2	3	4	5		
	1	2	3	4	5		
73. Relates well to children and adolescents.	1	2	3	4	5		
	1	2	3	4	5		
74. Exhibits ethical behavior.	1	2	3	4	5		
	1	2	3	4	5		
75. Adapts to difficult and changing situations.	1	2	3	4	5		
	1	2	3	4	5		
76. Displays initiative, motivation, and resourcefulness.	1	2	3	4	5		
	1	2	3	4	5		
77. Is dependable, punctual, and prepared.	1	2	3	4	5		
	1	2	3	4	5		
78. Demonstrates effective time management and scheduling.	1	2	3	4	5		
	1	2	3	4	5		
79. Has a clear sense of own limitation, biases and professional expertise.	1	2	3	4	5		
	1	2	3	4	5		
80. Accepts constructive criticism and uses appropriate defenses.	1	2	3	4	5		
	1	2	3	4	5		
81. Writes clearly and concisely with the intended audience in mind.	1	2	3	4	5		
	1	2	3	4	5		
82. Reports are accurate and completed in a timely manner.	1	2	3	4	5		
	1	2	3	4	5		
83. Works to protect self against burnout.	1	2	3	4	5		
	1	2	3	4	5		
84. Understands general and special education regulations, policies, and procedures.	1	2	3	4	5		
	1	2	3	4	5		
85. Effectively uses technology to support professional practice.	1	2	3	4	5		
	1	2	3	4	5		
86. Demonstrates awareness of resources and adaptive/ assistive technology.	1	2	3	4	5		
	1	2	3	4	5		
87. Accesses and utilizes information resources and technology to enhance services.	1	2	3	4	5		
	1	2	3	4	5		
88. Seeks out current information and resources regarding advances in the field.	1	2	3	4	5		
	1	2	3	4	5		
89. 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.

Appendix H
Continuing Professional Development Plan
Clinic/Practicum/Internship

Date of Evaluation: _____

Clinic/Practicum/Internship Student: _____

Clinic/Practicum/Internship Site(s): _____

Clinic/Field/University Supervisor Name:

Supervisor Title: _____

Directions: We would like you to rate and reflect upon your performance for the past year (at the end of clinic, practicum or internship) according to competencies that fall within our professional standards of training. For each of the twelve competency areas listed, provide a proficiency rating using the entire 10-point scale below:

- 10 = Advanced Proficiency – expected for professionals who are fully ready to practice independently**
- 5 = Adequate Mastery – expected for professionals who are largely independent with minimal support**
- 1 = Minimal Mastery – would require support and supervision until independence is established.**

Once you enter your ratings to the left of each item, share your ideas and your ratings with your Field Supervisor. Then work with your supervisor to develop one to three specific ways that you demonstrated knowledge and skills for each competency area during your Clinic, Practicum, or Internship experience. Then add future objectives that consist of steps you will take to further your skills in this area. You may add additional pages as needed. Your Supervisor must sign this evaluation before it is submitted.

1 _____ 5 _____ 10
Minimal Mastery of Competency **Adequate Mastery of Competency** **Advanced Mastery of Competency**

_____ **1. Data-Based Decision Making:** I have demonstrated knowledge of a variety of models and methods of assessment that yield useful information to identify strengths and weaknesses, and to understand problems and measure progress.

Student/Supervisor comments:

Future objectives:

_____ **2. Collaboration and Consultation:** I have demonstrated knowledge of behavioral, mental health, collaborative, and other consultation models and how to apply them to particular situations to effectively collaborate in planning and decision-making.

Student/Supervisor comments:

Future objectives:

_____ **3. Effective Instruction and Development of Cognitive/Academic Skills:** I have demonstrated knowledge of human learning processes and how to assess them using both direct and indirect methods to develop appropriate cognitive and academic goals for diverse students with differing levels of ability and skill. I have worked collaboratively with others to plan, implement, and assess progress towards these goals using effective, empirically-based interventions.

Student/Supervisor comments:

Future objectives:

_____ **4. Effective Interventions for Socialization and Development of Life Skills:** I have demonstrated knowledge of human development processes and how to assess them using both direct and indirect methods to develop appropriate behavioral, affective, adaptive and social skill goals for diverse students with differing levels of ability and skill. I have worked collaboratively with others to plan, implement, and assess progress towards these goals using effective, empirically-based interventions.

Student/Supervisor comments:

Future objectives:

_____ **5. Student Diversity in Development and Learning:** I have demonstrated knowledge of individual differences in relationship to biological, social, cultural, ethnic, experiential, socioeconomic, gender and linguistic factors that impact learning and development and have demonstrated the ability to work effectively with individuals and families from diverse backgrounds.

Student/Supervisor comments:

Future objectives:

_____ **6. School and Systems Organizations, Policy Development and Climate:** I have demonstrated knowledge of general education, special education, and other related services and understand schools and other related settings as systems that can impact student development and learning. I also have demonstrated the ability to work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments.

Student/Supervisor comments:

Future objectives:

_____ **7. Prevention, Crisis Intervention, and Mental Health Promotion:** I have demonstrated knowledge of human ability and disability and psychopathology and associated biological, cultural, and social influences on human behavior. I also have demonstrated the ability to contribute to the provision of prevention and intervention programs that promote mental health and physical well-being of students.

Student/Supervisor comments:

Future objectives:

_____ **8. Home/School/Community Collaboration:** I have demonstrated knowledge of family systems and family strengths and influences on student development, learning and behavior and the ability to involve families, educators, and other community members to promote and provide comprehensive education and service delivery to children and families.

Student/Supervisor comments:

Future objectives:

_____ **9. Research and Program Evaluation:** I have demonstrated a sufficient depth of understanding of research, statistics, and evaluation methods and have translated this knowledge into practice through planning and implementing investigations and program evaluations for the improvement of services.

Student/Supervisor comments:

Future objectives:

_____ **10. Professional Practice and Development:** 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.

Student/Supervisor comments:

Future objectives:

_____ **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.

Student/Supervisor comments:

Future objectives:

_____ **12. Professional Work Characteristics:** I have demonstrated the following professional work characteristics during this field experience: Respect for human diversity; Effective communication skills; Effective interpersonal skills; Ethical responsibility; Initiative and dependability; and Adaptability.

Student/Supervisor comments:

Future objectives:

Continuing Professional Development Plan (continued)

Date of Evaluation: _____

Clinic/Practicum/Internship Student: _____

13. What have you learned about yourself during this placement?

14. What competencies do you most want to improve upon in the future?

Student Signature _____

Date _____

Field Supervisor Signature _____

Date _____

DU Supervisor Signature _____

Date _____

**Appendix I
Site Evaluation**

Student Name: _____ **Level:** Ed.S. Ph.D.

Placement dates: _____

Supervisor 1: _____

Site 1: _____

Supervisor 2: _____

Site 2: _____

Check all the opportunities that are available on this site:

- | | |
|--|--|
| <input type="checkbox"/> Assessment (Formal/Informal) | <input type="checkbox"/> Presentation |
| <input type="checkbox"/> Observation | <input type="checkbox"/> Writing |
| <input type="checkbox"/> Counseling (Individual/Group) | <input type="checkbox"/> Research |
| <input type="checkbox"/> Academic Interventions (Individual/Class) | <input type="checkbox"/> Training |
| <input type="checkbox"/> Behavioral Interventions | <input type="checkbox"/> Interagency Activities |
| <input type="checkbox"/> Crisis Intervention/Prevention | <input type="checkbox"/> Other Activities (describe below) |
| <input type="checkbox"/> Consultation | |

Types of clients served:

What are the primary responsibilities for the students at this site?

What kind of supervision is provided?

- Individual Supervision Hours/Week: _____
 Group Supervision Hours/Week: _____ Number of students: _____

What is the theoretical orientation of the supervisor or supervisors at this site?

What types of professional development opportunities were available at this site?

What changes or suggestions would have improved your practical experiences at this site?

What changes or suggestions would have improved your supervision experiences at this site?

What unique demands of this site have not already been discussed? (full year commitment, requires at least 15 hours weekly for assessments, etc.)

FOR INTERNSHIP ONLY:

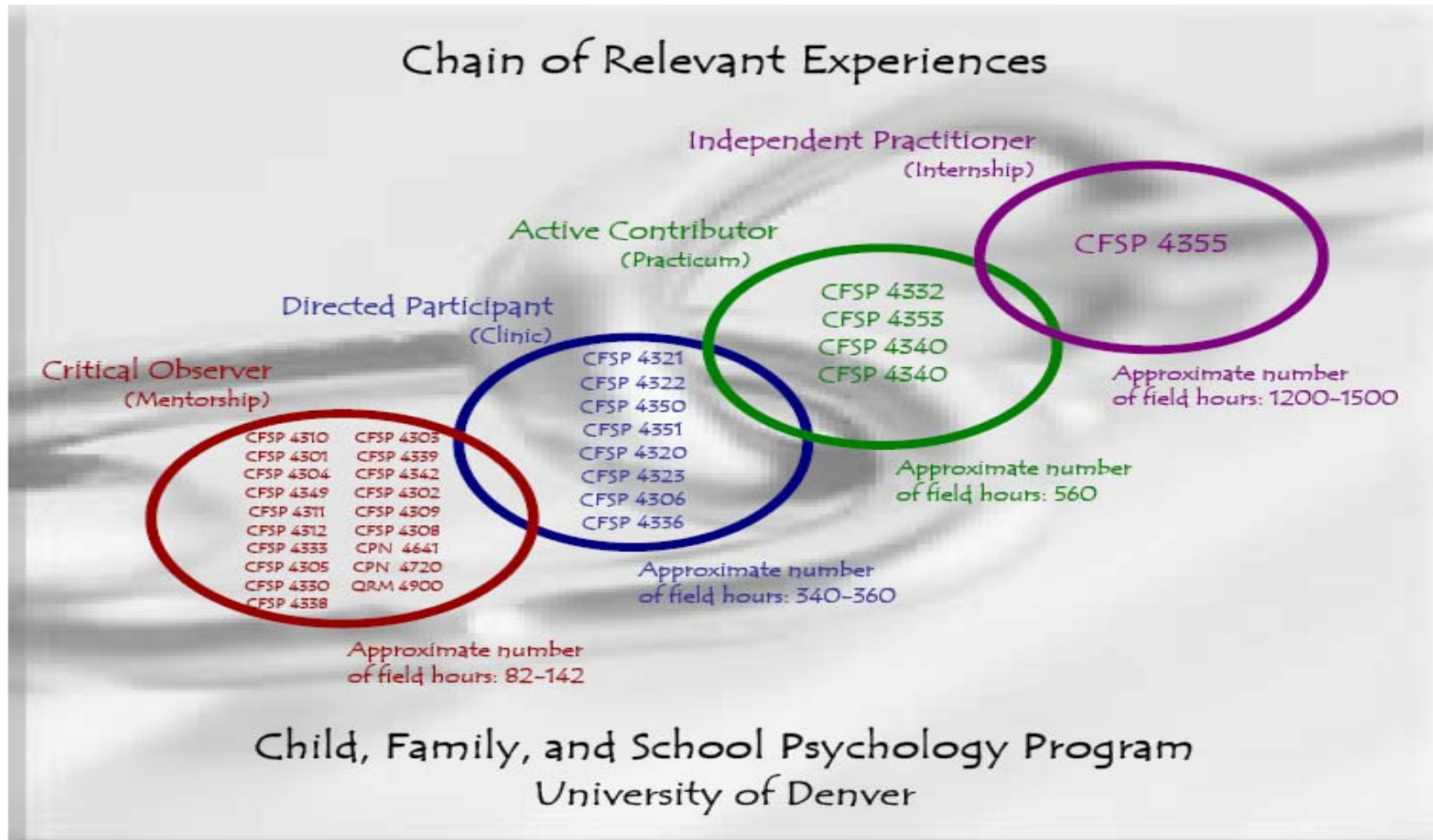
What was the pay/stipend at this site?

What types of benefits were provided at this site?

SITE 1	SITE 2
<p>Would you recommend this site?</p> <p><input type="checkbox"/> Yes – highly; it was an excellent placement</p> <p><input type="checkbox"/> Yes – under the following conditions</p> <p><input type="checkbox"/> No, because</p>	<p>Would you recommend this site?</p> <p><input type="checkbox"/> Yes – highly; it was an excellent placement</p> <p><input type="checkbox"/> Yes – under the following conditions</p> <p><input type="checkbox"/> No, because</p>
<p>Would you recommend this Field Supervisor?</p> <p><input type="checkbox"/> Yes – highly; supervision was excellent</p> <p><input type="checkbox"/> Yes – under the following conditions</p> <p><input type="checkbox"/> No, because</p>	<p>Would you recommend this Field Supervisor?</p> <p><input type="checkbox"/> Yes – highly; supervision was excellent</p> <p><input type="checkbox"/> Yes – under the following conditions</p> <p><input type="checkbox"/> No, because</p>

Please add any other comments about this site you feel would be helpful to an interested student?

Appendix J
Chain of Relevant Experiences (CoRE)



Appendix K

Intent to Complete School Psychology Internship

Directions:

Please review the two page form below carefully. Complete all information requested and obtain the required signatures. The submission of this completed form to the designated faculty supervisor and/or Program Director indicates your intent to complete a School Psychology Internship. This completed form must be submitted *before* you begin to the Internship application process.

PLEASE NOTE THAT:

- a) All Internship prerequisites must be completed prior to applying for Internship. This is verified through the completion of this Intent to Complete Internship Form.
- b) All Internship placements must comply with all program and state licensure requirements.
- c) All Internship placements must be formally approved by the Program Director.

Overview of Internship

Internship is an important culminating aspect of a school psychology student's professional training, and preparation for and selection of an Internship site should be undertaken with great care. All Ed.S. and Ph.D. School Psychology Licensure track students must complete a 1200- or 1500-hour Internship, respectively, taken during one or two consecutive years, to obtain state and national licensure to practice as a school psychologist.

Most Ed.S. students advance to Internship immediately after Practicum. Most Ph.D. students go on Internship one or two years following Practicum after they have completed additional advanced clinical, research, and cognate coursework. Ph.D. students also should have successfully defended a dissertation proposal before going on Internship. Students typically take the national Praxis II/NASP Exam prior to or near the beginning of Internship.

Locating an Internship Site

Internship sites are quite varied, and choices should be made on the basis of student's interests, prior experience, and the need to balance supervised experiences across varying age groups from birth to age 21. All School Psychology Internship sites must meet standards outlined by NASP, CDE and fulfill all Program expectations and requirements. Students should apply only for paid Internships unless specific permission is obtained. At least half of the Internship must be completed in a school site. Students who plan to do half of their Internship in a non-school setting or who plan to do out-of-state placements will need to contact identified agencies directly after getting preliminary approval from their advisor and the Program Director.

During Internship all students are required to receive **two hours of supervision per week** from an appropriately credentialed on-site supervisor. It is recommended that an Internship placement not span more than two different sites. Multiple placement sites within a single school district or agency can qualify if the supervision and services are coordinated and a primary supervisor assumes ultimate responsibility for the Internship.

Intent to Compete Internship during Academic Year _____

Student Name: _____

Student address: _____

Student telephone numbers: _____

Part A. Prerequisites to a School Psychology Internship		
Please indicate the completion of or plan to complete the following to document your eligibility for an Internship in School Psychology. Complete and sign this form and give to the CFSP Program Director or faculty designee, who will work with you to identify potential placements.		
Activity or Coursework	How and when completed	Here's how I'll meet this requirement before Internship
Satisfactory completion (or approved waiver) of CFSP Clinic and Field Practicum.		
Satisfactory completion (see Student Handbook) of all courses required for your degree and licensure in School Psychology.		
Removal of all grades of Incomplete in all coursework.		
Satisfactory completion of CFSP third year annual reviews.		
<i>For Ph.D. Students</i> – Successful defense of a dissertation proposal.		

Part B: Site Identification	
List the Internship sites that you currently considering. Include a brief description of the opportunities and supervision provided at each site.	
Internship Site (s)	Description of Site

Add additional site information as needed on the back of this form.

Part C: Steps Taken	
Discuss specific actions taken to prepare you Internship application.	
Steps taken	Description of specific actions
Discussed site with advisor, current supervisors, administrators, and interns.	
Obtained application information and deadlines.	
Prepared an Internship vita, letter of introduction, and brief professional portfolio.	
Got feedback on my Internship vita, letter of introduction, and professional portfolio.	
Requested recommendation letters from faculty and supervisors.	
Practiced interview procedures and have interviews scheduled.	
Other steps	

Please sign below to indicate:

- a) you have read and understood the prerequisites/requirements ;
- b) information provided in Parts A, B, and C above is complete and accurate to the best of your knowledge.

Intent to Compete Internship during Academic Year _____

Student _____ Date _____

Faculty Advisor: _____ Date _____

Practicum Supervisor: _____ Date _____

Appendix L

CFSP 4353 - School Psychology Field Practicum

Instructor:	Office:
Class Times:	Place:
Work #:	Cell/Home #:
Prerequisites:	CFSP 4322/4323 Psychoeducational Assessment I & II CFSP 4324 Social-Emotional Assessment CFSP 4351 Psychoeducational Clinic

NASP Standards Met: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10

CDE Standards Met: 11.06 (2)(a)(b)(c)(d)(e); 11.06 (3)(a)(b)(c); 11.06 (4)(a)(b)(c); 11.06 (5)(a)(b)(c)(d)(e)(f) 11.06 (6)(a) 11.06; (7)(a)(b)(c); 11.06 (8)(a)(b)(d)(e); 11.06 (9)(a)(b)(d)(e)

COURSE DESCRIPTION

The Field Practicum in School Psychology is a 300-500 hour supervised field experience taken after the successful completion of core courses and Clinic Practicum experiences. The Field Practicum is considered a critical professional transition year to help consolidate learning and professional competencies in preparation for a subsequent Internship. Students work throughout the year with a licensed Field Supervisor within infant, preschool, elementary, middle or high school settings and also attend weekly Practicum seminars facilitated by a University Supervisor. Supervision is designed to provide ongoing professional feedback, case analysis, peer consultation, and continued professional development and experiences pertinent to successful practice of School Psychology in urban and rural settings (total 6 credits over two or three quarters).

For a comprehensive explanation of requirements, expectations, roles, responsibilities, and evaluation procedures, please refer to the *School Psychology Field Practicum Manual*.

COURSE OBJECTIVES

- To further develop competence in direct and indirect mental health and educational service delivery
- To further develop competence in assessment, intervention, consultation, and prevention
- To further develop skills for working with diverse students and families
- To further develop awareness of professional issues, standards, and ethics
- To further develop time-management, case-management, and report writing skills
- To collaborate with parents, school personnel, and 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

RECOMMENDED TEXTS AND READINGS

Baird, B. M. (1996). *The Internship, field practicum and field placement handbook: A guide for helping professions*. Upper Saddle River, N.J.: Prentice Hall. ISBN# 0-13-475088-8.

National Association of School Psychologists – *Principles for Professional Ethics, Standards for the Provision of School Psychological Services; Standards for Training and Field Placements*.

Assigned Readings

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 over the course of the year, a student should expect to spend from 10-15 hours on site each week. This expectation typically is met by spending one and 1/2 to two days at an assigned site. Students are responsible for setting up an approved Practicum site schedule with their Field Supervisor. During Practicum, students are expected to gain experience working with pre-referral or child study teams and with special education evaluation and intervention planning teams for a variety of academic, social-emotional, and behavioral referrals. Students should be involved in mental health, psycho-educational, and educational service delivery and case management activities that support students exhibiting varying degrees of exceptionality in both general and special educational placements. Students also are encouraged to learn about system-wide reform efforts, attend ongoing staff training, and gain a working knowledge of a variety of school, district, and community-based resources.

A student should progressively assume more responsibility for overall case management. By the end of the year, it is expected that students will have experienced independence in handling referrals, monitoring case progress, delivering direct services, presenting at team and staff meetings, and consulting with teachers, parents, administrators, and other professionals. Students are expected over the course of the year to (a) engage in a broad range of standardized, curriculum-based, progress-monitoring and behavioral assessments that link to ongoing intervention efforts, (b) master new assessment procedures other than those already taught after appropriate practice and supervised guidance, (c) participate in a variety of instructional, therapeutic, and consultation activities focused on prevention and intervention, (d) conduct individual and group counseling as well as classroom and school-wide interventions, (e) employ behavioral observation and develop positive behavioral support plans, (f) consult with teachers, other support staff, community-based professionals, and family members, (g) document intervention effectiveness for at least one case within an RTI framework, and (h) deliver at least one professional presentation or in-service.

Practicum students must receive **a minimum of one hour** of direct Field and University supervision each week. By the end of the third week, a **Practicum Agreement/Contract and Personal Goals Statement** must be completed and reviewed at an initial meeting between the Field and University Supervisor. Midway through the year, another joint supervisor meeting is scheduled to constructively review ongoing performance using a **Field Placement Performance Evaluation** form and to reassess professional goals and set new performance objectives. At the end of the year (or at the end of each placement), a final performance evaluation form is completed and a meeting is held with all Supervisors to review overall progress and to develop a **Continuing Professional Development Plan** for Internship. The student or Field Supervisor is expected to consult with the University Supervisor at any time during the Practicum if an issue or concern arises that warrants immediate attention.

COURSE REQUIREMENTS

Details about course requirements are organized below into those expected each week and those due at the end of a quarter. All seminar assignments and site-based requirements must be satisfactorily completed before a final grade is recorded.

Weekly Requirements

Site Activities - High standards of professionalism are expected. Students are responsible for completing all assigned activities in a timely and professional manner. It is important to recognize that policies, paperwork, and report writing may differ across sites. It also is important to keep in mind that scheduled breaks at the

University often do not coincide with school or agency schedules. Thus, time off for vacation or other personal reasons must be discussed and cleared in advance with Field Practicum Supervisors so that necessary adjustments to service provision can be made. Any absences must be discussed and cleared with the Field supervisor. In consultation with the Field Supervisor, it is highly recommended that the University Supervisor be invited to observe at least one on-site professional activity conducted by the student during the year.

Supervision Preparation - Students develop personal and professional goals each quarter in cooperation with their Field and University supervisors and are expected to participate in a minimum of one hour of weekly supervision. Students should prepare for scheduled supervision by reviewing pertinent case materials, protocols, and preparing coherent case review summaries. Professional goals and objectives should be regularly reviewed during supervision. Supervisors are extremely busy and students must be sensitive to their heavy professional commitments. Any problems or conflicts should be openly discussed. If problems or concerns arise, it is the responsibility of the Practicum student or Field Supervisor to contact the University Supervisor immediately and the University Supervisor will make every attempt to work constructively towards an acceptable solution

Seminar Attendance - Attendance and active participation is expected at all scheduled University Practicum seminar meetings and individual supervisions sessions. Students must not miss more than one seminar each quarter, must routinely come prepared to critically discuss their ongoing cases and site activities, and to review completed class assignments.

Quarterly Requirements

Cumulative Time Sheet Logs - Students are responsible for recording all Practicum hours on a weekly basis. A cumulative Quarterly Summary Log (**Appendix E**) is due at the end of each quarter. Quarterly logs should reflect all Practicum activities and supervision hours and **must be signed** by both the student and Field Supervisor. A signed, year-end, cumulative summary log that reflects the total practicum hours accumulated during the entire Practicum placement is required to obtain a final grade.

Assignments – A series of Practicum assignments are due throughout the year as indicated on the course syllabi (**Appendix L**). All assignments must be completed by a designated date at the end of each quarter. A student may ask for permission to hand-in a required assignment at a later date due to constraints at a field site. All assignments must be redone until satisfactory mastery is obtained. Assignments must be completed by the end of Practicum and must include a final In-Service Presentation Summary and Case Study Report.

Case Summary Reflections - Four Case Summary Reflections must be submitted each quarter (total of twelve during the year) that represent a variety of professional activities. Case summary reflections can include: screening, testing, diagnosis or program evaluation activities for general or special education students; individual or group academic, behavioral, counseling, or psycho-social interventions or services; collaborative consultation, classroom interventions or prevention activities; committee work; system-wide projects; program evaluation; or community projects. Students must provide evidence of positive impact of their service delivery for a minimum of one intervention case, one individual or group counseling case, and an in-service presentation.

Personal Goals (these turn into a final Continuing Professional Development Plan) - Personal Goals are collaboratively completed with supervisor input at the beginning and mid way through the year (**see Appendix C**). At the end of the year, progress towards these goals is reviewed and a final end-of-year Continuing Professional Development Plan (**Appendix H**) is developed with input from Field and University supervisors. The Field Practicum Continuing Professional Development Plan is then given to the Internship supervisor the following year.

Field Placement Performance Evaluation - Mid-way and again at the end of Practicum, a formal performance evaluation is independently completed by the student and Field Supervisor (**Appendix G**). A feedback meeting is arranged with the Field and University Supervisors to review these evaluations and develop future goals, objectives and professional activities. Performance evaluations are designed to provide

constructive feedback and are not the sole basis upon which a Field Practicum grade is assigned since they may or may not correspond to the end of a quarter. It is expected that students will demonstrate adequate progress and mastery of key competencies before Internship.

Field Placement Site Evaluation - At the end of each field placement, students are asked to evaluate the overall experience and perception of supervisory support provided at each field site (**Appendix I**). Early in the Field Practicum it is the responsibility of the student to share this form with the Field Supervisor to apprise the supervisor of the criteria selected for evaluation.

Documentation of Practicum Completion and Portfolio Components – When all requirements are completed, the University Supervisor signs a documentation form that also serves as successful completion of a third year portfolio (**Appendix M**).

COURSE EVALUATION

Practicum students are evaluated based on mastery of expected personal-professional competencies, competent service delivery, adherence to professional standards, fulfilling professional obligations at the placement site and during seminar, constructive utilization of supervisory feedback, and results of a mid-year and end-of-year performance evaluation formally reviewed by the Field and University Supervisors using the Field Placement Performance Evaluation form (**Appendix G**). At the end of the year, this information is then used to construct continuing professional development goals for Internship. To proceed to Internship, students must receive an average supervisor rating of 3 or more (i.e., 3 = Skills are average in this area) across all competency domains. If ratings fall below a 3, a remediation plan is developed with observable and measurable goals and objectives and the student must meet with the Program Director and their advisor for reevaluation prior to advancing to Internship. Students who are not able to progress to Internship, may be required to retake Practicum at the same or at a new site. Students who do not successfully complete a Field Practicum can be dismissed from the licensure degree program. A final grade for Field Practicum is entered only after a Documentation of Completion and Portfolio Components form is completed (**Appendix M**) indicating satisfactory performance for the entire placement and receipt of all required projects, assignments, forms, and documents.

Field Practicum evaluation is based on:

- Mastery of individualized personal-professional competencies;
- Fulfilling all professional obligations and activities in a professional and ethical manner;
- Competent service delivery and adherence to professional standards;
- Constructive utilization of field and university supervision and feedback;
- Professional contribution to field site and to peer cohort;
- Collaborative and thoughtful participation in seminar discussions;
- Satisfactory seminar attendance;
- Completion of all required course assignments each quarter;
- Documentation of activities through signed cumulative time sheet logs each quarter;
- Critical evaluation of one case study and one in-service presentation;
- Average or above mid-year and end-of-year performance evaluation Supervisor ratings;
- Initial goal setting, ongoing self-evaluation, and the development of an end-of-year continuing professional development plan.

Appendix M Documentation of Practicum Completion and Portfolio Components

Student Name: _____ **Level:** Ed.S. Ph.D.

Placement dates: _____

Practicum Site/Schools: _____

District/Agency: _____

Supervisor 1: _____ **Title:** _____

Phone: _____ **Email:** _____

Address: _____

Supervisor 2: _____ **Title:** _____

Phone: _____ **E-mail:** _____

Address: _____

Practicum Memo & Contract	Personal Goals <input type="checkbox"/> Initial <input type="checkbox"/> Midpoint	Quarterly Assignments <input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring	Quarterly Case Reflections <input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring	Quarterly Signed logs <input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> End of Y	Self Perf. Eval <input type="checkbox"/> Mid <input type="checkbox"/> End	Supervisor Perf. Eval <input type="checkbox"/> Mid <input type="checkbox"/> End	Counselling: Group Summary & Ind Report	RTI-Case Study Report	In-Service Summary Report	Site Eval <input type="checkbox"/> 1st <input type="checkbox"/> 2nd	Vita & Identity Statement	Internship Memo	Continued Prof. Develop Plan

Student _____ **Date** _____

CFSP Supervisor _____ **Date** _____

These signatures verify that this student has successfully completed all Practicum requirements and obligations and is eligible to proceed to Internship.

InSPECT Practicum Requirements	Site Inform. Summary	Routines-based Interviews	Case Management	Family Service Plan	Case Study	EC Profess. Present.	EC Group/Class Intervention	Developmental Assessment linked to Intervention	EC Prof Training	List Serv Entry	FARF	Time Logs