



UNIVERSITY OF
DENVER

Morgridge College
of Education

Child, Family, and School Psychology Program

CFSP 4351 CFSP Clinic

CFSP Clinic Manual

2008 – 2009

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Introduction

The CFSP Clinic at the University of Denver (also known as the Counseling and Educational Services Clinic) provides children and adults in the Denver-Metro area with the opportunity to obtain reasonable-cost, high quality assessment and general counseling services. Counseling services are typically provided by graduate students in the University of Denver Counseling Psychology program, while the assessment services are provided by students enrolled in the Child, Family, and School Psychology (CFSP) graduate program and who are pursuing either an Educational Specialist (Ed.S.) degree or a Doctorate (Ph.D.) in School Psychology. Services provided by the psycho-educational extension of the Clinic are geared toward helping children, adolescents, and adults who may be experiencing difficulties with learning and school related behavior problems. This manual outlines the specific description, requirements, expectations, procedures, and evaluation of the psycho-educational portion of the Clinic, as related to the CFSP graduate program.

Program Philosophy

The Clinic's philosophy is closely aligned to the philosophy of the CFSP program in that there is a strong focus on utilizing an ecological approach to assessment and intervention. Clinic students and staff view clients using a whole-person approach, and recognize that the strengths and challenges that clients present are intricately linked to and influenced by individual, family, community, and systemic factors. Further, the actions of all students and staff of the Clinic demonstrate respect and consideration for diversity and diverse practices, collaborative problem solving, and the knowledge and utilization of empirically valid educational and psychological principles. Students participating in the Clinic Practicum are expected to conduct themselves under the professional and ethical guidelines set forth by the American Psychological Association (APA) and the National Association of School Psychologists (NASP).

CFSP Clinic Description

As a training facility, the CFSP Clinic offers community members valuable assessment services while providing a rare opportunity for graduate students to obtain first-hand assessment, intervention, collaborative problem-solving, interpersonal communication, and report-writing experience under the supervision of licensed school psychologists and interventionists for a full academic year. Assessments are often requested by parents when there is a question of a learning disability, giftedness, or the possibility that developmental or social and emotional issues are interfering with the academic performance of a child or adolescent. Young adult clients may seek information regarding their learning styles and strengths to broaden self-knowledge and make informed decisions for career advancement and continued pursuits.

Assessments conducted as part of the Clinic experience include formal and informal measures, interviews and observations, and Transdisciplinary Play Based Assessment techniques, that result in individualized recommendations consistent with the unique needs of clients. Specific assessment areas that students gain experience with include: cognitive developmental, and achievement testing, learning disability assessment, intellectually gifted assessment, screening for attention deficit disorder, and the assessment of social and emotional concerns that may interfere with school performance. Throughout the process, all clients are assured that they will be treated with the utmost respect and that confidentiality will be maintained. The Clinic addresses the following goals of the CFSP program:

- Assessment and diagnosis of individual learning problems or developmental differences;
- Consultation with parents, teachers, administrators, and other school and agency personnel;
- Academic, behavioral, cognitive, and systemic intervention.

To address these goals as comprehensively as possible, and in order to provide a safe and nurturing environment that fosters student growth, the Clinic is comprised of two distinct components: the Clinic hours and the Clinic/Seminar.

During **Clinic hours**, students complete a variety of exercises designed to foster the continued development of Clinic and school-based interviewing, assessment, observation, targeted intervention, interpretation of information, and report writing skills. Students gradually receive exposure to and experience with clients who come to the Clinic site by initially observing interviews and assessments from previous clients, or directly observing the work the graduate assistant completes with clients in a different room with the use of camera and video equipment. As their skills are honed, students begin providing direct services to clients under direct supervision from the Clinic Director and graduate assistants. As team members, students collaborate with their colleagues to critique assessment administration and develop hypotheses regarding client achievement, strengths, and possible recommendations. School-based skills are developed during Clinic hours through direct work at a school partner site within the Denver Metro area. Graduate students systematically gather diagnostic information regarding a student in the partner schools, conduct targeted assessment, interviews, observations, and record reviews to develop hypotheses and specific interventions regarding educational or behavioral concerns. Practice in written and verbal communication of data gathered and interventions planned is received in the Clinic environment. This experience is closely supervised by CFSP faculty and graduate assistants through observation and individual and group supervision meetings. Skills and services that students enrolled in Clinic are able to perform with clients complement the teachings of the assessment sequence of coursework students take their second year of the program.

The **Clinic/Seminar** is a weekly meeting designed to complement and reinforce concepts learned in the assessment classes and explore experiences during Clinic hours in a group supervision setting. It is an essential part of the CFSP Clinic where concepts are applied and tested. Weekly seminar meetings may include discussions of relevant topics designed to strengthen collaboration, problem-solving, and analytical skills or hands-on practice experiences in order to strengthen assessment and communication skills. As students gain increasing responsibility for service provision to clients in the Clinic, they are required to present cases to faculty and peers, discuss possible interpretations of assessment results, apply scientific inquiry methods, and develop recommendations consistent with findings. Communication skills among colleagues are strongly emphasized.

Clinic Requirements

Eligibility for Clinic

As a three-quarter, full academic year sequence, participation in the Clinic is based upon successful completion of all first-year coursework with a grade of B or better before students become eligible to enroll in Clinic/Seminar. In addition, students must have successfully completed the required Mentorship experience and have demonstrated applied skills and competencies working effectively with clients and teams. The following are several skills that students are expected to demonstrate at a developing level prior to beginning the Clinic Practicum.

- Students should demonstrate a basic understanding of psychometric properties of a variety of assessment tools, such as norm-referenced tests;
- Students should demonstrate a beginning ability to self-evaluate in terms of strengths and weaknesses concerning assessment, data-based decision making, and report writing;
- Students should demonstrate basic assessment, interviewing, and parent/student feedback skills and be effective at least at a minimally facilitative level;
- Students should demonstrate sensitivity, objectivity, and flexibility to adapt to the needs of various clients and situations;
- Students should demonstrate a beginning ability to relate effectively with students, teachers, parents and other professionals;
- Students should demonstrate a basic understanding of professional ethical and legal responsibilities and standards.

Responsibilities During Clinic

Upon enrollment in the second-year Clinic Practicum, participation in and successful completion of the Practicum as well as the weekly seminar is required in order for Ed.S. students to begin their third-year field-based Practicum experience.

As previously mentioned, student responsibilities for and involvement in the Clinic will increase based on the performance, level of mastery, and perceived readiness, with the assumption that as students progress through the assessment course sequence and practice their skills, they will be able to utilize them in the Clinic setting with clients. Typically, students spend the better portion of their first quarter in Clinic reviewing past cases, and working on their interviewing and data-based decision-making skills related to cases in the Clinic and school based settings. Then, as they progress through second quarter, they take part in portions of the interviewing, assessment, and feedback aspects of client cases and begin interventions in the school setting. During the third quarter students have the opportunity to use their skills to complete the Clinic process from start to finish with a client with increased fluency and decreased reliance on supervision. In addition, students must demonstrate their ability to generalize their assessment skills during the problem-solving process in a variety of cases and to identify specific measures to use in various situations. In the school setting, students continue their interventions with children and making alterations to interventions as needed. It should be noted however, that **student readiness to conduct assessments during Clinic hours will be determined by the Clinic/Seminar Supervisor and faculty of assessment courses on an individual student basis.**

When the Clinic/Seminar Supervisor determines that a student is able to assess clients, assessment times are set, and the student assesses the client with direct supervision from the Clinic Director and graduate assistant and with support from peer colleagues. After conducting an assessment (or portion of an assessment), the student then presents his or her findings to colleagues during the Seminar. In presenting, all tests must be completely scored and, at times, made available to colleagues as handouts, Powerpoint slideshows, or overhead transparencies. Presentations highlight client strengths and synthesize information rather than merely presenting a series of unrelated bits of information. Students are expected to be prepared to explain discrepancies in data, to seek input from colleagues to explain what may appear to be inconsistencies in data, and to have some ideas about recommendations, which are tied to assessment results. Hypotheses are presented and challenged and form the foundation upon which interventions are based. When discussing school based cases in Seminar, students must present all data gathered through records, interviews, observations, and targeted assessments. Students must be ready to engage in the problem solving process either as presenters or as collaborators.

The number of Clinic-based **assessments** students are required to observe or complete will depend upon the demand at the Clinic and the number of client referrals. It is estimated that students will *observe* and provide feedback on 3-6 assessments, and will conduct 3-5 assessments. A student may be responsible for administering only a portion of an assessment, (e.g., I.Q. testing), while a more advanced graduate student conducts the achievement testing, more specialized single-skill assessments, or play based assessment. As students are introduced to new tests and fulfill requirements in assessment classes, they will have opportunities to practice their new skills in the Clinic under real-time supervision. Administrations are also video-taped for review and self- and supervisor critique. For each assessment or part of the assessment completed, students are required to present the findings at the following seminar. No feedback about results, written or oral, will be given to clients or parents without appropriate processing with colleagues and the Clinic supervisor. In incremental stages, students will be responsible for report writing and providing feedback to parents.

In addition to the aforementioned requirements, there are quarterly assignments and behavioral requirements/expectations for both the Clinic hours and seminar portions of Clinic Practicum that must be completed in a timely and thorough fashion. These requirements are listed below and on the quarterly syllabus.

Specific Clinic/Seminar Requirements

- Students will attend and participate in weekly professional Clinic activities and supervision;
- Students will attend weekly seminar, complete assignments, and collaborate with peers;
- Students will complete **Attendance Logs** at each Clinic site (Appendix B);
- Students will turn in written case reports for each client assessed by the student each quarter;
- Students will complete a Clinic Improvement Project;
- Students will complete a **Professional Goal Statement** (Appendix A) at the end of each quarter;
- Students may complete a **Continuing Professional Development Plan** (Appendix D).

Expectations and specific descriptions of these requirements are found in this manual and in the accompanying CFSP Clinic Packet.

Clinic/Seminar Expectations

Clinic experiences in which students have the opportunity to engage may differ in variety and breadth of activities. The following set of student expectations was developed in accordance with the philosophy and training emphasis of the CFSP Program, as well as to comply with state and national licensure requirements.

- Students commit to a designated Clinic time each week;
- Students should engage in a range of activities that reflect the roles and responsibilities of the CFSP Clinic assessment team and also meet program and professional development requirements;
- Clinic students are expected to participate in a variety of assessment situations and tasks;
- Students are responsible for presenting their results, impressions and recommendations at individual feed-back conferences with parents as much as possible;
- Students will interview the referral source before conducting an evaluation;
- Students are expected to observe referred students in their primary educational settings when requested by the client or the client's family;
- Students will act in strict accordance with all professional ethical standards and principles outline by the National Association of School Psychologists and the American Psychological Association. Students will exhibit high levels of professionalism and ethics that maintain client confidentiality;
- Students are responsible for documenting their attendance at Clinic each week;
- Students receive weekly face to face supervision with the Clinic graduate assistant and/or Director and weekly group supervision with the Clinic Director;
- Students are required to be enrolled in a University Seminar class that meets weekly during the assigned Clinic to promote ongoing professional development, case review, peer collaboration, and supervision. Students are expected to attend all seminar sessions, be on time to seminar and complete all required class assignments in a timely manner;
- The Clinic graduate assistant and Director meet with the student at the beginning of the year to discuss individual performance goals, activities, and course expectations;
- Students will complete an **Initial Professional Goals Statement** (Appendix A) to be reviewed each quarter;
- Students may complete a **Continuing Professional Development Plan** (Appendix D) in collaboration with the Clinic Director;
- Students will be evaluated by their Supervisor via the **Clinic/Seminar Instructor Evaluation** (Appendix C). Students are expected to reflect upon and identify professional development goals and activities. A plan for remediation will be developed at these meetings if necessary;

- Students will be accountable to the Clinic graduate assistant supervisor and Clinic Director;
- Students are expected to know and follow all required University policies and practices;
- Students will be expected to complete all expected Clinic activities and casework, and submit completed work to the Clinic Director or Clinic graduate assistant in a timely manner.

Students are responsible for developing the aforementioned skills and meeting the above requirements throughout their professional training program (including the Clinic Practicum), and these skills must meet or exceed a specific set of criteria in order for students to be successfully recommended for field-based Practicum in their third-year of the CFSP program. Deficiencies noted in Clinic Practicum may necessitate additional coursework or extended Clinic/assessment experiences to improve or further support developing skills, and to encourage confidence and independence. **In some cases where deficiencies are apparent, a student may be asked to postpone the field-based Practicum and complete additional Clinic hours.**

During Clinic

During Clinic, students are responsible for completing all assigned activities in a timely and professional manner. Paperwork and report writing requirements may differ from case to case, so it is important to review and clarify expectations with the Clinic Director or graduate assistant. Students are expected to be in attendance during their scheduled Clinic sessions. Absence for personal reasons must be cleared with the Clinic Director prior to the absence in order to ensure that the Clinic remains adequately staffed.

While there are no hard and fast rules about designated activities during Clinic, the activities listed below are typical of the activities completed as a student progresses through Clinic. Not all activities will be relevant for all students during the quarter specified.

During Fall Quarter

- Review all policies, practices and paperwork used in the Clinic;
- Ensure clear understanding of supervision expectations and communication routines;
- Demonstrate a clear understanding of the Clinic's policy on abuse and neglect reports and making outside referrals;
- Review assessment protocols from several prior cases and discuss ensuing interpretations;
- Observe assessments done by graduate assistant and participate if appropriate;
- Complete all Clinic assignments in a timely fashion;
- Develop a proposal for the Clinic Improvement Project;
- Become familiarized with NCSP case-study format;
- Begin to gather data for school-based case (including baseline data and progress monitoring data) and complete initial draft of NCSP Case Report for school based case;
- Complete an **Initial Professional Goals Statement** (Appendix A) and review with Supervisor.

During Winter Quarter

- Conduct observations and interviews for assigned cases;
- Administer assessments and get supervisor feedback;
- Complete all Clinic assignments in a timely fashion;
- Complete interpretive summaries of assessment outcomes for one or more cases;
- Conduct classroom observations as appropriate;
- Observe assessments done by graduate assistant and participate if appropriate;
- Score and interpret assessments done by classmates;
- Demonstrate progress on the Clinic Improvement Project;
- Continue to conduct targeted assessment with school-based case and begin intervention. Complete a second draft of Case Report according to expectations detailed in the NCSP format.
- Complete evaluation at the end of the quarter;
- Review and update professional goals with Supervisors.

During Spring Quarter

- Conduct at least one independent assessment and write up results;
- Conduct independent intake interviews and feedback sessions;
- Conduct classroom observations as appropriate;
- Consult with teachers or other professionals on a case referral as appropriate;
- Revisit and update professional performance goals and expectations for Practicum experience;
- Complete evaluation at the end of the quarter and discuss at quarterly meetings with supervisor;
- Complete all Clinic assignments in a timely fashion;
- Administer assessments and get supervisor feedback;
- Observe assessments done by classmates, score and interpret as appropriate;
- Complete and present the Clinic Improvement Project;
- Complete intervention and evaluation of its success with school based case. Complete Case Report according to expectation detailed in the NCSP format;
- Complete professional goals and share with Supervisors at evaluation;
- Possibly Complete **Continuing Professional Development Plan** (Appendix D) at end of clinic and discuss with Supervisors.

Clinic/Seminar Procedures

Although accommodations must occasionally be made, the following are step-by-step procedures that students enrolled in Clinic and Seminar are to follow when providing assessment service to clients.

Step 1: Clients are screened by the Clinic Director and when accepted for an appointment, a client information page is completed by the program coordinator or the graduate assistant.

Step 2: Referral information for your client will be provided to you by the graduate assistant or Clinic Director. A packet will have been sent home to the client and her/his family explaining Clinic procedures, fees, and testing dates. You will be given a brief synopsis of why the client has been referred and what the client hopes to understand from the assessment through a client information page. Before your first session with the client, the graduate assistant will make a folder for you and place it in the file cabinet with your client's name on it. This will be the folder in which to keep all of your assessment information.

Step 3: Review the client information sheet. Contact the family to clarify referral information and referral questions, introduce yourself and explain that you will be working with them and their child. Ask them if you can answer any questions for them at this time, and inform them that you will be calling them the day prior to their first session to remind them of the session. Prior to meeting with your client you may choose to discuss your proposed course of action during weekly seminar. Before your first session, you should have decided what the overall plan is, the order in which possible assessments will proceed and what you need to do to prepare for the initial session as well as subsequent sessions. Always feel free to call or email the Clinic Director or the graduate assistant with ANY questions you may have. In the event that they cannot be reached, contact the Program Chair of the CFSP Program.

Step 4: The day before the scheduled assessment, give the family a reminder call, just as doctors' offices often do. Simply say that you are reminding them of their appointment. Confirm the time and location. Give directions to the Clinic if needed. Also, if you have not already, offer a brief explanation as to what the initial meeting will entail to allay fears as much as possible.

Check assessment kits to ensure that all are materials are included and double-check preparation of the protocol for correct date of birth, starting points, and highlighted instructions for yourself.

Step 5: At or before the initial meeting, it is important for you to make sure that we have obtained from the client:

- Parent Questionnaire or Adult Questionnaire
- Release of Information Form
- All additional forms sent out in the initial packet. It is the responsibility of the supervising graduate assistant to obtain the:
- Financial agreement and payment

These forms are found in the Parent Clinic packet. Completed forms should be signed and filed in the client's folder. At the initial meeting, the questionnaire should be reviewed and discussed with the client to further understand the reason for referral. It is important to ensure that you understand the parent's or client's concerns and what they hope to get out of the assessment. This

will influence your final choice of instruments. It is important to explain the tests that will be given and the limitations of the information that may be obtained. Seminar discussions on interviewing skills will cover appropriate ways to share information.

The initial meeting may be one of many meetings required depending on how complicated the referral is. Let parents, students, and adult clients know what you expect the general timeline from the initial meeting to the time of feedback to be. Clients are usually eager for results and should be given a realistic estimate of how long it will take. The entire process usually takes between four and seven weeks from the initial parent and student interview to receipt of the written report.

NOTE: You are responsible for checking out any necessary assessment kits and protocols prior to your testing sessions!

Step 6: Every time a test has been given and scored, the protocol is to be placed into the graduate assistant's folder to be checked. This requirement applies when Play Based assessments were conducted as well. Please call the graduate assistant to let her/him know that the protocol is ready to be checked and allow three to five days for scoring. Place the protocol in an envelope and mark "confidential" to protect the client's privacy. Include a video in the packet if the graduate assistant needs to review the actual administration in order to check the protocol or scoring material.

Step 7: While the test scores are being checked by the graduate assistant, begin your draft of the educational report. The graduate assistant and Clinic Director will supervise your writing style and the content of the report. A draft of each section of the report is due to the graduate assistant one week after the testing session. The report follows the format you will use in your assessment classes.

Step 8: Present the case at the Clinic/Seminar. When you are first assigned a client (clients will be assigned at the beginning of each quarter in Clinic/Seminar), the Clinic Director will tell you when you are scheduled to present. When you present, you will have all tests scored and be ready to discuss initial findings and possible hypotheses. Your fellow colleagues will be able to help you brainstorm, pose questions, provide additional observations, and help you plan the feedback session with your client. Discuss approaches to parent feedback, tailoring the presentation to the level of parent understanding.

Step 9: Finish the rough draft of the report, including the changes suggested by the graduate assistant. The report is due to the Clinic Director at seminar one week prior to your scheduled feedback session at the latest. The report with noted changes will be given back to you by the Thursday before the feedback session if not earlier.

Step 10: Prior to the feedback session, prepare and review your notes. Prepare tables or handouts that may be helpful for the parent to refer to during the feedback meeting.

Step 11: Meet with the parent/client for the feedback session. Review the testing that was completed and go over the results. Answer any questions the family may have. Check often for understanding and comfort level. Link recommendations to the results and make sure to include appropriate suggestions that parents or clients may make. Explain that the final written report will be mailed in a week to ten days after the feedback session.

Step 12: As you prepare your final report, make sure to include any additions or changes made during the parent/client feedback meeting and to integrate parent/client suggestions.

Step 13: The finished report should be signed by both the examiner and the Clinic Director. In

most cases it will be signed by the graduate assistant as well. The report will be printed on University of Denver letterhead. A copy should be made and put into the client's folder and the original should be sent to the client. If desired, you may also keep a copy for your confidential files.

****IMPORTANT**** The assessment fee should be collected by the Clinic Director or graduate assistant at the time of the first testing session. Assessment results cannot be released until the account is settled. The student examiner, Clinic Director, and graduate assistant will work together to track the status of payment for each client. Payment(s) will be kept in the metal cash box and receipts are available for the client if requested. The cash box and receipt booklet are located in the Clinic office.

****** Test results will NOT be released to anyone (even at the parent's/client's request) prior to the parent/client feedback session. Also, if parents/clients request that results be released following the feedback session, double check to ensure that there is a signed Release of Information form on file

NOTE: No report or test data will be released without final approval/signature of the Program Coordinator.

Step 14: Five or six days after sending the report, call the family to make sure they received it. Ask if they have any questions about it. Inform the Clinic Director of any feedback you receive from the clients.

Step 15: Once the feedback session has been completed and the report has been released, check to ensure that everything related to the client is securely filed away in their folder in the Clinic office.

Clinic/Seminar Evaluation

Success as a school psychologist is critically dependent upon the ability to work and consult successfully with a diverse clientele in a wide range of settings. Clinical skills in assessment, interpretation, counseling, and consultation are essential to these goals. The Clinic Practicum, taken the second year in the School Psychology Program, is designed to enhance and extend the knowledge and clinical skills gained through graduate courses. It is important to recognize that clinical skills are an art, not a science. Thus, a critical aspect of the Clinic Practicum is the ongoing mentorship and supervision provided by advanced doctoral students and faculty whose guidance is intended to help in the development of such skills. Evaluation is an ongoing process of self-reflection and feedback that focuses on incoming strengths and the development of critical interpersonal, communication, and professional skills. We acknowledge the fact that everyone begins at very different levels of experience. Thus, evidence of steady improvement over time as well as the attainment of critical competencies is highlighted. In addition, students are evaluated on their responsiveness to supervisor feedback and on their increased ability to self-monitor and reflect upon personal performance. Students are expected to set personal goals, engage in levels of professional behavior, and to provide evidence of demonstrated mastery of critical clinical competencies. The ultimate goal of the Clinic Practicum is to ensure that students have attained the necessary competencies for success in subsequent Field Practicum and Internship placements. As such, the Clinic Practicum fulfills many of the School Psychology professional training and development goals.

Clinic/Seminar Course Evaluation

Course evaluation for Clinic and Seminar participation is based on a student's ability to:

- Fulfill obligations of Clinic in a highly professional and ethical manner.
- Demonstrate proficient skill application and adherence to professional standards when assessing, interpreting, or interacting with clients.
- Demonstrate progress towards personal and professional goals and independent functioning.
- Constructively utilize supervisory feedback.
- Make reflective and insightful contributions during weekly seminars and individual case reviews.
- Competently complete a Clinic Improvement Project and other assigned casework.
- Complete a school based NCSP Case Report consisting of targeted assessment, hypothesis building, intervention, and evaluation/follow-up.

In addition, Clinic/Seminar evaluation is based on a variety of activities and requirements, including class participation and assignments, supervision preparation, case summaries, cumulative activity logs, supervisor and self performance evaluations, at least one comprehensive client case and a Clinic Improvement Project, all of which are briefly described below.

Weekly Clinic Activities

The student is responsible for all assigned duties and is expected to adhere to all professional dress codes and to observe all professional regulations. Students also are expected to conduct themselves in accordance with all American Psychological Association and National Association of School Psychologists professional and ethical standards. Punctual attendance at all Clinic activities is expected. Students must make an effort to meet all professional commitments within the timeframes set in advance. **Supervisors should be informed in a timely manner of any unanticipated illness or circumstances that affect attendance.** The student is expected to complete all assessments assigned and submit write-ups as requested. In addition, the student will be expected to complete at least one comprehensive written report on the client for which they are the principal evaluator. There are situations where students will be asked to partner with another student to complete a comprehensive assessment and report. The flow of clients within the Clinic determines the extent to which students must partner with others.

Weekly Seminar Participation and Assignments

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

Supervision Preparation

Students should prepare for scheduled supervision by reviewing pertinent case materials, protocols, and preparing coherent case review summaries prior to all supervision meetings. *It is the responsibility of the student to initiate scheduling of individual supervision times with the Clinic Director and the GTAs and to reschedule as necessary.

Professional goals and objectives must be reviewed, agreed upon by the student and all supervisors, and should be regularly updated during supervision each quarter.

Cumulative Time Sheet Logs

Students are responsible for recording all Clinic hours on an Attendance Log at each site. Students are responsible for completing these forms. It will be assumed that the student is absent if he or she neglects to sign the log. Arrangements must then be made to make-up Clinic hours. Also, consistent accountability for Clinic time is an expected and necessary indication of professional behavior. Inconsistency in accountability can necessitate creation of a remediation plan.

Quarterly Performance Evaluation

Students are responsible for completing a quarterly **Professional Goals Statement** (Appendix A). The results of this evaluation are discussed with Supervisors and should help in formulating specific goals for the following quarter. In addition, the Clinic Director and Assessment Course Faculty will complete the **Clinic/Seminar Instructor Evaluation** (Appendix C) for each student for each quarter. Performance feedback meetings occur quarterly and focus on accomplishments, ongoing competencies, and areas in need of continued mastery. The goal of these meetings is to outline future professional development goals and opportunities, and develop an outline of required activities for the following quarter. These evaluations are designed to provide constructive feedback and to develop future professional goals. While performance evaluation results are not the sole basis upon which a clinic/seminar grade is assigned, it is expected however, that students will demonstrate significant progress and adequate mastery of key competencies before a recommendation for Practicum will be made.

Clinic Improvement Project

Students are responsible for completing a Clinic Improvement Project designed to improve the Clinic in some manner over their year-long involvement with the Clinic. Suggestions for the project will be discussed during seminar. Students must demonstrate ongoing progress towards completion each quarter, and the final project is due at the end of the spring quarter.

Frequently Asked Questions

How Do I Check Out Instruments or Equipment?

Protocols: Protocols do not need to be checked out and may be obtained from the file cabinet located in the Clinic office. Please let the Clinic's graduate assistant know if supplies are low or if other assessment protocols are needed for particular referrals. Protocols not found in this location may be obtained from the psychological assessment library graduate assistant.

Assessments: Most assessments are located in the file cabinet located in the Clinic office or the PAL cabinets. These kits must be used **ON-SITE ONLY** and cannot be taken off campus to score protocols. For additional assessments or for assessments to use off-site, contact the psychological assessment library graduate assistant and/or the Clinic graduate assistant for assistance.

Video/Media Equipment: This equipment must be kept on-site (unless otherwise specified) and can be checked out only by main office personnel.

Assessment Rooms: Two hour time blocks may be designated by signing up in the Clinic's scheduling book that is located in the main office. Please leave your name and phone number so that if problems arise someone can contact you before your scheduled appointment. If you are scheduling an assessment at Fisher Early Childhood Center, please call Fisher and follow their protocol for scheduling the Play Room.

How Do I Videotape My Assessments?

The graduate assistant will train students how to operate the video equipment during the year. NOTE: If you need to video a session when the Clinic Director and graduate assistant are not available, please check with the graduate assistant to learn how to use the equipment ahead of time. **This situation should rarely – if ever - happen.** All attempts should be made to schedule when Clinic Supervisors are available. If this situation occurs, other CFSP faculty must be available and agree to provide supervision if the need arises. The graduate student must ensure that other faculty is available before beginning a session. This scheduling should occur well in advance of a session.

NOTE: All students must videotape all their assessment administrations with Clinic clients. Videos should be placed in the Client files after they are reviewed.

Hints for Optimum Clinic Practice

- Remain aware that your work has a direct, immediate, and long-term impact on the children and families that come to the Clinic for help.
- Before administering assessments in Clinic, administration proficiency must be demonstrated in CFSP 4322, 4323, and 4324.
- Be well prepared to administer the selected assessments. This requires planning and practice. Reviewing administration guidelines is critical but is not enough. You must practice administering the test.
- Be familiar with all the information we have about the client. Call the parents prior to the assessment appointment if you have questions that would influence how you would approach the assessment session.
- Arrive at least half an hour before your client is scheduled to arrive to arrange the room and your testing materials. Be organized.
- Remember that both the parents and the student will be nervous. Remember to make eye contact (if culturally appropriate), smile, and to be positive. Communicate what the procedure will be and when the parent can expect to see her/his student again.
- When working with young students, if parents are unavailable during breaks, provide for a colleague to supervise snack, bathroom breaks, etc.
- Dress and act professionally. Use common social courtesies and active listening skills to put parents and students at ease.
- Make sure that you and the supervisor are in agreement and have a common understanding regarding the main points to be presented during the feedback session with the parents.

- Be sensitive to how intimidating the entire assessment process is for children and families. Avoid jargon during the feedback session and in the written report.
- Do not take testing materials out of the Clinic. You may sign out testing materials for practice or to do scoring through the psychological assessment library graduate assistant.

Appendices

Appendix A Initial Professional Goals Statement

Appendix B Sample Attendance Log

Appendix C Clinic Placement Quarterly Performance Evaluation

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

Appendix E Intent to Complete Field Practicum

Appendix F Chain of Relevant Experiences

Appendix A
Initial Professional Goals Statement

Name: _____ Date: _____ Year: _____

Site: _____

Supervisor: _____ Phone: _____ E-mail: _____

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

Overall Professional Growth Goal(s) (Please describe an overall professional goal important for your continued growth):

Domain Objectives (Link to overall professional growth goal):

Data-based Decision Making (Document review, screening, testing, assessment, progress monitoring, or evaluation processes):

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

Development of Cognitive and Academic Skills (Planning, implementation, evaluation of classroom, home or group/individual remediation, intervention or therapeutic sessions):

Development of Socialization and Life Skills (Planning, implementation, evaluation of classroom, home, or group/individual remediation, intervention or therapeutic sessions):

Prevention, Crisis Intervention, and Mental Health Promotion (At the organizational, community/school systems, families, classrooms, or individual level.):

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

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

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

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

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

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

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

Student Signature: _____ **Date:** _____

Clinic Supervisor Signature: _____ **Date:** _____

University Supervisor Signature: _____ **Date:** _____

Appendix C
Clinic Placement Quarterly 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: _____ Clinic Practicum

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) |

Role Play has been a method of observation and skill review (please specify skill area below)

Clinic Placement Performance Evaluation – Part I

Part I Directions: Please use the following five-point rating scale to evaluate your Clinic student’s skill development. Place a circle around the appropriate rating next to each item. For those areas where you have had no opportunity to observe, check the NO column. **NOTE: Because Clinic is a controlled field based experience, specific items are expected to be left empty. Those items are marked with an asterisk (*). However, other items may be left empty as well if the student has not had an opportunity to demonstrate the described skills. Ratings are to reflect demonstrated skill level in Clinic with specific skills expected at that time in Clinic.**

NOTE: WHITE rating area is for your end of first quarter evaluation
 GREY rating area is for your end of second quarter evaluation
 BOTTOM WHITE rating area is for your third quarter evaluation
 YOU ARE RESPONSIBLE FOR RETAINING THIS FORM

- | | |
|---|---|
| <p>5 - Demonstrates advanced skills in this area (expected at this time in Clinic)</p> <p>4 - Demonstrates above average skill in this area</p> <p>3 - Skills are average and where expected</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> |
|---|---|

Demonstration of Educational Measurement and Child Development Concepts	Remediation Needed	Independent Level	NO
*These items should be mastered at the end of First Quarter. If they were not rated with a 4 or higher, continue to monitor into the Second and/or third quarters. Once the student demonstrates a rating of 4 on specific items, the items will no longer be monitored during the remaining quarters.			
1. Understands and can explain to parents Wechsler (IQ) and T Score Standard Scores.			
2. Understands and can explain to parents percentile ranks.			
3. Understands and can explain to parents standard deviation.			
4. Understands and can explain to parents how a specific standard score compares to the Normal Curve and same aged peers.			
5. Understands and can explain to parents basic properties of an assessment tool (specifically: the definition of norm referenced, criterion referenced, and standardized).			
6. Understands and can explain to parents the difference between informal and formal assessment techniques and measures.			
7. Understands and can accurately read and interpret age tables related to developmental skills as is required during Play Based Assessment.			
8. Understands and can explain to parents basic properties of an assessment tool (specifically: the definition of reliability and validity and how to determine if an administration produces reliable and valid results).			
7. Can examine an assessment tool critically to determine if it is appropriate to use with a specific client (considering age, ethnicity, SES, gender, etc.).			
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. *This skill may not be demonstrated in Clinic.	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
1. 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		

2. 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	
	1	2	3	4	5	
3. 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	
	1	2	3	4	5	
4. 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	
	1	2	3	4	5	
5. Maintains objectivity and a problem-solving focus during consultation.	1	2	3	4	5	
	1	2	3	4	5	
	1	2	3	4	5	
6. Facilitates communication among and between students, schools, agencies, families, administrators and other community members.	1	2	3	4	5	
	1	2	3	4	5	
	1	2	3	4	5	
7. Skillfully communicates and presents information at collaborative team meetings.	1	2	3	4	5	
	1	2	3	4	5	
	1	2	3	4	5	
8. 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	
	1	2	3	4	5	
9. Skillfully employs effective consultation and collaboration skills across a variety of settings and situations.	1	2	3	4	5	
	1	2	3	4	5	
	1	2	3	4	5	
10. 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	
	1	2	3	4	5	
11. 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	
	1	2	3	4	5	
12. 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	
	1	2	3	4	5	
13. 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	
	1	2	3	4	5	
14. Provides supports and resources for families to fully participate in consultative meetings.	1	2	3	4	5	
	1	2	3	4	5	
	1	2	3	4	5	
15. 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	
	1	2	3	4	5	
16. Provides responsive assistance that matches a family's values, interests, priorities, and desires.	1	2	3	4	5	
	1	2	3	4	5	
	1	2	3	4	5	
17. 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	
	1	2	3	4	5	
18. Creates and coordinates collaborative partnerships among schools, families, and communities agencies.	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	

Instruction and Intervention * These skills may not be demonstrated until second and/or third quarter.	Remediation Needed	Independent Level	NO
1. 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 1 2 3 4 5		
2. 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 1 2 3 4 5		
3. Designs instruction and interventions that reflect an understanding of classroom management, routines, and curriculum.	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5		
4. Designs instruction and interventions that reflect understanding of school systems.	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5		
5. 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 1 2 3 4 5		
6. Incorporates behavioral observations and principles into instructional planning.	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5		
7. Coordinates useful behavior change plans for school and home settings.	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5		
8. Delivers evidence-based family and parent interventions.	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5		
9. Delivers evidence-based individual and group counseling. * Not demonstrated during Clinic.	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5		
10. Delivers evidence-based individual or group academic instruction or intervention.	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5		
11. Assists in planning differentiated academic and social/behavioral instruction and interventions.	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5		
12. 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 1 2 3 4 5		
13. 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 1 2 3 4 5		
14. Collaborates to formulate useful, routines-based instructional and intervention goals.	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5		
15. Models desired behaviors, skills, and intervention or instructional strategies.	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5		
16. Incorporates effective strategies to enhance generalization and transfer of desired behaviors and outcomes.	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5		
17. Incorporates strategies to facilitate successful transitions across environments.	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5		
18. Selects and uses methods to evaluate treatment integrity.	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5		

19. 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	
	1	2	3	4	5	
20. 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	
	1	2	3	4	5	
21. Recognizes personal biases that can affect intervention effectiveness and outcomes.	1	2	3	4	5	
	1	2	3	4	5	
	1	2	3	4	5	
22. Recognizes a student's/family's need for outside or alternative referral.	1	2	3	4	5	
	1	2	3	4	5	
	1	2	3	4	5	
23. Assists in the coordination of appropriate community resources and services.	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	

Prevention, Crisis Intervention, School and Systems Organization * These skills may not be demonstrated during Clinic.	Remediation Needed					Independent Level	NO
1. Displays current knowledge of risk and resiliency influences on health, psychopathology and behavioral outcomes.	1	2	3	4	5		
	1	2	3	4	5		
	1	2	3	4	5		
2. 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		
	1	2	3	4	5		
3. Effectively identifies precursors to serious academic, behavioral, and personal difficulties.	1	2	3	4	5		
	1	2	3	4	5		
	1	2	3	4	5		
4. Assists schools and agencies to evaluate current prevention and crisis intervention policies and practices.	1	2	3	4	5		
	1	2	3	4	5		
	1	2	3	4	5		
5. 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		
	1	2	3	4	5		
6. 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		
	1	2	3	4	5		
7. Implements effective crisis prevention and management strategies.	1	2	3	4	5		
	1	2	3	4	5		
	1	2	3	4	5		
8. Works effectively during a crisis to ensure safety and well-being.	1	2	3	4	5		
	1	2	3	4	5		
	1	2	3	4	5		
9. Demonstrates knowledge of school and systems structures for regular and special education.	1	2	3	4	5		
	1	2	3	4	5		
	1	2	3	4	5		
10. 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		
	1	2	3	4	5		
11. 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		
	1	2	3	4	5		

Other (please specify).	1	2	3	4	5	
	1	2	3	4	5	
	1	2	3	4	5	

Professional Practice and Work Characteristics		Remediation Needed		Independent Level		NO
		1	2	3	4	5
1.	Demonstrates respect and tolerance for diverse values and viewpoints.	1	2	3	4	5
2.	Interacts comfortably with culturally-diverse students, staff, and families.	1	2	3	4	5
3.	Relates well to children and adolescents.	1	2	3	4	5
4.	Exhibits ethical behavior.	1	2	3	4	5
5.	Adapts to difficult and changing situations.	1	2	3	4	5
6.	Displays initiative, motivation, and resourcefulness.	1	2	3	4	5
7.	Is dependable, punctual, and prepared.	1	2	3	4	5
8.	Demonstrates effective time management and scheduling.	1	2	3	4	5
9.	Has a clear sense of own limitation, biases and professional expertise.	1	2	3	4	5
10.	Accepts constructive criticism and uses appropriate defenses.	1	2	3	4	5
11.	Writes clearly and concisely with the intended audience in mind.	1	2	3	4	5
12.	Reports are accurate and completed in a timely manner.	1	2	3	4	5
13.	Works to protect self against burnout.	1	2	3	4	5
14.	Understands general and special education regulations, policies, and procedures.	1	2	3	4	5
15.	Effectively uses technology to support professional practice.	1	2	3	4	5
16.	Demonstrates awareness of resources and adaptive/ assistive technology.	1	2	3	4	5
17.	Accesses and utilizes information resources and technology to enhance services.	1	2	3	4	5

18. Seeks out current information and resources regarding advances in the field.	1	2	3	4	5	
	1	2	3	4	5	
	1	2	3	4	5	
19. Communicates with diverse audiences during in-services, presentations or other training.	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	

Please provide additional comments for any of the preceding areas:

First Quarter

Student Signature	Date
Clinic Director Signature	Date
Assessment Faculty Signature	Date

Second Quarter

Student Signature	Date
Clinic Director Signature	Date
Assessment Faculty Signature	Date

Third Quarter

Student Signature	Date
Clinic Director Signature	Date
Assessment Faculty Signature	Date

Appendix D
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: _____

NOTE: If completing this during your Clinic experience, please do so immediately before the evaluation feedback sessions at the end of the third quarter.

Directions: We would like you to rate your performance for this year during 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 of the competency areas during your Clinic, Practicum, or Internship experience. Then add objectives for the future or the next 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:

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

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

Student Signature _____

Date _____

Field Supervisor Signature _____

Date _____

Appendix E Intent to Complete Field Practicum

Intent to Compete Field Practicum during Academic Year: _____

Student Name: _____

Student Address: _____

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

Directions: A Field Practicum is typically taken during the second year in the M.A. program and during the third year of the Ed.S. and the Ph.D. School Psychology Licensure programs. During an M.A. Practicum, you must enroll in CFSP 4353 and are expected to accumulate 300 supervised hours at an approved agency or community site. During the Ed.S. or Ph.D. School Psychology Practicum you will enroll in CFSP 4353 and are expected to accumulate between 300-500 supervised hours at an approved school placement site. Most students enroll in 2-3 credits during two or three quarters that are completed within one year (for a minimum of 6 Practicum credit hours). Off-campus time at your Practicum site is typically one to two days per week. You also will be required to attend weekly Practicum seminars or individual supervision sessions with your DU Practicum supervisor/instructor.

A first step to get ready for Practicum is to complete this Intent to Complete Field Practicum form to document your eligibility and preferences for a Field Practicum. Once you return this form, the designated DU faculty supervisor will work with you to identify possible Practicum sites. After this, you are responsible for contacting sites and supervisors and securing district and DU approval.

Official approval of your site is obtained by completing a **Field Practicum Supervision Memorandum**. This Memorandum must be signed and placed on file with the designated University Supervisor **before** you begin Practicum.

As You Plan Your Practicum:

1. Whenever possible follow the agency/school district calendar. Find out when your agency/school begins the year and its scheduled breaks. Decide on how this site schedule coincides with the DU academic calendar.
2. Even though you are not paid for Practicum, treat it like a professional job. When possible attend employee trainings and other professional days the site offers. Also discuss how to handle illness, personal days, and scheduled University breaks with your supervisor. Discuss how to make up sick or personal days since these do not count towards accrual of Practicum hours.
3. Your placement should allow you to work with two age groups and/or populations. However, it also is desirable to have your field site stay within one agency or District. In some cases, a student can have two different agencies or districts for Practicum in order to expand or gain a designated experience. Students seeking an EdS Early Childhood Certificate should consult the Practicum Manual for specific requirements.
4. In regards to on-site supervision, you must receive one hour per week of on-site supervision. It is best if a primary supervisor assumes ultimate responsibility to oversee all of your experiences. However, this supervisor can also coordinate experiences with other professionals and it is

appropriate for these other professionals to supervise designated coursework or experiences.

5. The following suggestions for supervision are recommended:
 - a) If multiple people provide supervision, insure that at least some of that supervision is joint.
 - b) Meetings with the DU supervisor should try to incorporate all supervisors whenever possible.
 - c) Write a single Practicum plan even if you will be completing the Practicum in different sites. If there is more than one site, address the different goals you have across sites and the unique contributions each will make to your professional goals and training.
6. Required Practicum activities are outlined in the Field Practicum Manual and reflect this Program's emphasis on preventative mental health, developmental and family sensitive practice, collaboration with school teams, families, students, and professionals, and the provision of a range of mental health, counseling, and academic services to students with and without disabilities across general and special education.
7. Written professional goals, logs, case studies, case summaries, and supervisor evaluations are required to document your experience. You are responsible for handing in all required documents on time and for keeping personal copies.

Prerequisites to a Field Practicum

Please document your eligibility for a Field Practicum by completing and signing this form and give to the Program Director or faculty designee, who will work with you to identify potential placements.

Prerequisite	I've met it /Dates and Initials	Here's how I'll meet it by August
*Satisfactory completion (or approved waiver) of your CFSP Clinic Practicum. (Clinic Supervisor must initial.)		
*Satisfactory completion of all required assessment courses. (Assessment Instructors must initial.)		
*Satisfactory completion of your first and second year annual reviews.	First Year: Second Year :	
Removal of all grades of Incomplete in all coursework.		

* Refer to relevant documents and when areas/skills are in need of further improvement, please attach a proficiency plan that specifies: (1) areas/skills to improve, (2) steps and a timeline to achieve these improvements, and (3) documentation that will be provided to indicate improvements were successful.

Type of Practicum Setting

Please describe an ideal Practicum site below and briefly discuss your reasons for these preferences.

Preferences for Site or Setting	Ages/Populations	Location

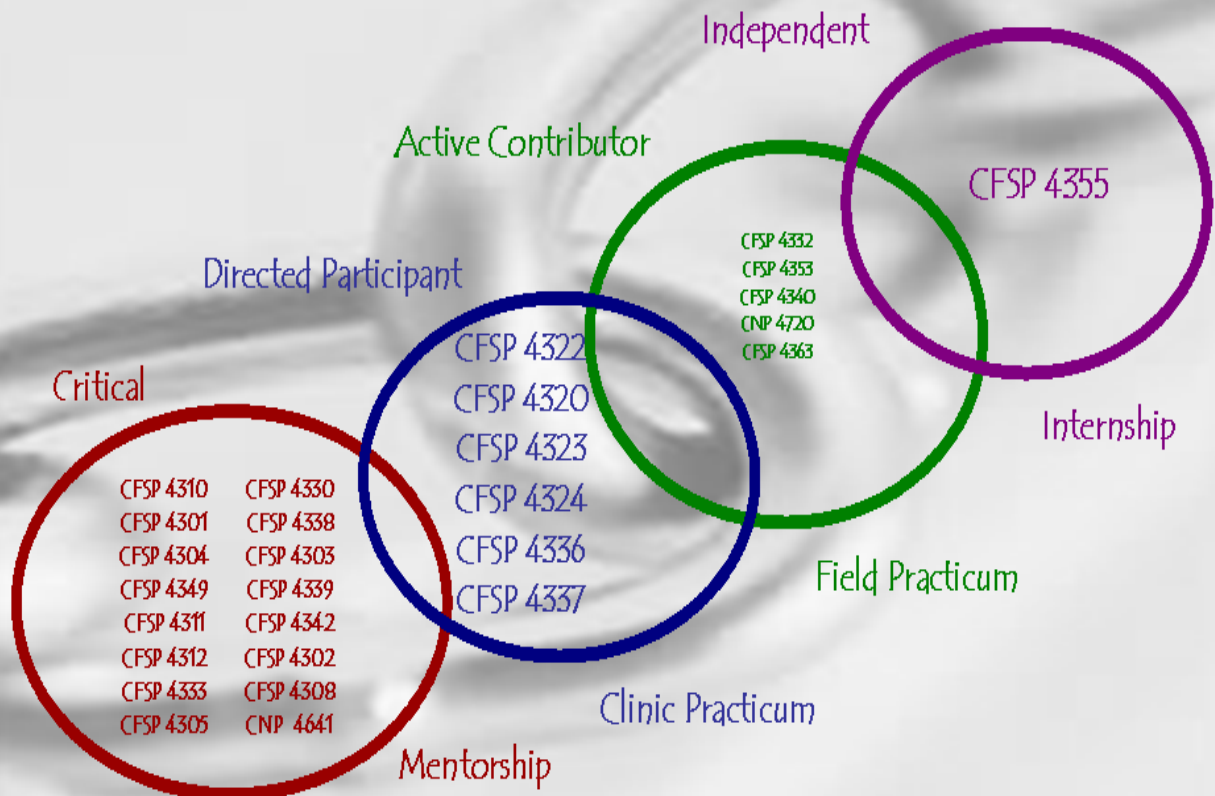
Please sign below to indicate that you have read and understood these requirements and that the above information is complete and accurate to the best of your knowledge.

Student Signature: _____

Date: _____

Appendix F
Chain of Relevant Experiences

Chain of Relevant Experiences



University of Denver - Morgridge College of Education
Child, Family, and School Psychology Program