SCHOOL PSYCHOLOGY PROGRAM
PRACTICUM MANUAL

PRACTICUM REQUIREMENTS
AND EVALUATION SYSTEM

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2017 - 2018
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Overview of Practicum

School Psychology Practicum experiences are divided into two phases: (a) Pre-practicum, and (b) Practicum. Each is described below.

**Pre-Practicum:** The pre-practicum occurs prior to the practicum during Summer I at the end of the first year of the School Psychology Program. The purpose of the pre-practicum is for students to gain observational experiences and to learn about school ecology. Students must accumulate a minimum of 75 hours of experience in the pre-practicum.

**Practicum:** Practicum occurs during the fall and spring semesters of the second year of the school psychology programs and extends into the Summer I semester. Students in the MS/CAGS program must accumulate a minimum of 450 hours (typically 2 days per week) of field experience and students in the Doctoral Program (or those in the EI Certificate programs) must accumulate a minimum of 200 hours (typically 1 day per week). Prior to beginning practicum, students must have a contract signed by their site and Northeastern University. Students may request a contract from the department through E*Value (an online clinical management tool used for all practicum and internship experiences to manage site details and application processes, initiate contract requests with sites, track student clinical hours and gather evaluations of student and site/supervisor performance. See www.evaluatehealthcare.com for a detailed description of the clinical solutions program provided by E*Value. Your E*Value user name and password will be sent to you via email from the E*Value system during the Fall before you begin in your practicum. Follow the link in the email to enter into your account. This login will be utilized for the duration of your program of study).

During the practicum, students are expected to demonstrate their skills in the following core training areas:

- Professional Identity and Professional Behavior
- Assessment
- Counseling
- Consultation and Collaboration
- Promote learning/school-wide Prevention
- Culture and Diversity
- Ethical and Legal Issues
- Program Evaluation and Applied Research
- Communication and Information Technology

In regard to the assessment requirements for the practicum year, students should complete at least two comprehensive psycho-educational assessments including assessment of cognitive, academic, and socio-emotional functioning. Total number of assessments completed should be between a minimum of five and a maximum of 10 (a minimum of three and a maximum of six for Ph.D. and Early Intervention students). Comprehensive assessments include multiple reliable and valid methods that assess multiple domains of functioning. The choice of instruments should be derived from the presenting concerns or referral questions as opposed to a standard assessment protocol. More detailed guidance can be found in the Portfolio Guidelines of the CAGS School Psychology Program.

**Course Work:**

*Prior to beginning practicum students will have completed the following coursework:*
Clinical Skills in Counseling Psychology
- Introduction to Assessment
- Learning Principles
- Infant, Child and Adolescent Development
- Cognitive Assessment
- Child & Adolescent Psychopath.
- School Psychology Seminar
- Understanding Culture and Diversity
- Behavior Management
- Research, Evaluation and Data Analysis
- Biological Bases of Behavior
- Pre-practicum

During the practicum year students will take the following courses:

**Fall Semester**
- Socioemotional Assessment*
- Curriculum Based Assessment*
- Counseling Children and Adolescents in Schools Part 1*
- Practicum Seminar

**Spring Semester**
- Counseling Children and Adolescents in Schools Part 2*
- Consultation*
- Learning Problems: Educational, Biological and Ecological Perspectives*
- Practicum Seminar

*Denotes courses that have projects conducted within the practicum.

For the Socioemotional Assessment course, students must complete a socioemotional assessment including (a) systematic direct observations (b) teacher, student, and parent interviews, and (c) broad- and narrow-band rating scales.

For the Curriculum Based Assessment course, students must (a) conduct a class-wide reading screening and, (b) based on the data, identify a student for a reading intervention, which they will then implement. They also need to identify and assess two students with academic difficulties (i.e., math, spelling, writing).

Consultation, Counseling Part 2, and Learning Problems occur in the spring.

For the Counseling course, students (a) must be able to counsel an individual or group for several weeks and (b) write a series of reports based on the case (See Portfolio Guidelines for details of the requirement).

For the Consultation course, students (a) must identify a teacher who would be willing to meet four times and (b) implement strategies in the classroom.

In addition to the above requirements, students must meet requirements as specified in the CAGS Program in School Psychology Portfolio Guidelines. It is expected that students will familiarize themselves with these guidelines prior to beginning practicum and to inform their
practicum instructor if they believe they are not making adequate progress on these guidelines over the year.

**Field Supervision:**
Field supervisors, who provide practicum supervision and mentoring, must have a Massachusetts educator’s licensure (certification) as a school psychologist and a minimum of three years of experience as a school psychologist. Practicum supervision consists of a minimum of one hour per week, in a face-to-face format. Please see the “Clinical Supervision” document for guidelines and tips regarding supervision.

**University Supervision:**
Practicum students are enrolled in a seminar course during the practicum year. A university supervisor, who is a certified school psychologist, instructs this course. The university supervisor maintains contact with the field supervisor through two site visits and a phone conference, and phone calls when necessary. At the end of the practicum year, the field supervisor and university supervisor determine if the student has progressed adequately in core areas and is ready for internship.

**Course Vouchers for Supervisors:**
In recognition of the valuable guidance and supervision, which is given to practicum students, the Bouvé College of Health Sciences at Northeastern University makes available tuition vouchers for field supervisors. A voucher for one course at Northeastern University is available for each NU practicum supervisor. Please see p.11 for procedures and contact information.

**Pre-Practicum**
The objectives of the pre-practicum are for students to (a) understand the responsibilities and the role of the school psychologist, (b) gain observational experiences pertaining to school psychological services in both general and special education, and (c) understand the ecology of the school environment.

The pre-practicum occurs prior to the practicum and requires a minimum of 75 hours of school-based experience. The pre-practicum seminar, which meets during the Summer I semester at the end of the first year in the program, is designed to orient students to the school psychology profession and the practicum. By means of this course, school psychology graduate students acquire an understanding of the role of the school psychologist and the school environment. School psychology graduate student must complete the entire pre-practicum, and submit the documentation of its successful completion prior to beginning the practicum experience (see the School Psychology Pre-practicum Summary on page 14 of this manual). A Massachusetts licensed school psychologist monitors the field experiences.

The monitoring school psychologist shall make every effort to provide the pre-practicum student with a variety of observational experiences. The observational experiences can include direct observations of classroom instruction, the administration of assessments, consultation meetings with parents and teachers, and team meetings. The intent is to familiarize the pre-practicum student with the range of different of school psychological services, and the range of students, who receive services from school psychologists, including students from different cultures, and students with and without disabilities.
Northeastern University's Minimum Requirements for Satisfactory Completion of the Practicum Experience

The practicum is distinct from and occurs prior to the internship experience. Practicum students are required to attain a minimum of 225 hours of field experience in school psychology each semester (100 hours for PhD and EI Certificate students) and a total of 450 hours during the academic year. Doctoral students and students who have finished an early intervention practicum at the university must complete 200 hours over the course of the academic year. A minimum of 200 hours (100 hours for PhD and EI Certificate students) of direct experience (not observation) is required in the areas of assessment and intervention. (See the ‘Practicum Log” and the “End of Year Practicum Form” in this manual to see the forms that are used to document these hours.) Students are expected to follow the school calendar of the school district where they are doing their practicum. All students are expected to remain in their practicum placement until the end of their district’s academic year. The expectation is that students will have more direct experience as they become more competent in these areas throughout the academic year. The field supervisor in consultation with university supervisor and the graduate student will determine readiness for direct experiences. In order for graduate students to attain a satisfactory grade in the practicum courses, they must meet the following minimum requirements in the areas of: (a) professional identity and professional behavior, (b) assessment, (c) intervention / prevention, (d) program evaluation and applied research, (e) culture and diversity, (f) ethical and legal issues, and (g) communication and information technology.

Professional Identity and Behavior

Practicum students are expected to demonstrate commitment to the profession of school psychology and comport themselves in a professional manner. This includes, but is not limited to, seeking out professional development opportunities, joining professional associations, being reliable, promptly completing tasks, having good attendance, and appropriately collaborating and interacting with co-workers and supervisors.

Assessment

During the practicum, students are expected to take primary responsibility for at least two comprehensive assessments of individuals during the school year (see portfolio guidelines for more detail). In addition, for the curriculum based assessment course in the fall, students need to identify and
assess two students with academic difficulties. Also, practicum students are expected to have direct experiences in each of the following areas throughout the year and to become knowledgeable about the strengths and limitations of each of these assessment procedures and tools.

1. Interview teachers, parents, children/adolescents, and other relevant parties.
2. Administer, score, and interpret intelligence tests.
3. Evaluate students’ academic performance by means of individually administered norm-referenced achievement tests and curriculum based assessment.
4. Evaluate students’ behavior functioning using functional behavior assessment (FBA) methods. Based on the results of the FBA, develop a behavior intervention plan.
5. Evaluate students’ behavioral and adaptive functioning by means of rating scales (e.g., BASC, CBCL, Vineland, etc.)
6. Evaluate students’ socio-emotional functioning through both objective and projective tests.
7. Review relevant permanent products and records about the student (e.g., attendance, handwriting samples, group achievement test scores).
8. Conduct clinical and systematic direct observations of the student in the classroom and/or other relevant settings.

Furthermore, practicum students are expected to have direct experiences in:

1. Developing data-based and practical recommendations based on assessments.
2. Writing case reports.
3. Presenting case reports at a meeting with parents, teachers and/or special education staff members.

**Intervention: Counseling**

Practicum students are expected to have direct experience in both individual and group counseling, and provide counseling to at least three students. For the school-based counseling course in the spring, students need to be able to counsel an individual or group for several weeks and write a series of reports based on the case.

Counseling shall include:

1. Assessing the student's problems, the relevant context of the problems, and identifying student's strengths.
2. In collaboration with students and relevant others, developing counseling goals for the student(s).
3. Developing and implementing evidence-based and practical counseling plan for the student(s).

4. Evaluating the outcomes of counseling, and if necessary, revising the plan.

In addition, practicum students are expected to keep a written record of the cases that includes progress notes of counseling sessions.

**Intervention: Consultation and Collaboration**

Practicum students are expected to assist in or provide consultation to at least two school staff members or parents during the school year. *For the consultation course, students need to identify a teacher who would be willing to meet four times during the spring semester and implement strategies in the classroom.* Consultation shall involve:

1. Helping the consultee clearly identify problems and factors that might be contributing to the problems.
2. Developing consultation goals in collaboration with the consultee.
3. Developing and facilitating the implementation of an evidence-based and practical intervention plan.
4. Evaluating the outcomes of and the consultee's satisfaction with consultation, and if necessary adapting the intervention plan.

**Intervention: Prevention**

Practicum students are expected to be involved with the planning and implementing of interventions designed to prevent problems. They should:

1. Develop behavior plans that are proactive (e.g., modifies antecedent conditions)
2. Take a systems and ecological perspective on preventing problems
3. Collaborate with others to develop policies that might prevent problems
4. Take systems and ecological perspectives on planning programs
5. Understand how school level (e.g., resources, climate, policies, procedures) and family level variables (e.g., roles, relationships, structure) influence prevention activities.
6. Develop collaboration between families and schools.
7. Understands how special educational and general educational services are organized and are related to one another.
8. Use data to monitor student progress and to inform decisions.
9. Be familiar with the procedures of crisis intervention in the school.
Ethical and Legal Issues

Consistent adherence to the ethical standards relevant to the practices of assessment, counseling and consultation is expected. Students will have knowledge of and demonstrate sensitivity to possible cognitive, ethnic, racial, and sexual biases. Graduate students shall be familiar with and conform to the ethical standards established by the National Association of School Psychologists (2000) and the American Psychological Association (2002).

Culture and Diversity

Practicum students are expected to demonstrate multicultural competencies in all aspects of their practicum experiences. The culturally competent school psychologist is able to sensitively deliver services to students and parents from diverse cultural, racial, and linguistic backgrounds. The three broad-based areas of multicultural competencies include: (a) Attitudes and Beliefs, (b) Knowledge, and (c) Skills.

Program Evaluation and Applied Research

Practicum students shall use their knowledge about relevant applied research to their assessment and intervention recommendations and practices. Practicum students also shall systematically evaluate the implementation and outcomes of their work.

Communication and Information Technology

Practicum students shall demonstrate their competence in (a) written communication by means of assessment reports, case summaries and other written documentation provided for the portfolio, (b) oral communication skills by means of reports at team meetings, (c) information technology by appropriate use of e-mail for communicating with either staff or parents, or the documentation of the use of online resources for locating identifying evidence-based practices.

Three University/Field Supervisor Contacts

During the practicum year, there will be three contacts between the university supervisor, the field supervisor, and the graduate student for the purpose of discussing the student's progress. The first and last must be face-to-face contacts. At the end of first and last meeting, the three parties will put their initials on a form that documents the occurrence of the meeting (see the “Practicum Documentation Form”).
At the first face-to-face meeting, which will occur during the first month of the fall semester, the Northeastern University's school psychology practicum goals are discussed. These training goals can be categorized in seven broad areas: (a) professional identity and professional behavior, (b) assessment, (c) intervention, (d) program evaluation and applied research, (e) culture and diversity, (f) ethical and legal issues, and (g) communication and information technology. A practicum agreement between Northeastern University and the practicum site must be signed and completed prior to this meeting (see “Practicum Agreement”).

At the mid-year contact, which will occur during the beginning of the spring semester, the field and university supervisors will discuss the graduate student’s progress relative to the competency areas. If deficiencies are noted with respect to the practicum setting or the graduate student's progress, a plan is developed in collaboration with the student to address the deficiencies. At the final meeting, the university supervisor and the field-based supervisor will determine whether or not the graduate student has attained the competency level needed to function as an internship student.

Approval and Location of Practicum

The Program Director shall approve all practicum placements. No placement shall occur outside of a 50-mile radius of Boston without the written approval of the training director. If a student makes an oral or written commitment to a practicum or an internship site, he/she is ethically obligated to follow through and do her field experience at that site, regardless if a more attractive alternative becomes available at a later date. If a student wants to change a commitment to a field site, he/she needs written approval from the director of clinical training.

Course Voucher

As a means of expressing our gratitude to our field supervisors, Northeastern University grants a voucher for one course to the participating school system or agency. It is necessary to make a written request, on the school systems’ (or agency’s) letterhead, to obtain the voucher. The request for a voucher should be addressed to:

Cherish Grant-Dixon, Administrative Assistant
Department of Applied Psychology
404 International Village, Northeastern University
360 Huntington Avenue
Boston, MA 02115
Resolving Practicum Problems

Although infrequent, problems and/or conflict can develop during the field experience. Therefore, it is important to have a fair and consistent method that can be utilized in a systematic manner for problem resolution. Either the supervisor or the supervisee can initiate action to resolve the perceived problem.

1. The first step is for the supervisor and supervisee to jointly discuss any emerging concerns in an open and honest fashion. Moreover, it is important that this be done in a timely manner. It also might be advantageous to document the outcomes of the meeting.

2. Should that be insufficient, the university supervisor should become involved to provide assistance. The university supervisor will notify the university’s Program Director that concerns have been noted and will specify these concerns. At that time, a plan will be developed by that contains specific goals that are agreed upon in writing by all three parties (i.e., the student, site supervisor, and the university supervisor). A date for a review of the plan will be specified.

3. If resolution/improvement does not occur within the temporal framework agreed upon, the Program Director will be requested to mediate. At that time, previous concerns and plans to address the concerns will be reviewed. All parties will then agree on additional specific, written plans and a timely follow-up review date will be established.

4. Finally, if problems continue, the core faculty of the school psychology program will meet to determine an appropriate course of action. Such actions may include changing supervisors, changing sites, repeating the fieldwork experience or the student’s termination from the program.

Essential Paperwork

Forms and Due Date in the Fall Semester:

- September 30: Practicum Agreement Form
- Last class of the fall semester: Fall Assessment of Practicum Student's Progress (multi-page assessment of your skills rated by field supervisor)
- Logs
- Seminar course evaluation

Documents Due on the Last Class of the Spring Semester:

- Logs
- End of Year Practicum Form (completed by student)
• Spring Assessment of Practicum Student's Progress (multi-page assessment of your skills rated by field supervisor) (also Assessment of Readiness for Advanced Fieldwork for PhD students)
• Assessment of Practicum Field Site (completed by student)
• Assessment of University's Support of the Practicum Experience (completed by field supervisor)
• Satisfaction with the School Psychology Program Questionnaire (completed by student)

The following documents are due no later than June 15. Failure to submit documents by that date can jeopardize approval of internship site.

• Final logs
• Practicum Documentation Form (2 page document with initials verifying 3 contacts & yes/no evaluation of competency areas)
• Internship Clearance Form with the attachments of your transcript and portfolio ratings
• Seminar course evaluation

All of these forms can be completed via E*Value with the exception of (1) End of the Year Practicum Form, (2) Practicum Documentation Form and (3) Internship Clearance Form. (See Hardcopy Form 1, Hardcopy Form 2, and Hardcopy Form 3 at the end of this manual). Students should retain a copy of these hardcopy forms for their records. The department will only keep hardcopy records for seven years.

Overview of the School Psychology Practicum Evaluation System

The overarching purpose of the school psychology practicum evaluation system is to provide data so that judgments can be made about different elements of the practicum program. These elements are discussed below. The obtained data are used to assess the graduate student's progress and to further develop and improve the practicum program and the overall school psychology program at Northeastern University.

1. The graduate student's progress with respect to important school psychology knowledge and skills. In this regard, the questionnaire, "Assessment of the Practicum Student's Progress" is
completed by the field supervisor two times during the course of the practicum experience: immediately prior to the end of the fall and spring semesters.

Assessment of Readiness for Advanced Fieldwork for PhD students completed by the field supervisor by the end of the spring semester.

2. The quality of the university’s training and supervision. Two questionnaires are used to assess this area. At the end of the practicum experience, the graduate student completes the questionnaire, "Satisfaction with the School Psychology Program ". At the end of the practicum experience, the field supervisor completes the "Assessment of University's Support of the Practicum Experience" questionnaire.

3. The quality of the practicum site’s training offerings and supervision. As a means to assessing this area, at the end of the practicum experience, the graduate student completes the questionnaire "Assessment of the Field Site".

The evaluations are completed on an online clinical management tool called “E*Value” (see detailed directions about how to use the E*Value at the end of the manual). The following are three sample evaluation forms on the E*Value presented here so that you are familiar with their contents and format:

- Assessment of the Practicum Student's Progress
- Assessment of the Practicum Field Site
- Satisfaction with the School Psychology Program
  (Assessment of University's Support of the Practicum Experience, to be completed independently both by field supervisor and graduate student)
## Northeastern University
### MS School Psychology

Subject: 
Evaluator: 
Site: 
Period: 
Dates of Rotation: 
Rotation: Form Preview PRAC 
Form: Assessment of Student's Progress

### Area 1: Professional Identity and Professional Behavior

(Question 1 of 17 - Mandatory)

<table>
<thead>
<tr>
<th></th>
<th>Much below expected level of a practicum student</th>
<th>Below expected level of a practicum student</th>
<th>At the expected level of a practicum student</th>
<th>Above expected level of a practicum student</th>
<th>Much above expected level of a practicum student</th>
<th>Not Observed/No Opportunity to Assess</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Uses theory and research to guide practice</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>2. Interacts appropriately with students and their families, and staff</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>3. Accurately perceives his / her own strengths and areas needing improvement</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
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<tr>
<td>4. Knows when to seek assistance and responds well to feedback</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>5. Demonstrates an ability to initiate activities</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>6. Arrives to internship site and to meetings on time</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
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<tr>
<td>7. Is motivated to improve (e.g., checks his/her work for errors)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>8. Demonstrates empathy by being aware of, understanding, and appreciating the feelings of others</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>9. Is able to withstand adverse events and stressful experiences without getting overwhelmed</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
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<tr>
<td>10. Has gained the trust of students, parents, and staff</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
</tbody>
</table>

### Area 2: Progress in Assessment

(Question 2 of 17 - Mandatory)
During this semester, how many individual assessments has the graduate student observed

During this semester, how many individual assessments has the graduate student assisted in

During this semester, how many individual assessments has the graduate student conducted

(Question 3 of 17 - Mandatory)

During this semester, how many assessment reports has the graduate student written

During this semester, how many assessment reports has the graduate student used as a basis for making recommendations

During this semester, how many assessment reports has the graduate student orally presented at a meeting

(Question 4 of 17 - Mandatory)

<table>
<thead>
<tr>
<th></th>
<th>Much below expected level of a practicum student</th>
<th>Below expected level of a practicum student</th>
<th>At the expected level of a practicum student</th>
<th>Above expected level of a practicum student</th>
<th>Much above expected level of a practicum student</th>
<th>Not Observed/No Opportunity to Assess</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Interviews (teachers, parents, and students)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>2. Administers, scores and interprets tests of cognitive abilities</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>3. Administers, scores, and interprets measures of academic achievement</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>4. Conducts functional behavior assessments</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
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<tr>
<td>5. Uses broad-band rating scales (e.g., Behavior Assessment System for Children, Child Behavior Checklist).</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>6. Uses narrow-band rating scales (e.g., Children's Depression Inventory, Revised Children's Manifest Anxiety Scale).</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
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<tr>
<td>7. Reviews relevant permanent products and records about the student</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
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<tr>
<td>8. Conducts systematic direct observation of the student in the classroom and/or other natural settings</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
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<tr>
<td>9. Conducts assessments of the instructional and classroom environment, and the match between the curriculum and the student's needs</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>10. Generates data-based and practical recommendations as a result of the assessment</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
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Area 3: Progress in Intervention - Counseling

(Question 6 of 17 - Mandatory)

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<table>
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</thead>
<tbody>
<tr>
<td>Number of students seen in counseling</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Number of individual counseling sessions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average duration in minutes of individual counseling sessions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of group counseling sessions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average duration in minutes of group counseling sessions</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

(Question 7 of 17 - Mandatory)

<table>
<thead>
<tr>
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<th>Much below expected level of a practicum student</th>
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<th>Much above expected level of a practicum student</th>
<th>Not Observed/No Opportunity to Assess</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Exhibits a reflective and planned approach to counseling</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>2. Uses evidence-based strategies which are appropriate to the needs of the client or student</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>3. Demonstrates communication skills (e.g., open-ended questions, reflection of feelings, paraphrasing, and summarization, etc.)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>4. Develops rapport with client</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>5. Uses data in making counseling decisions</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>6. Is aware of the strengths and limitations of counseling sessions</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
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</tbody>
</table>

Area 4: Progress in Intervention – Consultation and Collaboration

(Question 8 of 17 - Mandatory)
Number of consultative meetings with Teachers

Number of consultative meetings with Parents

Number of consultative meetings with Others

(Question 9 of 17 - Mandatory)

<table>
<thead>
<tr>
<th></th>
<th>Much below expected level of a practicum student</th>
<th>Below expected level of a practicum student</th>
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<th>Much above expected level of a practicum student</th>
<th>Not Observed/No Opportunity to Assess</th>
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</thead>
<tbody>
<tr>
<td>1. Assesses and understands constraints and opportunities</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>2. Has knowledge of evidence-based academic, behavioral, and social skills interventions</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>3. Adapts evidence-based and practical interventions for consultee to use</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
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<tr>
<td>4. Uses data to plan and evaluate interventions</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
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<tr>
<td>5. Develops culturally sensitive collaborative relationships</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
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</tr>
<tr>
<td>6. Is aware of the strengths and limitations of consultation</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
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<tr>
<td>7. Prepares for consultation meetings</td>
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<td>2.0</td>
<td>3.0</td>
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<td>5.0</td>
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</tr>
<tr>
<td>8. Has knowledge of research related to family systems, strengths, needs, and culture</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
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</tr>
<tr>
<td>9. Has knowledge of research related to evidence-based strategies to support family influences on children's learning, socialization, and mental health</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>10. Has knowledge of research related to developing collaboration between families and schools</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
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Area 5: Intervention – Prevention

(Question 10 of 17 - Mandatory)

<table>
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<th>Below expected level of a practicum student</th>
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<th>Above expected level of a practicum student</th>
<th>Much above expected level of a practicum student</th>
<th>Not Observed/No Opportunity to Assess</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Has knowledge of multi-tiered approach to intervention</td>
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<td>2.0</td>
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<td></td>
<td>Area 6: Progress in Program Evaluation and Applied Research</td>
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</tr>
<tr>
<td>2.</td>
<td>Has knowledge of research related to resilience and risk factors in mental health and learning</td>
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<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
</tr>
<tr>
<td>3.</td>
<td>Develops plans that are preventative / proactive (e.g., modifies antecedent conditions)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
</tr>
<tr>
<td>4.</td>
<td>Takes systems and ecological perspectives on planning interventions and programs</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
</tr>
<tr>
<td>5.</td>
<td>Understands how school level (e.g., resources, climate, policies, procedures), family (e.g., roles, relationships, structure), and community (e.g., agencies, neighborhoods, peer groups) level variables influence prevention activities</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
</tr>
<tr>
<td>6.</td>
<td>Understands how special educational and general educational services are organized and are related to one another</td>
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<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
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<tr>
<td>7.</td>
<td>Has knowledge of best practices in crisis intervention</td>
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<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
</tr>
<tr>
<td>8.</td>
<td>Uses data to monitor student progress and to inform policies and procedures.</td>
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<td>2.0</td>
<td>3.0</td>
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Area 6: Progress in Program Evaluation and Applied Research

(Question 11 of 17 - Mandatory)

<table>
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<th></th>
<th>Much below expected level of a practicum student</th>
<th>Below expected level of a practicum student</th>
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<th>Above expected level of a practicum student</th>
<th>Much above expected level of a practicum student</th>
<th>Not Observed/No Opportunity to Assess</th>
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<tbody>
<tr>
<td>1.</td>
<td>Seeks opportunities to learn more about evidence-based practices</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
</tr>
<tr>
<td>2.</td>
<td>Shares knowledge about evidence-based practices through presentations, handouts for parents and staff, and other means</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
</tr>
<tr>
<td>3.</td>
<td>Systematically evaluates his / her work with respect to outcomes / goal attainment for students</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
</tr>
<tr>
<td>4.</td>
<td>Systematically evaluates his/her work with respect to implementation (treatment integrity)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
</tr>
<tr>
<td>5.</td>
<td>Systematically evaluates his/her work with respect to satisfaction of stakeholders (e.g., students, staff, parents)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
</tr>
<tr>
<td>6.</td>
<td>Systematically evaluates his/her work with respect to group intervention and prevention programs</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
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Area 7: Progress in Demonstration of Professional Ethics and Knowledge of Legal Issues

(Question 12 of 17 - Mandatory)
<table>
<thead>
<tr>
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<th>Much below expected level of a practicum student</th>
<th>Below expected level of a practicum student</th>
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<th>Above expected level of a practicum student</th>
<th>Much above expected level of a practicum student</th>
<th>Not Observed/No Opportunity to Assess</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Evaluates reliability, validity, and fairness of assessments</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
</tr>
<tr>
<td>2.</td>
<td>Respects racial, sexual, social, and ethnic differences</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
</tr>
<tr>
<td>3.</td>
<td>Aware of biases</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
</tr>
<tr>
<td>4.</td>
<td>Conforms to ethical standards in assessment, intervention, consultation, evaluation, research, and information technology</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
</tr>
<tr>
<td>6.</td>
<td>Knows consequences of not following legal mandates</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
</tr>
<tr>
<td>7.</td>
<td>Informs children, parents, and staff of their legal rights and responsibilities</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
</tr>
<tr>
<td>8.</td>
<td>Conforms to appropriate legal mandates in assessment, intervention, prevention, evaluation, and research activities</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
</tr>
<tr>
<td>9.</td>
<td>Knows public policies that affect the practice of school psychology</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
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**Area 8: Progress in Culture and Diversity**

(Question 13 of 17 - Mandatory)

<table>
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<tr>
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<th>Much below expected level of a practicum student</th>
<th>Below expected level of a practicum student</th>
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<th>Much above expected level of a practicum student</th>
<th>Not Observed/No Opportunity to Assess</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Is aware of his / her own cultural background and its impact upon practice</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
</tr>
<tr>
<td>2.</td>
<td>Is aware of how culture, family, biology, developmental processes, and the learning environment interact to impact learning</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
</tr>
<tr>
<td>3.</td>
<td>Knows the cultural and social background of the children and families that he / she directly serves</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
</tr>
<tr>
<td>4.</td>
<td>Is sensitive to cultural and diversity issues in assessment, intervention, prevention, evaluation, and research activities</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
</tr>
<tr>
<td>5.</td>
<td>Informs others about the impact of culture and diversity on the functioning of students</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
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Area 9: Progress in Communication and Information Technology

(Question 14 of 17 - Mandatory)

<table>
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<th>Above expected level of a practicum student</th>
<th>Much above expected level of a practicum student</th>
<th>Not Observed/No Opportunity to Assess</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates written communication skills by means of assessment and other reports</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>2. Demonstrates oral communications skills by means of presentations, such as presentations of assessment reports at team meetings or in-service presentations</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>3. Demonstrates appropriate use of e-mail and other communication or presentation media</td>
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<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>4. Critically evaluates information obtained from different media, including the Internet</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>5. Uses information technology to locate evidence-based strategies, help make informed decisions, and solve problems</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
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<tr>
<td>6. Makes appropriate use of software to analyze the results of assessments and interventions</td>
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<td>2.0</td>
<td>3.0</td>
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</tbody>
</table>

Please list the graduate student's strengths:  

...

Please list areas needing improvement:  

...

Suggestions for improving the graduate student's proficiency:  

...
Northeastern University
MS School Psychology

Please rate the extent to which your site provided opportunities, prepared you and provided guidance to you in the areas listed below. These areas correspond to the program's training goals. If you had more than one practicum site, fill out a separate form for each site. When completed, return form to your university supervisor.

Use the following scale: 1 = very dissatisfied, 2 = dissatisfied, 3 = neither satisfied nor dissatisfied, 4 = satisfied, 5 = very satisfied.

(Question 1 of 27 - Mandatory)

<table>
<thead>
<tr>
<th></th>
<th>Very Dissatisfied</th>
<th>Dissatisfied</th>
<th>Neutral</th>
<th>Satisfied</th>
<th>Very Satisfied</th>
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<td>Professional Identity and Professional Behavior</td>
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What is the field site's strength in Professional Identity and Professional Behavior?  (Question 2 of 27)

What should the field site improve in Professional Identity and Professional Behavior?  (Question 3 of 27)

(Question 4 of 27 - Mandatory)

https://www.e-value.net/index.cfm
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</table>

What is the field site's strength in Assessment?  (Question 5 of 27 )

What should the field site improve in Assessment?  (Question 6 of 27 )

What is the field site's strength in Intervention: Counseling?  (Question 8 of 27 )

What should the field site improve in Intervention: Counseling?  (Question 9 of 27 )

What is the field site's strength in Intervention: Consultation?  (Question 10 of 27 - Mandatory )

<table>
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<tr>
<th></th>
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<th>Neutral</th>
<th>Satisfied</th>
<th>Very Satisfied</th>
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What is the field site's strength in Intervention: Consultation?  (Question 11 of 27)

What should the field site improve in Intervention: Consultation?  (Question 12 of 27)

(Question 13 of 27 - Mandatory)

<table>
<thead>
<tr>
<th></th>
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<th>Very Satisfied</th>
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<tbody>
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<td>Intervention: Prevention</td>
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What is the field site's strength in Intervention: Prevention?  (Question 14 of 27)

What should the field site improve in Intervention: Prevention?  (Question 15 of 27)

(Question 16 of 27 - Mandatory)

<table>
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<td>Program Evaluation and Applied Research</td>
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What is the field site's strength in Program Evaluation and Applied Research?  (Question 17 of 27)
What should the field site improve in Program Evaluation and Applied Research?  
(Question 18 of 27)

(Question 19 of 27 - Mandatory)

<table>
<thead>
<tr>
<th>Professional Ethics and Knowledge of Legal Issues</th>
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<th>Neutral</th>
<th>Satisfied</th>
<th>Very Satisfied</th>
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What is the field site's strength in Professional Ethics and Knowledge of Legal Issues?  
(Question 20 of 27)

What should the field site improve in Professional Ethics and Knowledge of Legal Issues?  
(Question 21 of 27)

(Question 22 of 27 - Mandatory)

<table>
<thead>
<tr>
<th>Culture and Diversity</th>
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<th>Satisfied</th>
<th>Very Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
</tr>
</tbody>
</table>

What is the field site's strength in Culture and Diversity?  
(Question 23 of 27)
What should the field site improve in Culture and Diversity?  (Question 24 of 27 )

(Question 25 of 27 - Mandatory )

<table>
<thead>
<tr>
<th></th>
<th>Very Dissatisfied</th>
<th>Dissatisfied</th>
<th>Neutral</th>
<th>Satisfied</th>
<th>Very Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication and Information Technology</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
</tr>
</tbody>
</table>

What is the field site's strength in Communication and Information Technology?  (Question 26 of 27 )

What should the field site improve in Communication and Information Technology?  (Question 27 of 27 )
Northeastern University
MS School Psychology

Subject:  
Evaluator:  
Site:  
Period:  
Dates of Rotation:  
Rotation:  
Form:  

Directions: Please rate the extent to which you agree or disagree the statements below about Northeastern University’s School Psychology Program.

Use the following scale: 1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree.

(Question 1 of 3 - Mandatory )

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Incorporates the most promising, recent developments and evidence-based practices of school psychology, psychology, and education into the curriculum.</td>
<td>5.0</td>
<td>4.0</td>
<td>3.0</td>
<td>2.0</td>
</tr>
<tr>
<td>2.</td>
<td>Promotes awareness and skills with respect to providing ethically and legally appropriate services.</td>
<td>5.0</td>
<td>4.0</td>
<td>3.0</td>
<td>2.0</td>
</tr>
<tr>
<td>3.</td>
<td>Promotes knowledge and skills with respect to assessment.</td>
<td>5.0</td>
<td>4.0</td>
<td>3.0</td>
<td>2.0</td>
</tr>
<tr>
<td>4.</td>
<td>Promotes knowledge and skills with respect to intervention/prevention.</td>
<td>5.0</td>
<td>4.0</td>
<td>3.0</td>
<td>2.0</td>
</tr>
<tr>
<td>5.</td>
<td>Promotes knowledge and skills with respect to program evaluation and applied research.</td>
<td>5.0</td>
<td>4.0</td>
<td>3.0</td>
<td>2.0</td>
</tr>
<tr>
<td>6.</td>
<td>Promotes knowledge and skills with respect to providing services to diverse ethnic, cultural, and racial groups.</td>
<td>5.0</td>
<td>4.0</td>
<td>3.0</td>
<td>2.0</td>
</tr>
<tr>
<td>7.</td>
<td>Promotes knowledge and skills with respect to communication and information technology.</td>
<td>5.0</td>
<td>4.0</td>
<td>3.0</td>
<td>2.0</td>
</tr>
<tr>
<td>8.</td>
<td>Integrates theoretical knowledge and course work with fieldwork experiences.</td>
<td>5.0</td>
<td>4.0</td>
<td>3.0</td>
<td>2.0</td>
</tr>
<tr>
<td>9.</td>
<td>Provides ongoing feedback and support to graduate students.</td>
<td>5.0</td>
<td>4.0</td>
<td>3.0</td>
<td>2.0</td>
</tr>
<tr>
<td>10.</td>
<td>Helps graduate students develop a strong sense of professional identity.</td>
<td>5.0</td>
<td>4.0</td>
<td>3.0</td>
<td>2.0</td>
</tr>
<tr>
<td>11.</td>
<td>Prepares graduate students to take on leadership roles within educational settings and professional organizations.</td>
<td>5.0</td>
<td>4.0</td>
<td>3.0</td>
<td>2.0</td>
</tr>
</tbody>
</table>

Please list the School Psychology Program’s strengths  

(Question 2 of 3 )
Suggestions for improving the School Psychology Program (Question 3 of 3)
School Psychology Pre-Practicum Summary
Northeastern University

Student: __________________________________________

Field Supervisor: ____________________________

School: ________________________________________

School System: _____________________________

Dates of Pre-Practicum: From ________ To _______

Total Hours (must equal or exceed 75): ________

Description of Pre-Practicum:
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

_________________________________
Signature of Student

_________________________________
Signature of Field Supervisor

Massachusetts School Psychology Licensure # of Field Supervisor

_________________________________
Hardcopy Form 2

Practicum Documentation Form (hardcopy)

Part I TO BE COMPLETED BY THE APPLICANT
1. Name: ______________________________
2. Address: _______________________________________________________________
3. Nature, length, and dates of pre-practicum experiences:
   Nature:_________________________________________________________________
   Length:_________________________________________________________________
   Dates:_________________________________________________________________
4. Practicum Course #: ____________________ Title: _________________________
   Number of Semester Hours: ____________________ When Taken: ________________
   Practicum Location: ______________________________ Grade Levels: ___________
5. Number of Hours: Observing ____ Assisting ____ Assuming full responsibility ____

Part II TO BE COMPLETED BY THE UNIVERSITY SUPERVISOR
Name: _______________________________ Position: ___________________________
The applicant has completed a practicum designated by the college as partial preparation for the
certificate / licensure as a school psychologist:
(Specify) ____________________________ Signature_________________________

Part III TO BE COMPLETED BY THE COOPERATING PRACTITIONER
Name: ______________________________ Position: ___________________________
School System: _______________________ Tenure Status: _____________________
Massachusetts Certificate #: _____________ Field(s): _________________________

Part IV TO BE INITIALED AS INDICATED*
1. Standards and procedures for evaluation, at the beginning of the semester on (date)
   Applicant: ______ Cooperating Practitioner: ______ University Supervisor: ______
2. The applicant’s progress, at a midpoint in the experience on (date)
   Applicant: ______ Cooperating Practitioner: ______ University Supervisor: ______
3. A summary evaluation of the applicant’s performance, with ample time for the applicant to raise questions or objections, at the close of the experience on (date)

Applicant: _______  Cooperating Practitioner: _______  University Supervisor: _______

Part V TO BE COMPLETED BY THE COOPERATING PRACTITIONER AND THE UNIVERSITY SUPERVISOR

Did the applicant make sufficient progress so that she/he is prepared for an internship?

(Please circle response)

<table>
<thead>
<tr>
<th>Area #1: Professional Identity and Behavior</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area #2: Assessment</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Area #3: Intervention</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Area # 4: Program Evaluation / Applied Research</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Area # 5: Culture and Diversity</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Area # 6: Ethical and Legal Issues</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Area # 7: Communication and Information Technology</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Cooperating Practitioner: ______________________________ Date: _____________
University Supervisor: _______________________________ Date: _____________
Mediator (if needed) _______________________________ Date: _____________
Hardcopy Form 3

End of Year Practicum Form

Practicum student’s name: ________________________________

1. Number of direct experience hours in the following areas (a total of least 300 hours is needed):
   Assessment _____________
   Counseling _____________
   Consultation _____________
   Evaluation / Applied Research _____________

2. Total number of practicum hours (a total of least 450 hours is needed; 200 for students in the PhD
   and EI Certificate programs): __________

3. Total number of Supervision Hours (at least 1 hour/week x total weeks is needed)____

4. Number of comprehensive assessments under direct responsibility of practicum student (minimum
   of two): ____________

5. Number of students counseled (minimum of three): ____________

6. Number of school staff or parents that received consultation (minimum of two): ____________

Signed by:

Practicum student: ________________________________

Field supervisor: ________________________________

University supervisor: ________________________________

Date: ________________________________
Prior to being cleared to begin the school psychology internship, students are required to complete this form, and submit it to the program director. *Please attach the following to this form:*

- Your transcript from myNEU (including grades from 2\textsuperscript{nd} semester of your 2\textsuperscript{nd} year) with all grades at least a B (3.0) or higher, and an overall GPA of at least B+ (3.3)
- A copy of the faculty ratings and comments from the final draft of your portfolio.

**Student Name:** ____________________________

Has successfully completed all the courses ________
Has satisfactory supervisor ratings in practicum ________
Has satisfactory portfolio ratings _____________

**Student Signature:** _________________________  **Date:** _______________________

**Program Director Signature:** __________________  **Date:** _______________________

---
Assessment of  
Doctoral Student’s Readiness for Advanced Fieldwork

Doctoral psychology students should be adequately prepared to begin Advanced Fieldwork (advanced practicum). Before beginning advanced fieldwork the student should possess and demonstrate the following set of basic personal and intellectual skills, attitudes and values, and a core of professional knowledge. By the end of the practicum in the second year, the field supervisor assesses the readiness of the student for advanced fieldwork in the following areas:

<table>
<thead>
<tr>
<th>Competency</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Personality Characteristics, Intellectual and Personal Skills</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Interpersonal skills: ability to listen and be empathic with others; respect for/interest in others’ cultures, experiences, values, points of view, goals and desires, fears, etc. These skills include verbal as well as non-verbal domains. An interpersonal skill of special relevance is the ability to be open to feedback.</td>
<td></td>
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<tr>
<td>b) Cognitive skills: problem-solving ability, critical thinking, organized reasoning, intellectual curiosity and flexibility.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Affective skills: affect tolerance; tolerance/understanding of interpersonal conflict; tolerance of ambiguity and uncertainty.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Personality/Attitudes: desire to help others; openness to new ideas; honesty/integrity/valuing of ethical behavior; personal courage.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) Expressive skills: ability to communicate one’s ideas, feelings and information in verbal, non-verbal and written forms.</td>
<td></td>
<td></td>
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<tr>
<td>f) Reflective skills: ability to examine and consider one’s own motives, attitudes, behaviors and one’s effect on others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g) Personal skills: personal organization, personal hygiene, appropriate dress. 2. Knowledge from classroom experience: The practicum experience will engage and develop skills and knowledge that have been</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. Knowledge from classroom experience:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Assessment &amp; Clinical Interviewing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i) Knowledge regarding psychopathology related to the population(s) served by the practicum sites.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii) Knowledge of scientific, theoretical, empirical and contextual bases of psychological assessment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii) Knowledge of test construction, validity, score reliability and related assessment psychometrics.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv) Training in principles and practice of systematic administration, data-gathering and interpretation for assessment, including identifying problems, formulating goals and case conceptualizations; understanding the relationship between assessment and intervention, assessment of treatment progress and outcome.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>v) Training in the models and techniques of clinical interviewing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Intervention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i) Knowledge of scientific, theoretical, empirical and contextual bases of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intervention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii) Training in basic clinical skills, such as empathic listening and framing problems.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii) Training in assessment of intervention progress and outcome.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

c) Ethical & Legal

<table>
<thead>
<tr>
<th>Principles of ethical practice and decision making (APA, 2002)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ii) Legal knowledge related to the practice of school psychology</td>
</tr>
</tbody>
</table>

d) Individual and Cultural Difference (ICD)

<table>
<thead>
<tr>
<th>Knowledge and understanding of the principles and findings related to ICD as they apply to professional psychology.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ii) Understanding of one’s own situation (e.g., one’s ethnic/racial, socioeconomic, gender, sexual orientation; one’s attitudes towards diverse others) relative to the dimensions of ICD (e.g., class, race, physical disability etc.).</td>
</tr>
<tr>
<td>iii) Understanding of the need to consider ICD issues in all aspects of professional psychology work (e.g., assessment, treatment, research, relationships with colleagues)</td>
</tr>
</tbody>
</table>
Clinical Supervision

(Adapted from Swerdlik, M.E., & Simon, D.J. (2015)
SCHOOL PSYCHOLOGY INTERNSHIP SUPERVISION CONTRACT)

Your clinical supervisor is an experienced professional with advanced training who is an over-seer of your school psychology internship activities and who is responsible, with you, for the quality of all of your clinical work and internship activities. Clinical supervision focuses on the services you provide to all clients including students, parents, and educators. Supervision responsibilities cover all aspects of client welfare as impacted by assessment, intervention, training, diagnostic, consultation, problem-solving, program development, and community referral activities. Supervision involves a broad array of training activities that include monitoring, consultation, training, direct instruction, and performance evaluation.

I. Purpose, Goals, and Objectives of Clinical Supervision
   a. To monitor and ensure welfare of clients seen by supervisee
   b. To structure the activities of the supervisee to insure they provide competent services
   c. To insure that the unlicensed provider functions within their level of competence
   d. To facilitate the intern’s personal and professional development.
   e. To promote accountability
   f. To fulfill academic requirement for supervisee’s internship

II. Context of Services
   a. Supervision will revolve around clients seen at the primary school site, associated elementary or secondary school experience rotation sites, and all community venues linking with student services.
   b. A minimum of two hours of individual supervision will be provided weekly; the supervisor will also be available on an as-needed basis.
   c. Individual supervision will be conducted in the supervisor’s office on a mutually determined day/time.

III. Duties and Responsibilities of Supervisor and Supervisee

Your clinical supervisor is legally and ethically responsible, with you, for the services you provide and the manner in which you conduct yourself. It is therefore your responsibility to keep your supervisor well informed as to your activities. Openness with and trust in your supervisor will enhance your experience of supervision and your professional growth. A supervisor has full responsibility for the supervised work of the supervisee, including assessment, diagnosis, intervention, consultation, problem-solving, professional development, and community referral activities. It is particularly important that any intern activity that uncovers potential risk for harm to a client be immediately reported to the supervisor for consultation.

It is the supervisor’s role to do the following:

1 Swedlik and Simon include a statement that supervisors will adhere to the DEP model of supervision. See note at end of intern’s responsibilities.
a. Provide a location and atmosphere for supervision that is safe enough for supervisees to lay out practice issues in their own way.

b. Conduct Formative and Summative Evaluation/Assessment of Intern Progress. To enhance intern growth and legitimize accuracy of intern progress evaluation, the supervisor will engage in direct observation of intern activities, review recordings of work, provide consultation and training in response to trainee questions and activity reviews, model and demonstrate appropriate school psychology skills, and review all reports, IEPs, and recordkeeping. The supervisor will also provide written and/or oral feedback on all aspects of your school psychology work highlighting strengths and making specific recommendations for professional growth. Formal written summative reviews will minimally occur on a quarterly basis. Throughout this process, the intern will be guided in developing self-monitoring skills. If the supervisee desires additional feedback at any time, it is his/her responsibility to request it from the supervisor.

c. Help the supervisee explore and clarify thoughts and feelings which underlie psychological practice.

d. Assist supervisee in anchoring assessment planning, diagnosis, interventions, consultation, and problem-solving in a theoretical approach.

e. Identify supervisee’s personal and/or professional blind spots.

f. Bring to the supervisee’s attention those personal difficulties of the supervisee that directly affect the supervisee’s clinical work and recommend a course of action to address these difficulties.

g. Present and model appropriate directives.

h. Intervene if client welfare is at risk.

i. Ensure that ethical guidelines of both the American Psychological Association (APA, 2002) and the National Association of School Psychologists (NASP, 2010) are upheld.

j. Conduct activities in accordance with the School District and University policies.

k. Sign off on all client documentation including psychological reports.

l. Maintain weekly “Supervision Notes”.

The supervisor will discuss any concerns regarding the supervisee’s performance in a timely fashion and will develop, in collaboration with the intern, a remediation plan if deficits/problems are identified.

It is the **intern’s role** as supervisee to do the following:

a. Be punctual, both at sessions with clients as well as at supervision. In the event that you are delayed for or unable to attend a supervision session, it is your responsibility to notify your supervisor and make alternate arrangements. If the individual appointment cannot be kept due to scheduling conflicts, an effort will be made to reschedule an alternate date/time; and a supervision session will only be cancelled upon the mutual agreement of the both the supervisee and supervisor.

b. Be prepared, both for sessions with clients as well as for supervision. You are expected to have client notes, protocols, and recordings ready to review, to have “scored” all formal psychological instruments administered, and have prepared an agenda of issues that you need to have addressed, together with the files of the clients involved. As part of this advanced preparation, the supervisee will have completed an “Intern’s Supervision Session Planner” and shared this document with your supervisor prior to each supervisory session.

c. Provide summaries of all student, parent, educator, and other client contacts, interviews, and intervention activities for the supervisor. If a recording is required, it will be reviewed/critiqued by the intern and brought to the next supervisory session (keyed to a section
that supervisee would like to review with the supervisor). The Supervisee is responsible for planning and documenting work with clients as required by the school district. The Intern’s Client/Activity Session Planner and the Intern’s Client/Summary Progress Notes can be helpful tools to share with supervisors.

d. If the supervisee believes that client issues/concerns have not been adequately addressed during the regularly scheduled supervisory session, the supervisee will bring this to the attention of the supervisor and another session will be scheduled.

e. Share with the supervisor your learning goals for the training experience. This will require self-reflection and self-evaluation regarding your current level of clinical skill.

f. Be receptive to guidance and instruction from your supervisor, that is, be attentive to feedback and suggestions from your supervisor and follow through on such instruction promptly. It may be necessary to take notes during supervision in order to execute all instructions identified by your supervisor.

g. Inform your supervisor of any difficulties you are having in the areas of delivering services to clients, completing paperwork, or coordinating with other agencies or providers such as schools or independent practitioners.

h. As you establish a working relationship with your supervisor, it is hoped that you will become increasingly able to share issues and concerns you may have that impact your clinical work. Be open to feedback from others and monitor any tendency you may have toward defensiveness.

i. In consultation with your supervisor and after review of evidence-based literature, select a framework for integrating theory, research, and practice; formulate client case conceptualizations from this approach; and be ready to discuss the theoretical reasons and empirical supports for your assessment approaches, interventions, consultation, and problem-solving techniques.

j. The supervisee cannot engage in dual relationships with clients; that is, interns will not socialize with clients or their families, nor will they provide services to individuals they know from other contexts, such as friends or acquaintances. It is the intern’s responsibility to alert the supervisor of any instances where the intern has prior knowledge of a client or his/her family from beyond the school setting. Appropriate measures to protect confidentiality will be employed in these circumstances.

k. The intern is responsible for insuring that the parents/guardians of all clients are informed of the supervised nature of your work as a supervisee, and of the ultimate professional responsibility of the supervisor.

l. You are responsible for insuring that all evaluative letters and reports concerning clients are co-signed by your clinical supervisor before they are sent out to parents, educators, or other approved third parties, i.e., private practitioners, governmental agencies, etc. When required, it is also your responsibility to determine that an active Authorization for Release of Confidential Information form is present in the client’s file before presenting the letter/report to the supervisor for signature.

m. Assessment and intervention plans must be reviewed prior to implementation with the supervisor to determine appropriateness and monitored for effectiveness and potential revision on an ongoing basis. Supervisees must advise their clinical supervisor of all important changes related to a case, i.e., significant family events, disciplinary actions, legal issues, medical concerns, etc.

n. The intern must keep the supervisor informed about clients who are suicidal, homicidal, threatening to harm others, or engaged in any self-harm activities such as “cutting”, substance abuse, eating disorders, or other dangerous risk taking behaviors. Any disclosure by a student or collateral informant of potential child abuse must be reported to the supervisor immediately.
Notify your supervisor about clients who are involved in child custody disputes, Disability Determination assessments, or any other matter that affects the client’s legal status. Notify your supervisor immediately if you receive any summons to testify or you are told that you will be subpoenaed to testify. Do not under any circumstances release client information to an attorney or court or anyone else without a proper Authorization for Release of Confidential Information form signed by the client, legal guardian, and the supervisor as prescribed by regulation. In all circumstances, legal and ethical guidelines for the protection of client confidentiality must be followed. Do not communicate confidential information or identify clients in email communications other than in drafts of reports and intervention plans that are specifically noted to be drafts.

o. Seek supervision whenever you are uncertain about a situation. Make every attempt to reach your clinical supervisor before taking action with that client. If your supervisor cannot be reached, contact another staff school psychologist. You may also consult informally with more experienced clinicians on staff, but your clinical supervisor must be kept abreast of any and all emergencies.

In the event of emergency, the supervisee is to contact _____________ at his/her office at _____________, at home at _____________, or by cell at _____________. If unable to reach your supervisor, contact another psychology staff member. Follow the guidelines and procedures in the District and School Manuals for emergency situations.

p. Implement supervisory directives in subsequent psychological activities.

q. Uphold ethical APA and NASP principles in all client-related activities.

r. Be familiar with and follow the policies and procedures delineated in the District, School, and University manuals and documents. The supervisee agrees to complete all required reports and recordkeeping in a timely fashion for all cases and within guidelines specified in school and special education regulations. Drafts of psychological assessment reports and IEP paperwork should be submitted to the supervisor for review with enough time for review and editing prior to meetings.

s. Complete all professional tasks within time frames that address legitimate client needs and meet the requirements of all team participations.

Note on DEP Model:
The supervisor works within the framework of the Developmental/Ecological/Problem-solving (DEP) Model of supervision. The Developmental focus tailors supervision activity to the intern’s experience and skill level at each stage of training. This approach is committed to supporting the trainee’s growth from intensely monitored and supported practice to relatively independent functioning characteristic of an entry level professional. The Ecological focus accounts for contextual and systemic factors impacting the professional development of the intern. It recognizes that multiple systemic contexts must be considered when supporting students and faculty. Training will develop competency in understanding and supporting the full range of student diversity including multi-cultural factors. A variety of supervisor and supervisee tasks (e.g., skills in assessment and intervention planning, professional role and function, self-evaluation) and functions (e.g., monitoring, advising, consulting, and evaluation) are addressed within a developmental framework which is impacted by client, supervisee, supervisor and systemic/organizational contextual factors. The Problem-solving focus applies systematic analysis and data-based decision making skills to all aspects of psychological intervention. It sets the foundation for choosing and implementing evidence-based practices for
promotion of healthy psychological development and problem prevention, assessment, early intervention, crisis intervention, and therapeutic strategies. If the supervisee wishes, the supervisor is pleased to discuss any aspect of this supervision model with her/him.


**MATRIX OF NASP STANDARDS & OUR TRAINING GOALS/ASSESSMENT AREAS**

<table>
<thead>
<tr>
<th>Northeastern University’s Training Goals*</th>
<th>PIB</th>
<th>ASS</th>
<th>COUN</th>
<th>CONS</th>
<th>PRE</th>
<th>CUL</th>
<th>EVA</th>
<th>ETH</th>
<th>CIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>II. Data-Based Decision-Making and Accountability</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>III. Consultation and Collaboration</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>IV. (4.1) Interventions and Instructional Support to Develop Academic Skills</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>IV. (4.2) Interventions and Mental Health Services to Develop Social and Life Skills</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>V. (5.1) School-Wide Practices to Promote Learning</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
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<td>V. (5.2) Preventive and Responsive Services</td>
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<td>VI. Family-School Collaboration services</td>
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<td>VII. Diversity in Development and Learning</td>
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<td>VIII. (8.1) Research and Program Evaluation</td>
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<td>VIII. (8.2) Legal, Ethical, and Professional Practice</td>
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E*Value

E*Value organizes evaluations by student, site supervisor, university based seminar supervisor, and program director/director of clinical training. The system sends emails to you and your fieldwork site supervisors, which contain links to various forms that are expected to be completed. The links are typically sent 3 weeks before the end of the semester. Please note that these emails may end up in your or your supervisor’s junk/spam mail folder if E*Value is not a contact in the receiver’s email system. If you are missing an expected evaluation email/link please check your junk/spam folder.

Searching E*Value for Sites

-Go to www.evaluehealthcare.com and click on the Login button in the top right corner.
-Enter the login name and password you received via email, and then click Login.
-On the Program Selection screen, choose the overall NEU, Counseling & Applied Educational Psychology (NOT) your degree program (e.g., MS or PhD programs)
-Continue Login
-Follow the menu path: Click on the teal-colored “Sites and Affiliations” tab, then click on “Site Reports” then “Custom Fields” (See Below).

In the “Standards Fields” tab, move over “Site Specialty” and “Site Groups” over into Selected Fields (See Below).
-You can select HTML* or MS Excel** for the format (depending on how you want to view it)
  *HTML should be your preferred way.
  **Remember, if you use the Excel format, any changes that administrators may make in the
database will not be reflected in your saved document.

-Click “Next”
  -You can sort by either “Specialty” or “Site Groups” (but sorting Site Groups first would be
    best in order to see which specific sites are available to your program of study) (See below)
    -But, if you’re looking for a, for example, School-based vs. Hospital site, then sorting
      by “Specialty” first would make more sense.
    -Searching by “City” or using the Ctl ‘f’ feature for searching for keywords (e.g.,
      “Quincy”) are also useful options
  -Click on the site name in order to obtain the details about the site.

Schedule Requests in E*Value

Go to www.evaluatehealthcare.com and click on the Login button in the top right corner. Enter
the login name and password you received via email, and then click Login. On the Program Selection
screen, choose your degree program (NOT NEU, Counseling & Applied Educational Psychology).
Continue Login. Follow the menu path: Schedules > Manage Requests (See below).

Select the Rotation (this is your course name), Time Frame (Semester), Site, and Site Supervisor you would like to request (not the University Supervisor).

- Click on the magnifying glass to the right of the “Site” drop-down to confirm the details of your site including name of site, address, contact information, supervisor and supervisor contact information.
- If any of this information is incorrect please contact c.dixon@neu.edu and j.george@neu.edu as soon as possible.
- If you do NOT recognize your site in the existing dropdown, please check other potential names/spellings for the site (ex; Shattuck = Lemuel Shattuck Hospital)
- If the Site and/or Supervisor you would like to request do not appear in the drop-down lists, please email c.dixon@neu.edu and j.george@neu.edu the following information about your site:
  - Site name, address and phone #
  - Supervisor’s name, credentials, phone # and email address
• Optional – Request Documents: Upload a document(s) associated with your schedule request
• Optional – Comments: Enter any additional information related to your schedule request
• Click Submit

You will see the details of your request appear in a table at the bottom of the page.
• Program administrators will review your schedule request and approve it, edit it or deny it.
• You will receive an email notifying you when your request has been approved/denied. Also, the “Status” of your schedule request will update on the Manage Schedule page (Schedules > Manage Requests).
• After you have completed the above steps a contract request will be generated for your clinical training experience. The Department/Northeastern University and your site will take care of the details of the contract process.

Once training sites are chosen, students should schedule their sites within the E*Value system as soon as possible to start the contract process. The process of signing a contract can take 4-6 weeks. Once the contract is approved, students can enter the system to record. The first year students who are not in the E*Value system yet, will receive directions on how to enter the E*Value system.

Logging Hours in E*Value
• Go to www.evaluehealthcare.com and click on the Login button. Enter the login name and password you received, and then click Login.
• On the Program Selection screen, select your degree program (i.e., “NEU, MS School Psychology).

**Program Selection**

You are associated with more than one program within E*Value. Please select the program you wish to work with at this time:

- NEU, Counseling & Applied Educational Psychology
- NEU, MS School Psychology

Follow the menu path: Time Tracking > Log Hours
• Select the task – the type of hours being logged
• The Rotation and Site drop down lists will default to your current scheduled rotation. If you need to Choose a different rotation or site for this time log, uncheck the box(es) and the drop down will show all Rotations and Sites.
• Choose your Site Supervisor. This person will be asked to verify the time logged.
• (Optional) Enter a comment about the time logged.
• Select the Start and End time for your hours
(Please note that students track hours in fifteen minute increments by using a clock system. The time in and time out are irrelevant but rather the total time engaged in a task. For example, if you spend 1 hour in a group therapy session with students and this runs from 11:00 AM to 12:00 PM, it does not matter the time in and time out (although the system requires this) but rather that you enter 1 hour of this activity on this day).

- In the small calendar on the right, click on the date on which these hours where completed. Days highlighted in blue already have time logged.
- The large calendar at the bottom of the page displays all hours logged for the current month. You can see the hours logged for each day, the total hours for the week, and the total hours for the month.

**Time Tracking Hours –Totals per Task**
- Go to: Time Tracking > Reports > Statistics
Select the following filter criteria:
- Start Date/End Date: Select the date range to get totals for the term or year
- Report Type: Select “By Task” to get hour totals for each category
- Format Option: Choose “HTML” to view the report in E*Value; Choose “MS Excel” or “PDF” to download the report

**Hours Statistics Report**

| Filter Template: |  
| Start Date: | 01/01/2015 | End Date: | 01/31/2015 |
| Averaging Period: | Calendar Month |
| Report Type: | by Task |
| Report View: | Expanded |
| Shift Separator (in minutes): | 0 minutes |
| Format Option: | HTML |

Once you run the report, you will see separate tables for the hours on each task. The only important column is “Total Hrs”; you can disregard all the others.
Directions for Uploading Immune and Certs (Praxis Scores) in E*Value

- Go to www.evaluatehealthcare.com and click on the *Login* button in the top right corner.
- Enter the login name and password you received via email, and then click *Login*.
- Go into the overall program “NEU, Counseling & Applied Educational Psychology” NOT the “NEU, MS School Psychology” or the “NEU, PhD School Psychology” specific programs.
- Click on My Profile (purple button at top) > Immuns and Certs > Manage: Immuns and Certs. *(See below)*
• Under “Other” (NOT “Certifications”) enter each one of your Praxis subtest scores

• First, enter an “Event Date” for each of your subtests and your total score by using the date you took the exam.
• Then, enter each of your subtest scores and your total score in the “Notes” field.
• Finally, upload a pdf of your complete score report at “add attachment” paper clip button under the “Praxis: Total Score” (See below).
If you took the new Praxis exam (Sept 2014--after), fill in these subtest scores:
   NEW PRAXIS SUBTESTS:
   I. Professional practices, practices that permeate all aspects of service
   II. Direct and indirect services for children, families, and schools
   III. Systems-level services
   IV. Foundations of school psychological service deliveries
   V. Total

If you took the old Praxis (before Sept. 2014) fill in:
   OLD PRAXIS:
   All others…