



Northeastern

SCHOOL PSYCHOLOGY PROGRAM
PRACTICUM MANUAL

PRACTICUM REQUIREMENTS
AND EVALUATION SYSTEM

2020 - 2021

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Approval and Location of Pre-Practicum/Practicum

The Director of Clinical Training shall approve all practicum placements. *No placement shall occur outside of a 50-mile radius of Boston without the written approval of the Director of Clinical Training.* If a student makes an oral or written commitment to a practicum site, they are ethically obligated to follow through and do their 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, they need written approval from the Director of Clinical Training.

Pre-Practicum

School Psychology Practicum experiences are divided into two phases: (a) pre-practicum, and (b) practicum. The pre-practicum begins no earlier than April during the first year of the School Psychology Program. 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 requires a minimum of 75 hours of school-based experience. Students who have had prior professional and/or research experiences in schools that provided exposure to typical job activities of a school psychologist (e.g. observing team meetings, conducting classroom observations, providing student intervention supports) may request to waive up to 25 of these hours by submitting a petition to the program director by March 15, prior to the start of pre-practicum. Early Intervention Practicum hours cannot be used to reduce Pre-Practicum hours.

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 students 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 26 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 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.

Finally, students must pass the Communication and Literacy Skills test of the Massachusetts Test

for Educator Licensure (MTEL) prior to the end of the pre-practicum course. The MTEL is a computer-based test that is administered year-round at local testing centers. The faculty strongly recommend that students take the MTEL before the end of the spring semester in Year 1 of the program. Information about scheduling an appointment at a testing center can be found at: https://www.mtel.nesinc.com/TestView.aspx?f=HTML_FRAG/MA001_TestPage.html

Prior to beginning practicum students will have completed the following coursework:

- Infant, Child, and Adolescent Development
- Introduction to Assessment
- Learning Principles
- Seminar in School Psychology
- Understanding Culture and Diversity
- Behavior Management
- Child and Adolescent Psychopathology
- Cognitive Assessment
- Clinical Skills in Counseling Psychology
- Biological Bases of Behavior
- Research, Evaluation, & Data Analysis
- Pre-practicum

Practicum Overview and Requirements

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.

Course-Based Projects

During the practicum year students will take the following courses:

Fall Semester

- Curriculum Based Assessment*
- Counseling Children and Adolescents in Schools Part 1*
- Practicum Seminar
- Social, Emotional, and Behavioral Assessment*

Spring Semester

- Consultation*

- Counseling Children and Adolescents in Schools Part 1*
- Learning Problems*
- Practicum Seminar

*Denotes courses that have projects conducted within the practicum.

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.

For the Counseling Children and Adolescents course sequence, students (a) must be able to provide an evidence-based counseling intervention to an individual for the semester and write a comprehensive case summary (**Fall**) and (b) participate in an evidence-based Tier 1/2 social, emotional, and behavioral intervention (**Spring**).

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).

For the Learning Problems course, students must (a) conduct a Brief Experimental Analysis with a student struggling in the area of math and (b) implement and evaluate the intervention selected via Brief Experimental Analysis.

For the Social, Emotional, and Behavioral 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.

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.

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* 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 (100 hours each semester). A *minimum* of 200 hours (100 hours for PhD and EI Certificate students) of direct experience (i.e. logged in E*Value as full responsibility or assisted; not as observation) is required in the areas of assessment, consultation,

counseling, and evaluation (see the *End of Year Practicum Form* in this manual to see the form that is 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 psycho-educational assessments during the school year. The total number of assessments completed should be between a minimum of 5 and a maximum of 10 (a minimum of 3 and a maximum of 6 for Ph.D. and Early Intervention students). Comprehensive assessments include multiple reliable and valid methods that assess multiple domains of functioning (e.g., cognitive, academic, and socio emotional 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.

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 tests of cognitive abilities.
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. Review relevant permanent products and records about the student (e.g., attendance, handwriting samples, group achievement test scores).
7. 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: Mental and Behavioral Health

Practicum students are expected to have direct experience in both individual and group counseling. For the Counseling Children and Adolescents in Schools, Part 1 course in the fall, students need to be able to provide an evidence-based counseling intervention to an individual for the semester and write a comprehensive case summary ("treatment plans"). For the Counseling Children and Adolescents in Schools, Part 2 course in the spring, students need to be able to participate in an evidence-based Tier 1/2 social, emotional, and behavioral intervention.

Counseling shall include:

1. Assessing the student's problems, the relevant context of the problems with consideration of cultural, family, and social influences, and identifying the student's strengths.
2. In collaboration with students, parents, and collateral treaters, developing developmentally appropriate, clearly defined, and measurable counseling goals for the student(s).
3. Developing and implementing an evidence-based and practical counseling intervention for the student(s).
4. Monitoring progress and treatment outcomes of the counseling intervention, and if necessary, revising the treatment plan.

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 in 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. Understand how special education and general education 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

Practicum students are expected to demonstrate 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 apply 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.

Practicum Supervision

NASP Requirements for the Practicum Experience

Per the Standards for Graduate Preparation of School Psychologists (2020), at a minimum, activities must include opportunities to build professional competencies in (a) data-based decision making, including psychoeducational assessment with recommendations; (b) the design, implementation, and evaluation of services that support cognitive and academic skills; and (c) the design, implementation, and evaluation of services that support socialization, behavioral and mental health, and emotional well-being (e.g., counseling, behavior analysis and intervention, social-emotional learning). The services can be implemented at the individual, class-wide and/or systems level. Practicum opportunities may include other professional competency development based on graduate program goals.

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.

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.

Course Vouchers for Supervisors

In recognition of the valuable guidance and supervision that is given to practicum students, the Bouvé College of Health Sciences at 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 Director of Clinical Training that concerns have been noted and will specify these concerns. At that time, a plan will be developed 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 Director of Clinical Training 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.

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 is 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 of assessing this area, the graduate student completes the questionnaire *Assessment of the Field Site* at the end of the practicum experience.

E*Value

E*Value is 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.

Instructions on searching for sites, requesting a contract, logging hours, and generating logs can be found at <https://drive.google.com/drive/folders/0B3sO-vuKUpwxfjhvVU5yX0RjX1JVcWFWZS1scUdKMWF0NjdocUtWZnRSdTY3QnIyaGhfWUE?usp=sharing>.

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.

Essential Paperwork

Fall Forms and Due Dates:

Due by last class of the fall semester:

- Fall Assessment of Practicum Student's Progress (multi-page assessment of your skills **completed in E*Value by field supervisor**)
- Logs (**completed by student and verified by supervisor in E*Value**)
- Seminar course evaluations (**completed by student in E*Value**)

Spring Forms and Due Dates:

Due by last class of the spring semester:

- Interim Logs (**completed by student and verified by supervisor in E*Value**)
- Spring Assessment of Practicum Student's Progress (multi-page assessment of your skills **completed in E*Value by field supervisor**) (also Assessment of Readiness for Advanced Fieldwork for PhD students)
- Assessment of Practicum Field Site (**completed by student in E*Value**)
- Assessment of Site Supervisor by Student (**completed by student in E*Value**)
- Assessment of University's Support of the Practicum Experience (**completed by field supervisor in E*Value**)

- Satisfaction with the School Psychology Program Questionnaire (**completed by student in E*Value**)
- Seminar course evaluation (**completed by student in E*Value**)

The following documents are due no later than June 15 to the program director (uploaded through Microsoft Form):

- Copy of electronic transcript from MyNortheastern
- Copy of faculty ratings and comments from final draft of portfolio
- Scanned copy of End of Year Practicum Form (with signatures)
- Scanned copy of Practicum Documentation Form (2-page document with initials verifying 3 contacts & yes/no evaluation of competency areas)

When all documents have been successfully uploaded, email the program director:

- Internship Clearance Form

Students should retain a copy of these forms for their records. The department will only keep hardcopy records for seven years. Failure to submit documents by June 15th can jeopardize approval of internship site.

In the Appendix are three sample evaluation forms from E*Value 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 the University's Support of the Practicum Experience, to be completed independently both by field supervisor and graduate student)

**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

Practicum Documentation Form

Part I TO BE COMPLETED BY THE APPLICANT

1. Name:
2. Address:
3. Nature, length, and dates of pre-practicum experiences

Nature:

Length:
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)

Area #1: Professional Identity and Behavior	Yes	No
Area #2: Assessment	Yes	No
Area #3: Intervention	Yes	No
Area # 4: Program Evaluation / Applied Research	Yes	No
Area # 5: Culture and Diversity	Yes	No
Area # 6: Ethical and Legal Issues	Yes	No
Area # 7: Communication and Information Technology	Yes	No

Cooperating Practitioner: _____ Date: _____

University Supervisor: _____ Date: _____

End of Year Practicum Form

Practicum student's name:

1. Number of direct experience (i.e. non-observational) hours in the following areas (a total of least 200 hours is needed, or 100 hours for PhD students or those completing the EI Certificate):

Assessment _____

Consultation _____

Counseling _____

Evaluation / Applied Research _____

Prevention _____

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: _____

Internship Clearance Form
Northeastern University
School Psychology MS/CAGS Program

Prior to being cleared to begin the school psychology internship, students are required to complete this form, and submit it to the program director.

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:

Competency	Yes	No
<i>1. Personality Characteristics, Intellectual and Personal Skills</i>		
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.		
b) Cognitive skills: problem-solving ability, critical thinking, organized reasoning, intellectual curiosity and flexibility.		
c) Affective skills: affect tolerance; tolerance/understanding of interpersonal conflict; tolerance of ambiguity and uncertainty.		
d) Personality/Attitudes: desire to help others; openness to new ideas; honesty/integrity/valuing of ethical behavior; personal courage.		
e) Expressive skills: ability to communicate one's ideas, feelings and information in verbal, non-verbal and written forms.		
f) Reflective skills: ability to examine and consider one's own motives, attitudes, behaviors and one's effect on others.		
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		
<i>2. Knowledge from classroom experience:</i>		
a) Assessment & Clinical Interviewing		
i) Knowledge regarding psychopathology related to the population(s) served by the practicum sites.		
ii) Knowledge of scientific, theoretical, empirical and contextual bases of psychological assessment.		
iii) Knowledge of test construction, validity, score reliability and related assessment psychometrics.		
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.		
v) Training in the models and techniques of clinical interviewing.		
b) Intervention		
i) Knowledge of scientific, theoretical, empirical and contextual bases of		

intervention.		
ii) Training in basic clinical skills, such as empathic listening and framing problems.		
iii) Training in assessment of intervention progress and outcome.		
c) Ethical & Legal		
i) Principles of ethical practice and decision making (APA, 2002)		
ii) Legal knowledge related to the practice of school psychology		
d) Individual and Cultural Difference (ICD)		
i) Knowledge and understanding of the principles and findings related to ICD as they apply to professional psychology.		
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.).		
iii) Understanding of the need to consider ICD issues in all aspects of professional psychology work (e.g., assessment, treatment, research, relationships with colleagues		

Appendix

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 Services¹

- g. 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.
- h. A minimum of two hours of individual supervision will be provided weekly; the supervisor will also be available on an as-needed basis.
- i. 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.

Reference: Swerdlik, M.E., & Simon, D.J. *School psychology supervision: Applying the Developmental-Ecological-Problem-Solving (DEP) Model*. Mini-skills workshop presented at National Association of School Psychologists Annual Conference, February 2015.

Assessment of the Practicum Student's Progress

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)

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

During this semester, how many individual assessments has the graduate student observed	<input type="text"/>
During this semester, how many individual assessments has the graduate student assisted in	<input type="text"/>
During this semester, how many individual assessments has the graduate student conducted	<input type="text"/>

(Question 3 of 17 - Mandatory)

During this semester, how many assessment reports has the graduate student written	<input type="text"/>
During this semester, how many assessment reports has the graduate student used as a basis for making recommendations	<input type="text"/>
During this semester, how many assessment reports has the graduate student orally presented at a meeting	<input type="text"/>

(Question 4 of 17 - Mandatory)

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

(Question 5 of 17)

If the student administered, scored, and interpreted test of cognitive abilities, please indicate which ones:	<input type="checkbox"/>
If the student administered, scored, and interpreted measures of academic achievement, please indicate which ones:	<input type="checkbox"/>
If the student used broad-band rating scales, please indicate which ones:	<input type="checkbox"/>

Area 3: Progress In Intervention - Counseling

(Question 6 of 17 - Mandatory)

Number of students seen in counseling	<input type="text"/>
Number of individual counseling sessions	<input type="text"/>
Average duration in minutes of individual counseling sessions	<input type="text"/>
Number of group counseling sessions	<input type="text"/>
Average duration in minutes of group counseling sessions	<input type="text"/>

(Question 7 of 17 - Mandatory)

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

Number of consultative meetings with Teachers	<input type="text"/>
Number of consultative meetings with Parents	<input type="text"/>
Number of consultative meetings with Others	<input type="text"/>

(Question 9 of 17 - Mandatory)

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

Area 5: Intervention – Prevention

(Question 10 of 17 - Mandatory)

		Much below expected level of a practicum student	Below expected level of a practicum student	At the expected level of a practicum student	Above expected level of a practicum student	Much above expected level of a practicum student	Not Observed/No Opportunity to Assess
1.	Has knowledge of multi-tiered approach to intervention	1.0	2.0	3.0	4.0	5.0	0

2.	Has knowledge of research related to resilience and risk factors in mental health and learning	1.0	2.0	3.0	4.0	5.0	0
3.	Develops plans that are preventative / proactive (e.g., modifies antecedent conditions)	1.0	2.0	3.0	4.0	5.0	0
4.	Takes systems and ecological perspectives on planning interventions and programs	1.0	2.0	3.0	4.0	5.0	0
5.	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	1.0	2.0	3.0	4.0	5.0	0
6.	Understands how special educational and general educational services are organized and are related to one another	1.0	2.0	3.0	4.0	5.0	0
7.	Has knowledge of best practices in crisis intervention	1.0	2.0	3.0	4.0	5.0	0
8.	Uses data to monitor student progress and to inform policies and procedures.	1.0	2.0	3.0	4.0	5.0	0

Area 6: Progress In Program Evaluation and Applied Research

(Question 11 of 17 - Mandatory)

		Much below expected level of a practicum student	Below expected level of a practicum student	At the expected level of a practicum student	Above expected level of a practicum student	Much above expected level of a practicum student	Not Observed/No Opportunity to Assess
1.	Seeks opportunities to learn more about evidence-based practices	1.0	2.0	3.0	4.0	5.0	0
2.	Shares knowledge about evidence-based practices through presentations, handouts for parents and staff, and other means	1.0	2.0	3.0	4.0	5.0	0
3.	Systematically evaluates his / her work with respect to outcomes / goal attainment for students	1.0	2.0	3.0	4.0	5.0	0
4.	Systematically evaluates his/her work with respect to implementation (treatment integrity)	1.0	2.0	3.0	4.0	5.0	0
5.	Systematically evaluates his/her work with respect to satisfaction of stakeholders (e.g., students, staff, parents)	1.0	2.0	3.0	4.0	5.0	0
6.	Systematically evaluates his/her work with respect to group intervention and prevention programs	1.0	2.0	3.0	4.0	5.0	0

Area 7: Progress In Demonstration of Professional Ethics and Knowledge of Legal Issues

(Question 12 of 17 - Mandatory)

		Much below expected level of a practicum student	Below expected level of a practicum student	At the expected level of a practicum student	Above expected level of a practicum student	Much above expected level of a practicum student	Not Observed/No Opportunity to Assess
1.	Evaluates reliability, validity, and fairness of assessments	1.0	2.0	3.0	4.0	5.0	0
2.	Respects racial, sexual, social, and ethnic differences	1.0	2.0	3.0	4.0	5.0	0
3.	Aware of biases	1.0	2.0	3.0	4.0	5.0	0
4.	Conforms to ethical standards in assessment, intervention, consultation, evaluation, research, and information technology	1.0	2.0	3.0	4.0	5.0	0
5.	Knows major special education laws, including section 504, P.L. 94-142, P.L. 99-457, IDEA (1997), P.L. 101-336, and IDEA (2004)	1.0	2.0	3.0	4.0	5.0	0
6.	Knows consequences of not following legal mandates	1.0	2.0	3.0	4.0	5.0	0
7.	Informs children, parents, and staff of their legal rights and responsibilities	1.0	2.0	3.0	4.0	5.0	0
8.	Conforms to appropriate legal mandates in assessment, intervention, prevention, evaluation, and research activities	1.0	2.0	3.0	4.0	5.0	0
9.	Knows public policies that affect the practice of school psychology	1.0	2.0	3.0	4.0	5.0	0

Area 8: Progress In Culture and Diversity

(Question 13 of 17 - Mandatory)

		Much below expected level of a practicum student	Below expected level of a practicum student	At the expected level of a practicum student	Above expected level of a practicum student	Much above expected level of a practicum student	Not Observed/No Opportunity to Assess
1.	Is aware of his / her own cultural background and its impact upon practice	1.0	2.0	3.0	4.0	5.0	0
2.	Is aware of how culture, family, biology, developmental processes, and the learning environment interact to impact learning	1.0	2.0	3.0	4.0	5.0	0
3.	Knows the cultural and social background of the children and families that he / she directly serves	1.0	2.0	3.0	4.0	5.0	0
4.	Is sensitive to cultural and diversity issues in assessment, intervention, prevention, evaluation, and research activities	1.0	2.0	3.0	4.0	5.0	0
5.	Informs others about the impact of culture and diversity on the functioning of students	1.0	2.0	3.0	4.0	5.0	0

6.	Advocates for the needs of individuals with diverse backgrounds	1.0	2.0	3.0	4.0	5.0	0
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Area 9: Progress In Communication and Information Technology

(Question 14 of 17 - Mandatory)

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

Please list the graduate student's strengths: (Question 15 of 17)

Please list areas needing improvement: (Question 16 of 17)

Suggestions for improving the graduate student's proficiency: (Question 17 of 17)

Assessment of the Practicum Field Site

Northeastern University
MS School Psychology

Subject:
Evaluator:
Site:
Period:
Dates of Rotation:
Rotation: Form Preview PRAC
Form: Evaluation of Site

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)

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
Professional Identity and Professional Behavior	1.0	2.0	3.0	4.0	5.0

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)

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
Assessment	1.0	2.0	3.0	4.0	5.0

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)

(Question 7 of 27 - Mandatory)

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
Intervention: Counseling	1.0	2.0	3.0	4.0	5.0

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)

(Question 10 of 27 - Mandatory)

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
Intervention: Consultation	1.0	2.0	3.0	4.0	5.0

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)

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
Intervention: Prevention	1.0	2.0	3.0	4.0	5.0

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)

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
Program Evaluation and Applied Research	1.0	2.0	3.0	4.0	5.0

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)

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
Professional Ethics and Knowledge of Legal Issues	1.0	2.0	3.0	4.0	5.0

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)

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
Culture and Diversity	1.0	2.0	3.0	4.0	5.0

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)

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
Communication and Information Technology	1.0	2.0	3.0	4.0	5.0

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)

Satisfaction with the School Psychology Program (Assessment of the 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: Satisfaction with School Psychology Program

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)

		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1.	Incorporates the most promising, recent developments and evidence-based practices of school psychology, psychology, and education into the curriculum.	5.0	4.0	3.0	2.0	1.0
2.	Promotes awareness and skills with respect to providing ethically and legally appropriate services.	5.0	4.0	3.0	2.0	1.0
3.	Promotes knowledge and skills with respect to assessment.	5.0	4.0	3.0	2.0	1.0
4.	Promotes knowledge and skills with respect to intervention/ prevention.	5.0	4.0	3.0	2.0	1.0
5.	Promotes knowledge and skills with respect to program evaluation and applied research.	5.0	4.0	3.0	2.0	1.0
6.	Promotes knowledge and skills with respect to providing services to diverse ethnic, cultural, and racial groups.	5.0	4.0	3.0	2.0	1.0
7.	Promotes knowledge and skills with respect to communication and information technology.	5.0	4.0	3.0	2.0	1.0
8.	Integrates theoretical knowledge and course work with fieldwork experiences.	5.0	4.0	3.0	2.0	1.0
9.	Provides ongoing feedback and support to graduate students.	5.0	4.0	3.0	2.0	1.0
10.	Helps graduate students develop a strong sense of professional identity.	5.0	4.0	3.0	2.0	1.0
11.	Prepares graduate students to take on leadership roles within educational settings and professional organizations.	5.0	4.0	3.0	2.0	1.0

Please list the School Psychology Program's strengths (Question 2 of 3)