Department of Applied Psychology

Doctoral Program in School Psychology
Masters of Science (MS) and Doctor of Philosophy (PhD)

ADVANCED FIELDWORK MANUAL:
REQUIREMENTS AND EVALUATION SYSTEM

2023 – 2024

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Overview of Advanced Fieldwork

Prerequisites

For students from the Northeastern University School Psychology Doctoral Program to be eligible to begin advanced fieldwork, they must complete the following milestones in the program:

- Successful completion of the pre-practicum and practicum
- Successful completion of the MTEL
- Successful completion of all first- and second-year coursework

Field Supervision

Supervision and mentoring during both years of advanced fieldwork must be provided by a doctoral level psychologist. Supervision and mentoring during the school-based experience in Year 3 should be provided by a licensed school psychologist with a minimum of three years of experience. Supervision and mentoring in a non-school setting must be provided by a licensed psychologist. Supervision consists of a minimum of <u>two</u>-hour per week, in a face-to-face format. Criteria for supervision to count toward licensure as a psychologist in Massachusetts can be found at the end of this manual under the section titled, "Massachusetts Board of Registration of Psychologists: Criteria for Advanced Practica."

University Supervision

Students must be enrolled in a CAEP fieldwork course every semester they are in advanced fieldwork. A university supervisor, who is a certified school psychologist and a licensed psychologist, instructs this course. The university supervisor maintains contact with the field supervisor through at least three contacts per year. Meetings are held via the Zoom platform. At the end of the year, the field supervisor and university supervisor determine if the student has progressed adequately in the advanced fieldwork competency areas described in this document.

Comprehensive Case Studies

In most cases, students will produce four case studies that illustrate their competencies. If students enter the PhD program already nationally certified school psychologists, they are exempt from this requirement. These case reports are:

- Comprehensive Psychoeducational Assessment
- Consultation: Academic Problem or Social, Emotional, Behavior Problem
- Intervention: Academic or Social, Emotional, Behavioral Problem
- Prevention/Promoting Learning School-Wide or Staff Professional Development

More details about the requirements of the case studies are available at the end of this document. Students' case studies are typically an important part of their comprehensive examination portfolio, described in the program handbook.

Documenting Fieldwork Hours

Students should keep detailed records of their advanced fieldwork hours. Documentation of fieldwork hours is used in the internship application process. It is recommended that students use Time2Track to log their hours. Supervisors should sign off on students' hours at the end of each semester. Students submit a summary of their hours at the end of each semester. The summary is signed by the student and the field supervisor before being submitted to the university-based professor (see due date on the course syllabus).

Successful Completion of Advanced Fieldwork
- Completion of 1200 hours of fieldwork
- Passing score on school psychology Praxis exam
- Completion of all advanced fieldwork paperwork/E*Value forms
- Ratings at the "expected level" or higher on all competency areas from supervisor (The expected level varies by competency and is defined in the Advanced Fieldwork Competencies section below).
- Completion of requirements in advanced fieldwork syllabus/Grade of Satisfactory (S) for all semesters in the advanced fieldwork course

AFW by the Numbers:
1. 1200 hours of supervised fieldwork (minimum. of 600 hours in a school setting)
2. 2-hours/week of individual, face-to-face supervision
3. 4 comprehensive case studies for the comprehensive exam portfolio (see below)*
4. 4 assessment reports (minimum)**
5. 3 team meeting presentations (minimum)**
6. 3 intervention cases (minimum)**
7. 3 consultation cases (minimum; at least 1 case involving family-school collaboration)**
8. 6 contacts between the site, university, and student (3 Zoom meetings/year)**

*This requirement does not apply to students who enter the PhD program as nationally certified school psychologists.
**These requirements span the two years of AFW.

Searching for an AFW Site and Obtaining a Contract

Typically, students search for an advanced fieldwork site during their second year and third years in the PhD program after meeting and consulting with their advisor, the Program Director, and the Director of Clinical Training (DCT) about potential sites in the fall and reviewing the database of previously used and approved sites for the program within the E*Value system. Students are also encouraged to speak with other students who have already completed their fieldwork experience to gain information about sites they are considering. Students' final list of sites where they will submit applications should be approved by their advisor. Prior to beginning advanced fieldwork, a contract between the site and the university needs to be completed. The contract request process needs to be initiated by the student through

Qualtrics. As soon as a student has decided on a site the contract request survey should be completed as the contract process can take several weeks.

Approval and Location of Advanced Fieldwork

The Director of Clinical Training (DCT) shall approve all advanced fieldwork placements. If a student makes an oral or written commitment to a site, they are ethically obligated to follow through and do their field experience at that site regardless of if a more attractive alternative becomes available later. If a student wants to change a commitment to a field site, they need written approval from the Director of Clinical Training (DCT). All sites must be within a 50-mile radius of Northeastern University's Boston campus.

Six University-Field Supervisor Contacts

During each year of advanced fieldwork, at least three formal meetings between the student, the field supervisor and the university supervisor take place. These meetings occur via Zoom for the purpose of discussing the student's progress. After each meeting, the three parties initial on the MA DESE Initial License as a School Psychologist form that documents the occurrence of the meeting. In addition, university supervisors, field supervisors, and students will communicate via email and telephone on an ongoing basis to address needs as they arise. At the final meeting of AFW 4, the university supervisor and the field supervisor determine whether the graduate student has attained the competency level needed to function independently as a school psychologist, apply for national certification in school psychology (NCSP) and move on to the pre-doctoral internship. If the student has not attained competency in one or more areas, the student might be required to complete additional advanced fieldwork experiences.

Resolving Advanced Fieldwork Problems

Although infrequent, problems and/or conflicts 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 may be advantageous to document the outcomes of the meeting.

2. Should this first step be insufficient, the university supervisor should become involved to assist in problem resolution. 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 university supervisor will notify the university's Director of Clinical Training (that concerns have been noted and will specify these concerns. 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 upon 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.

Minimum Requirements for Satisfactory Completion of Advanced Fieldwork
Advanced fieldwork is distinct from and occurs after the successful completion of the practicum experience. Satisfactory scores on all four comprehensive case reports across the two years are required for successful completion of advanced fieldwork. Collectively, these case reports provide students with an opportunity to demonstrate their performance with respect to APA competencies and the NASP training domains and Northeastern University's training goals. Students also must pass the Praxis exam in school psychology to successfully complete the advanced fieldwork requirement. The Program Director must receive documentation of the overall and specific content Praxis scores before the end of the spring semester of AFW 4.

Students typically complete their advanced fieldwork 2-2.5 days per week totaling a minimum of 600 hours each year. A minimum of 600 of the 1200 advanced fieldwork hours must be completed in a school setting, under the field supervision of a doctoral level, Massachusetts licensed *school psychologist*. Non-school experiences must be completed under the supervision of a Massachusetts *licensed psychologist*. In addition to tracking their hours electronically, students summarize these hours on the "The End of Year Advanced Fieldwork Form." Students are expected to follow the calendar of the site where they are doing their advanced fieldwork placement. In the school setting, students are expected to remain in their placement until the end of their district's academic year. The terms of the advanced fieldwork schedule should be determined as early as possible by the student and supervisor (ideally prior to the start of the experience) and should be articulated in the signed practicum contract (see below) between the university and the fieldwork site.

The expectation is that advanced fieldwork students will have attained sufficient knowledge and skills from their second-year school-based practicum so that they can begin their advanced fieldwork experience with direct experiences in assessment, intervention, prevention, and consultation. The site supervisor in consultation with the university supervisor and the graduate student will determine the student's readiness for more advanced experiences. For graduate students to attain a satisfactory grade in the advanced fieldwork courses, they must demonstrate the expected level of competency (as defined below) across each of the following areas.
1. Relationship/Interpersonal Skills
2. Skills in Application of Research
3. Assessment Skills
4. Intervention Skills
5. Consultation Skills/Professional Collaborations
6. Diversity - Individual and Cultural Differences

7. Ethics and Law
8. Development of Leadership Skills
9. Supervisory Skills
10. Professional Development
11. Communication and Information Technology

Advanced Fieldwork Competencies

The competencies for advanced fieldwork experiences in Northeastern University's doctoral program in school psychology were based on the *Practicum Competencies Outline: A Reference for School Psychology Doctoral Programs (2010)*. The latter was adapted from the work developed by the Association of Directors of Psychology Training Clinics (ADPTC) and the Council of Chairs of Training Councils (CCTC) Practicum Competencies Workgroups. For additional background information see: Hatcher, R. L. & Lassiter, K. D. (2007). Initial training in professional psychology: The Practicum Competencies Outline. *Training and Education in Professional Psychology, 1,* 49-63.

Some notes:

1. Competencies are acquired at different rates. Some competencies, such as administrative or supervisory skills, may come slowly and later in professional development. Other more basic competencies, such as timeliness, ability to utilize supervision, etc., may be expected and/or required to be substantially attained very early in training. These differences in the rate of development are reflected in the level of competence expected at the conclusion of practicum training.

2. One of the most widely used schemes for describing the development of competence is that of Dreyfus and Dreyfus (1986), who define five stages, from Novice to Advanced Beginner to Competent to Proficient to Expert. The overall idea is that as the learner becomes more and more familiar with the analytic and action tasks of the field, performance becomes more integrated, flexible, efficient and skilled. Patterns and actions that have to be carefully thought about and/or taught by supervisors become internalized and increasingly automatic.

3. Note that "competency" refers to a skill domain (e.g., assessment); "competence" or "level of competence" refers to the level of skill an individual has acquired (e.g., intermediate level of competence in assessment); and "competent" is a description of a particular level of skill (e.g., this psychologist is competent in neuropsychological assessment).

4. Defining levels of competence. The following categories are utilized to describe the level of competence expected at the conclusion of advanced fieldwork. In some areas, substantial competence is expected, while in others, just the beginning of understanding is expected – a student, or any psychologist for that matter, may be expert in some areas and a novice in others.

   A. Novice: Novices have limited knowledge and understanding of (a) how to analyze problems and of (b) intervention skills and the processes and techniques of implementing them. Novices do not yet recognize patterns, and do not differentiate well between important and unimportant details; they do not have filled-in cognitive maps of how, for example, a given client may move from where they are is to a place of better functioning.

   B. Intermediate: Psychology students at the intermediate level of competence have gained enough experience through practice, supervision and instruction to be able to recognize

some important recurring domain features and to select appropriate strategies to address the issue at hand. Surface level analyses of the Novice stage are less prominent, but generalization of diagnostic and intervention skills to new situations and clients is limited, and support is needed to guide performance.

      C. Advanced. At this level, the student has gained deeper, more integrated knowledge of the competency domain in question, including appropriate knowledge of scholarly/research literature as needed. The student is considerably more fluent in his/her ability to recognize important recurring domain features and to select appropriate strategies to address the issue at hand. In relation to clinical work, recognition of overall patterns, of a set of possible diagnoses and/or treatment processes and outcomes for a given case, are taking shape. Overall plans, based on the more integrated knowledge base and identification of domain features are clearer and more influential in guiding action. At this level, the student is less flexible in these areas than the proficient psychologist [the next level of competence] but does have a feeling of mastery and the ability to cope with and manage many contingencies of clinical work.

5. Individual and Cultural Differences. A core principle behind all competencies listed in this document is awareness of, respect for, and appropriate action related to individual and cultural difference (ICD). Issues of ICD are relevant to each of the competencies described, but take a particularly large role in some. In these instances, ICD is mentioned specifically.

Description of Skills Leading to Competencies that Are Developed During the Advanced Fieldwork Experience

The end of semester evaluation that is completed by the field supervisor is based on the framework below. Field supervisors complete the student evaluation twice—at the end of the fall and spring semesters-- through E*Value.

1. Relationship/Interpersonal Skills The ability to form and maintain productive relationships with others is a cornerstone of professional psychology. Productive relationships are respectful, supportive, professional and ethical. Professional psychologists should possess these basic competencies when they first begin their clinical training. Although the ability to form such relationships is grounded in basic skills that most students will have developed over the course of their lives to date, helping the student hone and refine these abilities into professional competencies in the applied setting is a key aim of advanced fieldwork. In particular, the advanced fieldwork seeks to enhance students' skills in forming relationships:	
Competency	**Expected level by the end of AFW**
With children/families:	
a) Ability to take a respectful, helpful professional approach to patients/clients/families.	Advanced
b) Ability to demonstrate empathy by being aware of, understanding, and appreciating the feelings of others	Advanced

c) Ability to form a working alliance and gain trust of those being served.	Intermediate
d) Ability to deal with conflict, negotiate differences.	Intermediate
e) Ability to understand and maintain appropriate professional boundaries.	Intermediate
With colleagues:	
a) Ability to work collegially with fellow professionals at the practice site.	Advanced
b) Ability to provide helpful feedback to peers and receive such feedback nondefensively from peers.	Intermediate
With supervisors, the ability to make effective use of supervision, including:	
a) Ability to work collaboratively with the supervisor.	Advanced
b) Ability to prepare for supervision.	Advanced
c) Ability/willingness to accept supervisory input, including following directions, accepting feedback in an appropriate manner and following through on recommendations.	Advanced
With support staff :	
a) Ability to be respectful of support staff roles and persons.	Advanced
With teams at clinic:	
a) Ability to participate fully in team's work.	Advanced
b) Ability to understand and observe team's operating procedures.	Intermediate
With community professionals:	
a) Ability to communicate professionally and work collaboratively with community professionals.	Intermediate
For the fieldwork site itself:	
a) Ability to understand and observe agency's operating procedures.	Advanced
b) Ability to participate in furthering the work and mission of the site.	Advanced
c) Ability to contribute in ways that will enrich the site.	Advanced

2. Skills in Application of Research
Clinical practice in all health-care fields (e.g., medicine, nursing, dentistry) is based on accumulating research results, knowledge derived from practice, and the good judgment of the clinician. A core research knowledge base and training in accessing and applying research knowledge to practice form a core competency for psychologists.

Competency	Expected level by the end of AFW
a) Demonstrates the development of skills and habits in seeking and understanding theoretical and research knowledge relevant to practice of psychology.	Intermediate
b) Shares research-based information in oral and written form.	Intermediate

3. Assessment Skills

Psychological assessment includes comprehensive and integrated assessment from the initial interview, psychological testing, intervention and the evaluation of the outcome of psychological services. A foundation of knowledge and skill is needed for psychological assessment.

A. Number of assessments the student has conducted this semester: _____

B. Number of times student has made presentations of assessment reports: _____

Competency	Expected level by the end of AFW
a) Ability to select and implement multiple methods and means of evaluation in ways that are responsive to and respectful of diverse children.	Intermediate
b) Ability to utilize systematic approaches to gathering data to inform decision making.	Intermediate
c) Knowledge of psychometric issues and bases of assessment methods including recognition of the importance of using valid assessment tools.	Intermediate
d) Ability to score and interpret results from individual assessment instruments.	Intermediate
e) Ability to integrate assessment data from different sources for diagnostic purposes.	Intermediate
f) Ability to select, implement, score and interpret group screening instruments.	Advanced
g) Administers, scores and interprets measures of academic performance and achievement.	Advanced
h) Ability to integrate assessment results to develop appropriate academic, behavioral and socio-emotional intervention recommendations.	Advanced
i) Ability to understand strengths and limitations of current assessments and diagnostic approaches.	Advanced
j) Ability to verbally communicate assessment results to diverse audiences (professionals, parents, children).	Intermediate
k) Ability to collect and use assessment results to monitor the impact of interventions. .	Intermediate

4. Intervention Skills

Intervention includes preventive, developmental and remedial interventions.

# of children/clients seen in individual counseling sessions _____

# of counseling groups led _____; # of sessions/group_____

Competency	Expected level by the end of AFW
a) Ability to formulate and conceptualize cases, including the ability to identify the problem in need of intervention.	Intermediate
b) Demonstrates knowledge of psychological intervention theory, research and practice.	Intermediate

c) Demonstrates knowledge of the influence of context and systems on the client's behavior.	Intermediate
d) Ability to plan and implement interventions that can include individual and group psychotherapy, psycho-educational interventions, crisis management and other interventions depending on the focus and scope of the fieldwork site.	Intermediate
e) Ability to assess and monitor intervention progress and outcomes.	Intermediate

5. Consultation Skills/Professional Collaborations:

# of consultative meetings with teachers _____

# of consultative meetings with parents _____

# of consultative meetings with others _____

Competency	Expected level by the end of AFW
a) Knowledge of the unique roles of other professionals.	Intermediate
b) Demonstrates and understanding of the consultant's role as an information provider to another professional who will ultimely be the intervention implementer.	Intermediate
c) Ability to dialogue with other professionals avoiding the use of psychological jargon.	Intermediate
d) Ability to develop collaborative relationships with families and professionals.	Intermediate
e) Ability to implement a systematic approach to data collection in a consultative role.	Intermediate
f) Ability to use data to develop goals and plans, and to evaluate interventions.	Intermediate
g) Ability to develop practical interventions for parents and professionals to use.	Intermediate
h) Ability to develop intervention plans that contain proactive, preventive components.	Intermediate
i) Ability to work with others to develop school policies that help prevent problems.	Novice

6. Diversity - Individual and Cultural Differences:

The APA Multicultural Guidelines (APA, 2003) noted that "All individuals exist in social, political, historical, and economic contexts, and psychologists are increasingly called upon to understand the influence of these contexts on individuals' behavior" (p. 377). Thus every competency listed in this document is thoroughly linked to matters of individual and cultural difference (ICD), including knowledge related to ICD, as well as awareness of, respect for, and appropriate action related to ICD. It is critical that advanced fieldwork students begin to learn that culture influences the way that clients are perceived, the way that clients perceive the psychologist, and that culture-centered practices may be more effective than practices developed for use with only one cultural group (e.g., European Americans). Advanced fieldwork students need to know how

individual and cultural differences influence clients' recognition of a problem and appropriate solutions for that problem.	
Competency	**Expected level by the end of AFW**
a) Demonstrates knowledge of self in the context of diverseity as one operates with diverse others (knowledge of self-values, attitudes, beliefs and personal strengths and limitations).	Intermediate
b) Knowledge about the nature and impact of diversity across home, school and community settings.	Intermediate
c) Ability to work effectively with diverse others in assessment, intervention and consultation.	Intermediate
d) Demonstrates the ability to communicate effectively with culturally and linguistically diverse individuals, including children, parents, and other family, school or community members.	Intermediate
7. Communication and Information Technology	
Competency	**Expected level by the end of AFW**
a) Demonstrates written communication skills by means of assessment and other reports.	Intermediate
b) Demonstrates oral communications skills by means of presentations, such as presentations of assessment reports at team meetings or in-service presentations.	Intermediate
c) Understands the purpose and structure of meetings and how to run them well..	Intermediate
d) Is able to critically evaluate information obtained from the Internet.	Advanced
e) Uses software to analyze the results of assessments and interventions appropriately.	Advanced
f) Demonstrates appropriate use of e-mail and other communication or presentation media	Advanced
8. Ethics: During advanced fieldwork, the student will build on coursework in ethical practice, developing individual, practical knowledge of ethical practice, including linkage of the Ethical Principles of Psychologists and Code of Conduct and The Professional Standards of the National Association of School Psychologists (2020) to behavior and decision making in actual applied settings. In addition, students should increase and apply their understanding of legal standards (state and federal). Note that each of the domains described in this document is expected as a matter of course to be grounded in ethical practice. More specifically, during advanced fieldwork training the student will work to develop the following ethical competencies:	
Competency	**Expected level by the end of AFW**
a) Recognizes and adheres to ethical guidelines and legal	Intermediate

regulations, including school specific issues.	
b) Demonstrates appropriate professional assertiveness related to ethical issues.	Intermediate
c) Recognizes and analyzes ethical and legal issues across the range of professional activities in the advanced fieldwork setting.	Intermediate
d) Seeks appropriate information and consultation when faced with ethical and legal issues.	Advanced
e) Demonstrates a commitment to ethical and legal practice by conforming to ethical and legal standards in the provision of psychological services.	Advanced

9. Professional Development:
Fieldwork training is a key experience in professional development for the novice psychologist.

Competency	Expected level by the end of AFW
Practical Skills to Maintain Effective Practice	
a) Timeliness: completing professional tasks in allotted/appropriate time (e.g., evaluations, notes, reports); arriving promptly at meetings and appointments.	Advanced
b) Organization and Time Management: Develops an organized, disciplined approach to writing and maintaining notes and records; organizes one's day and manages time.	Advanced
c) Self-identifies personal distress, particularly as it relates to clinical work.	Intermediate
d) Seeks and uses resources that support healthy functioning when experiencing personal distress and using self-care strategies to promote performance.	Intermediate
e) Demonstrates an ability to initiate activities.	Advanced
f) Carries out assigned duties.	Advanced
g) Demonstrates flexibility and adaptability to novel and unexpected situations.	Advanced
h) Demonstrates responsibility and accountability relative to one's level of training and seeks consultation when needed.	Advanced
i) Acknowledges and corrects errors.	Advanced
j) Is motivated to improve.	Advanced
k) Works carefully, does not make careless errors.	Advanced
l) Is able to withstand adverse events and stressful experiences without getting overwhelmed.	Advanced

Competencies to Be Further Developed and Evaluated in Advanced Fieldwork
(These competencies are from Northeastern's School Psychology CAGS Internship)

Professional Identity and Behavior

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

Assessment

Students are expected to complete at least four assessment reports (see comprehensive psychoeducational assessment checklist at the end of this manual) across the two years of advanced fieldwork, at least one of them should reflect an assessment with a student from a culturally diverse background and should demonstrate awareness of cultural factors. These comprehensive case reports should reflect their best work. One report must be a comprehensive psychoeducational assessment of a student in multiple domains of functioning. Although no single report will include all the assessment methods listed below, it is expected that the graduate student will attain competency with all the methods by the end of the advanced fieldwork experience. The assessments are expected to reflect a scientific-problem-solving approach to assessment. The assessment results are expected to lead to data-based decision making and/or intervention. At least one redacted comprehensive assessment report will be included in the comprehensive exam portfolio.

Assessments shall include the following methods:
1. Interviewing teachers, parents, children/adolescents, and other relevant parties.
2. Administering, scoring, and interpreting assessments pertinent to determining a student's eligibility for special education. These assessments may occur within a Multi-Tiered System of Supports (MTSS) framework or within the more traditional psychological assessment framework.
3. Conducting systematic direct observations of the student in the classroom and/or other relevant settings.
4. Evaluating children's behavior functioning using functional behavior assessment (FBA) methods. Based on the results of the FBA, develop a behavior intervention plan.
5. Evaluating children's behavioral, social, and adaptive functioning by means of broad and narrow band rating scales.
6. Evaluating children's academic progress by means of individually administered norm referenced achievement tests and curriculum-based assessment probes.
7. Reviewing relevant permanent products and records about the student (e.g., attendance, handwriting samples, group achievement test scores).

In addition, advanced fieldwork students are expected to:
1. Develop data-based and practical recommendations.
2. Write comprehensive case reports from an ecological perspective.

3. Present at least three case reports to team meetings that include parents.

Direct Service Delivery: Intervention

Students are expected to counsel at least three individual children or groups of children across the two years of advanced fieldwork. Counseling shall include:

1. Assessing student problems and the relevant context of the problems and identifying student strengths.
2. Developing counseling goals for the student in collaboration with students and relevant others.
3. Developing and implementing a theoretically sound and practical counseling plan for the student(s) that is evidence-based and data-driven.
4. Evaluating the outcomes of counseling, and, if necessary, revising the plan.

In addition, students are expected to keep written records of the case, which includes progress notes of counseling sessions. One of these cases should be written up as part of the comprehensive case studies.

Indirect Service Delivery: Consultation and Collaboration

Students are expected to provide consultative assistance to at least three staff and parents across the two years of advanced fieldwork. Students should demonstrate good understanding of family-school relationships, respect for parents, and effective communication skills when working with parents. At least one consultation case report should include a family-school collaboration component. 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 implementing a theoretically sound and practical intervention plan.
4. Evaluating the outcomes of and the consultee's satisfaction with consultation, and if necessary, adapting the intervention plan.

The case study consultation case should focus on an academic target or a behavioral target.

Intervention: Prevention

Students are expected to be involved with the planning (or improvement) and evaluation of at least one professional development or school-wide student-centered prevention/promoting learning program. Planning and evaluating activities shall encompass:

1. Identifying a service delivery need
2. Setting or modifying program goals
3. Designing or redesigning a prevention program or delivering an in-service presentation to parents and/or staff
4. Evaluating the program's implementation and outcomes

Students complete one case study that relates to either prevention, or the promotion of learning through professional development.

Culture and Diversity

Students are expected to demonstrate multicultural competencies in all aspects of their experiences, including assessment, intervention, prevention, and consultation. Culturally competent psychologists can sensitively deliver services to children and parents from diverse cultural, racial, and linguistic backgrounds. The three broad-based areas of multicultural competencies include:

1. Attitudes and beliefs
2. Knowledge
3. Skills

Knowledge and skills pertaining to multicultural issues must be reflected in materials submitted as part of the case studies.

Program Evaluation and Applied Research

At a minimum, students shall:

1. Share their knowledge about evidence-based practices through presentations, handouts for parents and staff, and other means; and/or
2. Be involved in evaluating the implementation and outcomes of at least one prevention program or deliver one in-service presentation.

Ethical and Legal Issues

Consistent adherence to the ethical standards and state and federal laws relevant to psychology practice is expected. Students shall:

1. Demonstrate sensitivity to possible ethnic, racial, religious, gender, sexual orientation, and ability biases.
2. Demonstrate knowledge of state and federal laws.
3. Be familiar with and conform to the ethical standards established by the National Association of School Psychologists and the American Psychological Association.
4. Reflect knowledge of ethical and legal issues in materials submitted as part of the case studies.

Communication and Information Technology

Students shall demonstrate their competence in:

1. Written communication by means of case studies and other written work products from the fieldwork site.
2. Oral communication skills by means of reports given at team meetings.
3. Information technology by either participation in an online discussion forum, 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.

Overview of the Advanced Fieldwork Evaluation System

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

The following areas are evaluated:
1. The graduate student's progress with respect to important school psychology knowledge and skills.
2. The quality of the Program's training and supervision.
3. The quality of the field site's training offerings and supervision.

Deadlines for Essential Paperwork for the Program and Certification
Students should retain a copy of all their paperwork for their records. The Department will only keep records for seven years.

<u>Fall Paperwork</u>
- Signed Advanced Fieldwork Training Plan (uploaded in E*Value and emailed to university and field supervisors by Class 2)
- Last class of fall semester:
  - Evaluation of the Student by the Site Supervisor (E*Value)
  - Signed Time2Track summary of fieldwork hours
  - Evaluation of Seminar Leader by Student (E*Value)

<u>Spring Paperwork</u>
- Signed Time to Track summary of fieldwork hours
- End-of-Year Advanced Fieldwork Form (Students should prepare one form for each year of Advanced Fieldwork),
- Evaluation of the Student by the Site Supervisor (E*Value),
- Evaluation of Site Supervisor by Student (E*Value),
- Student Evaluation of the Site (E*Value),
- Evaluation of Seminar Leader by Student (E*Value)
- Satisfaction with the School Psychology Program (E*Value)

Additionally, the following should be turned during the final class of Advanced Fieldwork 4:
- School Psychology Praxis II Scores, ***including all subtests*** (upload in E*Value)
- MA DESE: Initial License as a School Psychologist
- NCSP application forms (download from NASP website)—program verification and internship verification forms

Advanced Fieldwork Training Plan

Advanced Fieldwork hours may meet the Massachusetts Board of Registration of Psychologists criteria for Advanced Practica so long as the Board's requirements are met (http://www.mass.gov/ocabr/licensee/dpl-boards/py/regulations/rules-and-regs/251-cmr-300.html#3.04). One of these requirements is for students to have "a written training plan among the student, the advanced practicum training site, and the graduate training program."

> *The training plan for each advanced practicum experience shall describe how the trainee's time is allotted and shall assure the quality, breadth, and depth of the training experience through specification of the goals and objectives of the advanced practicum, and the methods of evaluation of the trainee's performance.*
>
> *Advanced practicum training plans shall also include the nature of supervision, the identities of the supervisors, and the form and frequency of feedback from the agency supervisor to the doctoral training program's faculty.*
>
> *The advanced practicum training plan shall also provide a rationale for the experience in light of previous academic preparation and previous practicum training, to ensure that the overall advanced practicum experience is organized, sequential, and meets the training needs of the trainee and the protection of the public.*
>
> *At least 50% of the total hours of supervised experience shall be in service-related activities, defined as treatment/intervention, assessment, interviews, report writing, case presentations, and consultations.*
>
> *At least 25% of the supervised professional experience shall be face-to-face patient/client contact.*
>
> *The student must receive a minimum of two hours of individual supervision per week. A minimum of one hour of individual or group supervision must take place for each 16 hours of work. The group size may not exceed three.*

Advanced Fieldwork Training Plan

Student Name: _____

Placement Information:
Appointment Period (mm/dd/yy to mm/dd/yy): _____
Setting/Placement: _____
Time Allocation at the Site: _____
_____
Address: _____

Supervisor Information:
Name: _____
Title: _____
License #: _____

Supervision Plan (nature and frequency of supervision):
_____
_____

Student Evaluations and Form and Frequency of Feedback to the University Supervisor:
- Supervisor Evaluations of the Student are completed at the end of the fall and spring semesters. Supervisors should review their evaluations with their student prior to submitting them through the E*Value system. 2020-2021 Student Evaluation Dates: Fall: 12/4/20; Spring: 4/9/21
- The university supervisor has at least three meetings with the field supervisor and the student. These visits are documented on the Program's MA DESE Initial License as a School Psychologist form.

Rationale for the Experience: (please describe a rationale for the Advanced Fieldwork experience in light of previous academic preparation and previous practicum training. This is done to ensure that the overall advanced practicum experience is organized, sequential, and meets the training needs of the trainee and the protection of the public).

_____
_____
_____
_____

Signatures:

_____   _____
Student   Date

_____   _____
Field Supervisor   Date

_____   _____
University Supervisor   Date

Goals, Objectives, and Methods of Evaluation

Training Area: Relationship/Interpersonal Skills

General Statement of Goal(s):

_____
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Specific Objectives in Measurable Terms:

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Plan for Implementation of Objectives in Measurable Terms:

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Evaluation of Plan (assess outcomes in measurable terms):

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Goals, Objectives, and Methods of Evaluation

Training Area: Skills in the Application of Research

General Statement of Goal(s):

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Specific Objectives in Measurable Terms:

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Plan for Implementation of Objectives in Measurable Terms:

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Evaluation of Plan (assess outcomes in measurable terms):

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Goals, Objectives, and Methods of Evaluation

Training Area: Assessment Skills

General Statement of Goal(s):

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Specific Objectives in Measurable Terms:

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Plan for Implementation of Objectives in Measurable Terms:

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Evaluation of Plan (assess outcomes in measurable terms):

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Goals, Objectives, and Methods of Evaluation

Training Area: Intervention Skills

General Statement of Goal(s):

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Specific Objectives in Measurable Terms:

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Plan for Implementation of Objectives in Measurable Terms:

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Evaluation of Plan (assess outcomes in measurable terms):

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Goals, Objectives, and Methods of Evaluation

Training Area: Consultation/Professional Collaboration Skills

General Statement of Goal(s):

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Specific Objectives in Measurable Terms:

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Plan for Implementation of Objectives in Measurable Terms:

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Evaluation of Plan (assess outcomes in measurable terms):

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Goals, Objectives, and Methods of Evaluation

Training Area: Diversity-Individual and Cultural Differences

General Statement of Goal(s):

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Specific Objectives in Measurable Terms:

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Plan for Implementation of Objectives in Measurable Terms:

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Evaluation of Plan (assess outcomes in measurable terms):

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Goals, Objectives, and Methods of Evaluation

Training Area: Ethically and Legally Appropriate Practice

General Statement of Goal(s):
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Specific Objectives in Measurable Terms:
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Plan for Implementation of Objectives in Measurable Terms:
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Evaluation of Plan (assess outcomes in measurable terms):
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Goals, Objectives, and Methods of Evaluation

Training Area: Communication and Information Technology

General Statement of Goal(s):

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Specific Objectives in Measurable Terms:

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Plan for Implementation of Objectives in Measurable Terms:

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Evaluation of Plan (assess outcomes in measurable terms):

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Training Area: Professional Development

General Statement of Goal(s):

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Specific Objectives in Measurable Terms:

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Plan for Implementation of Objectives in Measurable Terms:

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Evaluation of Plan (assess outcomes in measurable terms):

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Guidelines for Preparing Comprehensive Case Studies

The purpose of the comprehensive case studies is for the internship student to demonstrate that they have obtained the basic competencies required to be an effective beginning school psychologist. These cases represent authentic learning experiences by which the internship student can provide evidence that they have obtained the basic competencies pertaining to the National Association of School Psychologist's (NASP) 2020 Standards.

Toward these aims, internship students must prepare at least two comprehensive case studies each semester and a total of four cases across four semesters. These comprehensive case reports should be incorporated into the student's comprehensive exam portfolio. Students should exclude information (e.g., names) that might lead to the identification of individuals.

During the advanced fieldwork year, students must complete the following case reports:

1. Consultation: Academic Problem or Social, Emotional, or Behavior Problem
2. Intervention: Academic Problem or Social, Emotional, or Behavior Problem
3. School-wide Prevention Programming, Staff Professional Development, or Family Programming
4. Comprehensive Psychoeducational Assessment

Each case addresses a subset of NASP standards, but collectively the four cases address all NASP standards. This coverage is delineated in the tables below.

Comprehensive Case 1: Consultation
NASP Standards Addressed

1. Data-Based Decision-Making and Accountability

2. Consultation and Collaboration

3. Interventions and Instructional Support to Develop Academic Skills OR

4. Mental and Behavioral Health Services and Interventions

7. Family, School, and Community Collaboration

8. Equitable Practices for Diverse Student Populations

9. Research and Evidence-Based Practice

10. Legal, Ethical, and Professional Practice

Comprehensive Case #2: Intervention
NASP Standards Addressed:

1. Data-Based Decision-Making

3. Interventions and Instructional Support to Develop Academic Skills OR

4. Mental and Behavioral Health Services and Interventions

7. Family, School, and Community Collaboration

8. Equitable Practices for Diverse Student Populations

9. Research and Evidence-Based Practice

10. Legal, Ethical, and Professional Practice

Comprehensive Case #3: Prevention

The student provides a report about their involvement in a school-wide or school district prevention program. Examples of prevention programs include bullying prevention programs, crisis prevention/response, response to intervention (RtI) program, training parents in behavior management, health promotion programs such as the promotion of good eating habits or programs designed to increase physical activity. The student's role in the program could encompass many different activities, including one or more of the following: needs assessment; evaluation of the program's implementation or outcomes; program implementation; and training/technical assistance via in-service workshops, PowerPoint presentations, and distribution of information about empirically supported practices. Both a prevention program for students and a professional development program for staff can be conceptualized as system-level prevention that can promote student health, positive development among children, or prevent behavioral or academic problems.

NASP Standards Addressed: Prevention Case

1. Data-Based Decision-Making

2. Consultation and Collaboration

5. School-Wide Practices to Promote Learning

6. Services to Promote Safe and Supportive Schools

9. Research and Evidence-Based Practice

Comprehensive Case #4: Comprehensive Psychoeducational Assessment

NASP Standards Addressed: Assessment Case

1. Data-Based Decision-Making and Accountability

3. Interventions and Instructional Support to Develop Academic Skills

8. Equitable Practices for Diverse Student Populations

10. Legal, Ethical, and Professional Practice

Comprehensive Case Reports during Advanced Fieldwork: Scoring Guide

Across the two years of AFW students must satisfactorily complete four case reports. To earn a passing grade in AFW 4, students must earn a passing score of 2 (meeting expectations) on each of the case reports.

Scoring Guidelines for Each Section within a Case Study

Two criteria are considered in each section: **(a) comprehensiveness and (b) adequacy of school psychology knowledge or skill. The quality of writing is rated for the entire case report.** Each criterion is scored on the following scale: **3 =** Above Expectations for AFW Students, **2 =** Meets Expectations for AFW Students, **1** = Below Expectations (Unsatisfactory) for AFW Students.

Comprehensiveness (CO) refers to the extent to which the components of a section are addressed and the extent to which sufficient detail and/or examples are provided. A score of **3** (Above Expectations for AFW Students) is earned if all components are addressed in sufficient detail. A score of **2** (Meets Expectations for AFW Students) is earned if all components are addressed and almost all components are discussed in sufficient detail. A score of **1** (Below Expectations for AFW Students) is earned if one or more components are omitted or if multiple components are not discussed in sufficient detail.

Adequacy of School Psychology Knowledge or Skill (KS) denotes whether the information provided in a section indicates that an individual has attained the knowledge and/or skill level expected for an AFW student with respect to the individual components and the integration of those components. A score of **3** (Above Expectations for AFW Students) is earned if most components reflect an advanced level of knowledge or skill for an AFW student. A score of **2** (Meets Expectations for AFW Students) is earned if most components reflect a knowledge or skill level that is expected of an AFW student. A score of **1** (Below Expectations for AFW Students) is earned if multiple components reflect a knowledge or skill level that is below the level expected for an AFW student.

Quality of Writing (QW) refers to the use of succinct and clear language that is devoid of jargon, pejorative or judgmental language, grammatical problems, colloquial expressions, typographical and spelling errors. Sentences and ideas within and between sections are logically related to one another. A score of **3** (Above Expectations for AFW Students) is earned if most of the writing within a section reflects an advanced skill level. A score of **2** (Meets Expectations for AFW Students) is earned if most of the writing within a section reflects an adequate skill level. A score of **1** (Below Expectations for AFW Students) is earned if most of the writing is problematic with respect to the above criteria.

1. **Consultation Case: Academic or Social, Emotional, or Behavioral Problem**

Scores (1 to 3)		Required Components for Each Section
CO		A. Background and Context
KS		Description includes (a) type of school and community, (b) relevant system factors (e.g., family or school) that might affect the case, and (c) the behavior setting(s) where the problem occurs (e.g., number of people, stressors, types of activities, demands, relevant interpersonal or group process variables in classroom, etc.)
CO		B. Description of Student
KS		Description includes (a) student's age, grade level, and educational placement, (b) reason for referral (s) in *specific, behavioral terms*, (c) student's strengths, interests, and weaknesses, (d) relevant biological or developmental factors, and (e) relevant social, cultural, or linguistic factors.
CO		C. Hypothesis Development
KS		Discussion includes (a) previous attempts resolve the problem, (b) the conditions under which the problem does and does not occur, (c) possible causal factors which are potentially controllable by either the student or consultee (e.g., antecedent, consequence, setting event), and (d) hypothesis about possible function of the problem. Description indicates that the AFW student carefully considered the extent to which the problem reflects a skill and/or motivational deficit.
CO		D. Data Collection
KS		Data collection methods are appropriate given the nature of the referral problem and hypothesis, and given the developmental level, strengths and needs of the student. The assessment process considers the influence of biological, cultural, family and other social factors on behavior, social, and/or academic skills. The data collection section must include a graphic display of baseline and intervention phase data and a detailed description and rationale for data collected. Includes all data collection forms. The description should include (a) direct and indirect data collection methods used to assess the problem and conditions functionally related to the problem, (b) dimensions (e.g., frequency) assessed, (c) who assessed what areas, (d) when assessments occurred, and (e) the extent to which the data collection plan was implemented as intended.
CO		E. Intervention Plan
KS		Discussion includes (a) any revisions made to operational definition because of data collection, (b) results of data collection and relevance for hypothesis, (c) intervention goals and objectives that were derived from the data, and (d) a clear description, documentation, and justification of the intervention program. The justification was based on the results of the data collection (i.e., assessment), the student's strengths and interests, consideration of a possible *keystone* variable, and a review of the research on relevant interventions. The documentation of data collection includes (a) a broad-based understanding of the problem and hypothesized function derived from the data collection, and (b) relevant ecological factors, such as relevant sociocultural

		aspects of the case and the classroom context, and (c) the individual characteristics of the student, including skill level. Description of case includes how school staff and parent(s) were involved with the plan plan's development and were kept informed about the child's progress. Describe how the student's/parents' cultural background was taken into consideration in planning the intervention. *The intervention plan includes appropriate methods for assessing the implementation of the intervention (treatment fidelity).*
CO **KS**		F. Evaluation of Intervention The evaluation part of the report includes a detailed description of the extent to which the intervention was implemented as planned. A summary of intervention outcomes is provided with respect to (a) goals, (b) individuals' reactions to the intervention (at least the consultee and student), and (c) related effects. At a minimum, the evaluation of intervention effects should involve comparisons between the level and trend of data baseline and one or more intervention conditions. Three data points in the baseline phase are considered the minimal standard, though ideally baseline data collection will be continued until stable responding is demonstrated. Based on the available data, a judgment is made about to what extent any changes might be attributable to the intervention (i.e., impact of the intervention on the student). A description is provided of how and why the intervention plan will be modified because of the evaluation. In the **Appendix** of the report, there is a clearly labeled graph (using APA style) that compares pre- and post-intervention data with respect to intervention goals, and an effect size is calculated.
CO **KS**		G. Description and Critique of Process Issues A description and critique of the process issues in this case are provided, including a summary of the student's, consultee's and relevant others' reactions to the overall consultation process. The discussion of process issues includes a self-reflection that considers the extent to which the AFW student: • used a systematic and reflective approach to problem-solving; • established a mutually rewarding and collaborative process; • took other people's ideas, concerns and constraints into consideration in designing the data collection and intervention plans. *The AFW student provided brief examples of his/her strengths and weaknesses with respect to the above behaviors.*
CO **KS**		H. Reference List of Articles Reviewed for Intervention Plan At the end of the case report, a list of references provides empirical support for one or more of the intervention strategies. References should be relatively recent and relevant to the nature of the problem.
CO **KS**		I. Appendix on Family-School Collaboration: The student summarizes how the student's/parents' cultural background was taken into consideration in planning the intervention. Description of case includes how parent(s) were involved with the development of the plan (e.g., prioritizing concerns, setting goals), and how school personnel communicated with them about the plan and their child's progress. If applicable, the case description should include the extent to which collaboration on this case included community agencies or might involve community agencies in the

		future.
CO **KS**		<u>J. Appendix on Ethical and Legal Issues</u>: A description is provided of how the AFW student abided by relevant APA and NASP ethical standards and laws in collaborating with others, conducting the assessment, and designing and implementing the intervention. Examples are provided and specific standards and laws are cited. A description is provided of what names or other possible identifying information were changed or omitted from the report to protect the anonymity of individuals.
Overall QW		Use succinct and clear language that is devoid of jargon, pejorative or judgmental language, grammatical problems, colloquial expressions, typographical and spelling errors. Sentences and ideas within and between sections are logically related to one another.
Overall Case Score		**Above Expectations (3):** Most sections were Above Expectations (3), and *none* were Below Expectations (1) **Meets Expectations (2):** All sections Met Expectations (2), and *none* were Below Expectations (1) **Below Expectations (1):** *One or more* sections were Below Expectations (1)

1. **Intervention: Academic or Social, Emotional, or Behavioral Concern**

Scores (1 to 3)		Required Components for Each Section
CO **KS**		A. Referral Question/Problem The referral question or problem was used as a basis for conceptualizing the case. Took the necessary steps to clarify the referral question.
CO **KS**		B. Description of Student Description includes (a) student's age, grade level, and educational placement, (b) reason for referral (s) in *specific, behavioral terms*, (c) student's strengths, interests, and weaknesses, (d) relevant biological or developmental factors, and (e) relevant social, cultural or linguistic factors.
CO **KS**		C. Hypothesis Development Discussion includes (a) previous attempts resolve the problem, (b) the conditions under which the problem does and does not occur, (c) possible causal factors which are potentially controllable by either the student or consultee (e.g., antecedent, consequence, setting event), and (d) hypothesis about possible function of the problem (if applicable). Description indicates that the student carefully considered the extent to which the problem reflects a skill and/or motivational deficit.
CO **KS**		D. Data Collection Data collection methods are appropriate given the nature of the referral problem and hypothesis, and given the developmental level, strengths and needs of the student. The assessment process considers the influence of biological, cultural, family and other social factors on behavior and social skills. The data collection section must include a graphic display of baseline and intervention phase data and a detailed description and rationale for data collected. Includes all data collection forms. The description should include (a) direct and/or indirect data collection methods used to assess the problem (and conditions functionally related to the problem, if applicable), (b) dimensions (e.g., frequency) assessed, (c) who assessed what areas, (d) when assessments occurred, and (e) the extent to which the data collection plan was implemented as intended.
CO **KS**		E. Intervention Plan Discussion includes (a) any revisions made to operational definition because of data collection, (b) results of data collection and relevance for hypothesis, (c) intervention goals that were derived from the data, and (d) a clear description, documentation, and justification of the intervention program (including a description and justification for the student's theoretical approach to this case, if applicable). The justification was based on the results of the data collection (i.e., assessment), the student's strengths and interests, and a review of the research on relevant interventions. The documentation of data

		collection includes (a) a broad-based understanding of the problem and hypothesized function derived from the data collection, and (b) relevant ecological factors, such as relevant sociocultural aspects of the case and the classroom context, and (c) the individual characteristics of the student, including skill level. *The intervention plan includes appropriate methods for assessing the implementation of the intervention (treatment fidelity).*
CO **KS**		F. Evaluation of Intervention The evaluation part of the report includes a detailed description of the extent to which the intervention was implemented as planned. A summary of intervention outcomes is provided with respect to (a) goals, (b) individuals' reactions to the intervention (e.g., consultee, student, teacher, family), (c) individuals' reactions to the overall consultation process, if applicable (student's, consultee's, relevant others'), and (d) related effects. At a minimum, the evaluation of intervention effects should involve comparisons between the level, trend, and/or variability of data during baseline and one or more intervention conditions. Three data points in the baseline phase is considered the minimal standard, though ideally baseline data collection will be continued until stable responding is demonstrated. **Within the text, the student states the effect size, indicates what method was used to calculate the effect size, and provides interpretation.** Based on the available data, a judgment is made about to what extent any changes might be attributable to the intervention (i.e., impact of the intervention on the student). A description is provided of how and why the intervention plan will be modified as a result of the evaluation. **In the Appendix of the report, there is a clearly labeled graph (using APA style) that compares baseline and intervention data with respect to intervention goals and an effect size is correctly calculated.**

CO
 	
KS
		G. Description and Critique of Process Issues
		A description and critique of the process issues in this case are provided, including:
		A self-reflection on the extent to which the student:
		• co-established the counseling goal/s together with the student;
		• used a systematic and reflective approach to problem-solving;
		• established a therapeutic relationship;
		• identified and built on the student's strengths;
		• was culturally sensitive;
		• was able to perceive similarities and differences in communication styles between the student, and adjusted the communication style accordingly;
		• was mindful about issues of transference and counter transference;
		• used the following fundamental microskills:
		    • 'Door opener'
		    • Minimal encourager

		• Paraphrasing • Reflecting content • Reflecting feeling • Reflecting meaning • Summarizing • Noticing body language *The student provided brief examples of their strengths and weaknesses with respect to the above behaviors.*
CO **KS**		H. Reference List of Articles Reviewed for Intervention Plan At the end of the case report, a list of references provides empirical support for one or more of the intervention strategies. References should be relatively recent and relevant to the nature of the problem.
CO **KS**		I. Appendix on Family-School Collaboration: The student summarizes how the student's/parents' cultural background was taken into consideration in planning the intervention. Description of case includes how parent(s) were involved with the development of the plan (e.g., prioritizing concerns, setting goals), and how school personnel communicated with them about the plan and their child's progress. If applicable, the case description should include the extent to which collaboration on this case included community agencies or might involve community agencies in the future.
CO **KS**		J. Appendix on Ethical and Legal Issues: A description is provided of how the student abided by relevant NASP ethical standards and laws in collaborating with others, conducting the assessment, and/or designing and implementing the intervention. Examples are provided and specific standards and laws are cited. A description is provided of what names or other possible identifying information were changed or omitted from the report to protect the anonymity of individuals.
Overall QW		Use succinct and clear language that is devoid of jargon, pejorative or judgmental language, grammatical problems, colloquial expressions, typographical and spelling errors. Sentences and ideas within and between sections are logically related to one another.
Overall Case Score		**Above Expectations (3):** Most sections were Above Expectations (3), and *none* were Below Expectations (1) **Meets Expectations (2):** All sections Met Expectations (2), and *none* were Below Expectations (1) **Below Expectations (1):** *One or more* sections were Below Expectations (1)

3. Prevention Case Study

*This report can be in the traditional written case study format or an oral presentation combined with PowerPoint slides. If an oral presentation is used in conjunction with PowerPoint slides, it is the student's responsibility to ensure that **all** required components are presented in a manner that clearly communicates or documents that the student's work meets the criteria (i.e., CO, KS, QW) for the prevention case study.* Both a prevention program for students and a professional development program for staff (e.g., in-service presentation) can be conceptualized as systems level prevention that can promote learning and positive development among children and prevent behavioral or academic problems. Students should provide a report about their involvement in the implementation of a prevention program, a program that promotes school-wide learning or a professional development program in their school or school system. The program could consist of any program delivered by the student, school personnel or community partners. Examples or prevention programs include: bullying prevention programs, training parents in behavior management, health promotion programs such as the promotion of good eating habits or programs designed to increase physical activity. Examples of activities that promote school-wide learning could be a program that aims to improve reading skills of all students through a three-tiered response-to-intervention model and school-wide activities promoting multicultural awareness and or multicultural education.

Scores (1 to 3)		Required Components for Each Section
CO **KS**		A. Background and Context Relevant ecological context including school system or school issues was described. The program was described including its purpose, goals, methods, and intended service recipients. Relevant studies are cited supporting the efficacy of the prevention program and/or the information/ training provided to staff. Modifications of the program and the justification for these changes were discussed. Implementation barriers and the school's readiness for change were discussed. Any efforts to facilitate readiness for change were discussed.
CO **KS**		B. Description of the General Problem Addressed by the Program The general problem area (e.g., injuries in the school yard) addressed by the prevention or training program was described. Discussion was provided about the process of determining that the problem was a high priority.
CO **KS**		C. Phase 1: Data Collection Plan A description of the needs assessment conducted for the program was provided (i.e., how it was determined that there is a need for the program). This might have occurred by means of a questionnaire, interviews, observations, and/or a review of relevant documents or available data. Typically, the needs assessment is used to pinpoint specific needs (knowledge and skills) and how the content will be delivered.
CO		D. Phase 2: Program Planning Discussion includes:

KS		1. Specific prevention / training goals (knowledge, skills) that were derived from the needs assessment data, and a clear description, documentation, and justification for the prevention program. The justification is based upon (a) empirically supported practices, (b) results of the needs assessment, and (c) relevant ecological factors, such as the available resources, the staff's availability and readiness for change, and administrator/community support. 2. Information about how the school context (e.g., climate, leadership, organizational structure) influenced the plan. 3. The extent to which the strengths of the school, and factors related to student resilience and risk were taken into consideration in planning the program. 4. Any modifications to an existing program and the justification for these changes. 5. The school's readiness for change and any steps to promote readiness for change.
CO KS		E. Phase 3: Program Implementation The AFW student describes the extent to which empirically supported activities (e.g., use of positive feedback, consultation, coaching, obtaining administrator support, staff training) were used to facilitate the implementation of the program. Program materials are included in the Appendix of the report.
CO KS		F. Phase 4: Evaluation of the Program The evaluation part of the report includes a description of the extent to which the activities were implemented as planned. Implementation barriers were discussed. The evaluation of the program's outcomes provides a quantitative summary with respect to (a) goals, and (b) the participants' (children and/or staff) reactions to the program. Possible next steps are described. On the basis of the evaluation, the logical next activities for improving or modifying the program are discussed. The appendix of the report includes relevant data collection forms.
CO KS		H. Description and Critique of the Collaborative Process of Planning and Evaluating Prevention Program A description and critique of the process issues in this case are provided, including a self-reflection that considers the extent to which the AFW student: • used a systematic and reflective approach to problem-solving; • established a mutually rewarding and collaborative process; • took other people's ideas, concerns and constraints into consideration; • provided consultation to others. *The AFW student provided brief examples of his/her strengths and weaknesses with respect to the above behaviors.*
CO KS		I. Reference List of Articles Reviewed for Prevention Program At the end of the case report, a list of references provides empirical support for one or more of the strategies used in the prevention program. References should be relatively recent and relevant to the nature of the problem.
CO KS		J. Appendix on Equitable Practices for Diverse Student Populations: Indicate how you considered the cultural and linguistic background of the target group (e.g., children

		and/or staff) in each aspect of the program planning process, including collecting background information, designing a needs assessment, interpreting needs assessment data, and making recommendations.
CO **KS**		K. Appendix on Ethical and Legal Issues: A description is provided of how the AFW student abided by relevant NASP ethical standards and laws in collaborating with others, conducting the assessment, and designing and implementing the prevention program to promote school-wide learning. Examples are provided and specific standards and laws are cited. A description is provided of what names or other possible identifying information were changed or omitted from the report to protect the anonymity of individuals.
Overall QW		Use succinct and clear language that is devoid of jargon, pejorative or judgmental language, grammatical problems, colloquial expressions, typographical and spelling errors. Sentences and ideas within and between sections are logically related to one another.
Overall Case Score		**Above Expectations (3):** Scores in most sections were Above Expectations (3), and *none* were Below Expectations (1) **Meets Expectations (2):** Scores in all sections Met Expectations (2), and *none* were Below Expectations (1) **Below Expectations (1):** Scores in *one or more* sections were Below Expectations (1)

4. Comprehensive Assessment Case Study

Scores (1 to 3)		Required Components for Each Section
CO		A. Background and Context
KS		This section should include all relevant data: cultural (race, gender, age, class, identity) background, family, birth, and developmental issues when relevant, education, academic performance, onset of difficulty, and prior intervention.
CO		B. Biological information: Hearing, vision, any health issues, physical disabilities,
KS		medications, family health history, when relevant.
CO		C. Reason for Referral and Choice of Assessment Measures: The reason(s) for referral should be clearly stated. The purpose of the assessment should be phrased in terms of questions that can be answered. The assessment measures should be tailored to the referral question and to the client. Where there are constraints on the choice of instruments, justify your selection and explain the potential impacts on the quality of assessment in an Appendix. The latest versions of the instruments should be used. A comprehensive evaluation means that three or more of the following domains of functioning are assessed: (a) academic skills and performance, (b) behavior, (c) cognition, (d) social and emotional functioning, and (e) life skills. Data are derived from multiple assessment methods (interviews, tests, rating scales, direct observation, record review). All evaluations should include interviews with the child, parents, and teachers.
KS		
CO		D. Linking Data to Inferences: Inferences must be based on valid representations of assessment data. Only make those inferences for which the assessment or test is valid. The link between the data collected, inferences, conclusions, and recommendations should be clear. The content of the assessment report should answer the referral question(s), provide a clear understanding of the strengths, deficits, interests, and general functioning of the client, and distinguish between aspects of the individual that appear to be certain from those that are questionable. The report should also provide alternative explanations for the findings, where relevant. Rather than provide all the data in detail, summarize what the data indicate with respect to the referral problem / initial hypothesis. The conceptualization should reflect an ecological perspective. In particular,
KS		the report should explicitly consider contextual factors that affect the individual, including cultural and linguistic factors. Explain the connection between the referral problem and contextual factors.
CO		E. Summary and Recommendations: Summarize the important findings and provide recommendations. Recommendations should be linked to assessment data, background

KS		information, and contextual factors, such as cultural and linguistic factors. Recommendations should take into consideration empirically-supported strategies. Recommendations should be both practical and specific. Recommendations should build upon the student's strengths and/or interests, as well as their difficulties and also the
CO **KS**		F. Appendix on Equitable Practices for Diverse Student Populations: Indicate how you considered the cultural and linguistic background of the student in each aspect of the assessment, including collecting background information, selecting assessment methods and tools, interpreting test results, conceptualizing the case, and making recommendations.
CO **KS**		G. Appendix on Ethical and Legal Issues: Indicate how you abided by relevant NASP and APA ethical standards in conducting the assessment and reporting the results. Cite the specific standards. For example, taking adequate steps to protect anonymity: omit names of people, birthdates, towns, school systems, etc. Indicate how you abided by relevant state and national laws or regulations. Cite the specific laws or regulations.
CO		H. Appendix on Addressing IDEA Exclusionary Clauses. Use the checklist below to review how well you addressed IDEA exclusionary clauses.
QW		I. Language: Use succinct and clear language that is devoid of jargon, pejorative or judgmental language, grammatical problems, colloquial expressions (e.g., mom), typographical and spelling errors. Sentences and ideas within and between sections are logically related to one another. Write in specifics rather than in overly broad generalizations. If a diagnostic category is used (e.g., attention deficit disorder), describe specifically what behaviors are relevant for this case.

Checklist for Addressing IDEA's Exclusionary Clauses for Specific Learning Disability (SLD) Identification

Psychoeducational assessment reports demonstrate consideration of cultural and linguistic issues in every section of the report. For example, in the background section, the child's English language proficiency, language spoken at home, ethnicity, and other relevant information about cultural and ecological context should be included. When assessing a linguistically diverse child, language dominance and proficiency of English should be assessed before determining who (bilingual or monolingual school psychologist) should evaluate the child and what methods and tools should be used. In the section describing the assessment methods and tools used, the rationale for selecting the listed methods and instruments should be reported (briefly) along with the cultural validity of the instruments for the child and the referral question. Cultural and linguistic consideration should be evident in test administration and interpretation, case conceptualization, and intervention goals and strategies.

In determining SLD eligibility, the multidisciplinary team must rule out that the primary cause of the deficit is caused by (a) a visual, hearing, or motor disability, (b) intellectual disability, (c) emotional disturbance, (d) cultural factors, (e) environmental or economic disadvantages, or (f) limited English proficiency.

How to establish evidence for students

Inquire:	Yes	No	Comments
Who made the referral for an evaluation of suspected learning disability and for what reason			
Determine whether the learning difficulty is related to English language proficiency			
For ELL students, determine if the student's teachers are cognizant of the process of second language acquisition and its implications for student learning in the classroom			
Determine whether the child has received appropriate instruction			
Describe what formal and informal interventions have been tried for how long, and what were the child's responses to the interventions			
Determine if parents/caregivers and teachers share the same concern about the child			
Collect comprehensive background information			
School history			
Developmental history			
Functioning at home and school, including relationships with family members, peers, and teachers			

Mental and physical health including visual, hearing and motor functioning			
Cultural and linguistic information of the child and family, such as culture of origin, birthplace, immigration, languages spoken by the child and parents at home			
Environmental and socio-economic conditions at home			
Ensure that the information is collected from multiple sources, including a careful review of the school record, and interviews with the child, parents/caregivers and teachers.			
For ELL students, gauge English and native language proficiency and acculturation level especially before testing with nationally standardized norm-referenced instruments			
Address the IDEA exclusionary clause of inappropriate instruction			
Understand teacher perceptions about the student's lack of academic progress by examining comparison standards. (Is the ELL student being compared to native English speakers?)			
To what extent does the student understand teacher instruction?			
Does the instruction address the student's needs?			
Address the IDEA exclusionary clause of emotional disturbance			
Review the information from the referral source, school records, and interviews with the child, parents/caregivers and teachers			
If no concern about socio-emotional functioning from any source, no formal assessment in this area will be warranted.			
If there are concerns, consider the stressors from differential expectations between home and school. Conduct an assessment based on the IDEA criteria for emotional disturbance.			

* Adapted from Chieh Li an Zhengzheng Wang (2014) School-based assessment with Asian children and adolescents, in Lorraine T. Benuto, Nicholas Thaler, and Brian D. Leany (Eds.), *Guide to Psychological Assessment with Asian Americans*, 393-405. New York, NY: Springer.

AFW Paperwork

MA DESE Initial License as a School Psychologist

Part I TO BE COMPLETED BY THE STUDENT
1. Name: _____
2. Address: _____
3. Summary of Practicum I Experience (Attach Practicum Evaluation Form)
Practicum Location:_____
Starting and Ending Dates: _____
Grade Level: _____ Total Number of Clock Hours: _____
Practicum Course #: _____ Title: _____
Number of Semester Hours: _____ When Taken: _____
Number of Hours: Observing _____ Assisting _____ Assuming full responsibility ___

4. Summary of Advanced Fieldwork (also called "Advanced Practicum" for educator's licensure in MA, and "Internship" for NCSP) Experience
Advanced Fieldwork Location(s):

_____

Starting and Ending Dates:

_____

Grade Levels: _____Total Number of Clock Hours:_____
Advanced Fieldwork Course #s: _____Title: _____
Number of Semester Hours: _____ When Taken: _____
Number of Hours: __Assessing __Counseling __Consulting __Prevention __Eval./Appl. Research

Part II TO BE COMPLETED BY THE UNIVERSITY SUPERVISOR
Name: _____ Position: _____

The applicant has completed an internship designated by the college as partial preparation for national certification in school psychology.

Signature_____

Part III TO BE COMPLETED BY THE COOPERATING PRACTITIONERS
First 600 hours:
Name: _____Position: _____
Site: _____ License #: _____
OR
Name: _____Position: _____
School System: _____Tenure Status: _____
State School Psychology Certificate / Licensure #: _____

Second 600 hours:

Name: _____Position: _____

Site: _____ Licensure #: _____

OR

Name: _____Position: _____

School System: _____ Tenure Status: _____

State School Psychology Certificate / Licensure #: _____

Part IV TO BE INITIALED AS INDICATED

1. Standards and procedures for evaluation, at the beginning of the fall semester on (date): ____

Applicant: _____ Field Supervisor: _____ University Supervisor: _____

2. A summary evaluation of the applicant's performance, with ample time for the applicant to raise questions or objections, at the close of the first experience (midpoint) on (date): _____

Applicant: _____ Field Supervisor: _____ University Supervisor: _____

3. Standards and procedures for evaluation, at the beginning of the fall semester on (date): ____

Applicant: _____ Field Supervisor: _____ University Supervisor: _____

4. 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: _____ Field Supervisor: _____ University Supervisor: _____

Part V TO BE COMPLETED BY THE FIELD SUPERVISOR AND THE UNIVERSITY SUPERVISOR

Is the applicant competent in the following areas? (Please circle response)

Area #1: Professional Identity and Work Characteristics	Yes	No
Area #2: Data-Based Decision Making/Assessment	Yes	No
Area #3: Consultation and Collaboration	Yes	No
Area #4: Intervention-Academic	Yes	No
Area #5: Intervention- Mental and Behavioral Health	Yes	No
Area # 6: School-Wide Practices to Promote Learning	Yes	No
Area # 7: Services to Promote Safe and Supportive Schools	Yes	No
Area # 8: Family, School, and Community Collaboration	Yes	No
Area # 9: Equitable Practices for Diverse Student Populations	Yes	No
Area # 10: Research and Program Evaluation	Yes	No
Area # 11: Ethical and Legal Standards	Yes	No

Field Supervisor: _____ Date: _____
University Supervisor: _____ Date: _____
Mediator (if needed) _____ Date: _____

HOW TO APPLY FOR MASSACHUSETTS EDUCATOR LICENSURE

The following is the preferred method for applying for Licensure in Massachusetts. Licensure Candidates are responsible for applying for their educator's license and completing the appropriate requests for Institutional Endorsement. Use the ELAR portal to apply and check your licensure status.

1) Go to http://www.mass.gov/edu/gateway. This brings you to the "Login to MassEdu Gateway, ELAR, and the EEC Single Sign-In" page. Click the "ELAR" portal graphic and log in. *(You should already be in the system. If you have not, click "Create ELAR Profile", follow the instructions, then log in.)*
2) Choose the ELAR welcome page, then choose "Apply for a New License".
3) Select Field, Level, and Type.

Example 1:	Example 2:
Field: Academic Teacher	Field: Academic Administrator
Field Biology	Field: Principal/Assistant Principal
Level: 8-12	Level: 5-8
Type: Initial	Type: Initial

4) Pay for license. You will need a credit card number for the payment ($100 for first license, $25.00 for each additional license).
5) Print the "Step 4 Confirm Application" page (or any page) that shows which license you are requesting to include with your "Request for Licensure".

HOW TO UPLOAD TRANSCRIPTS TO YOUR ELAR ACCOUNT

Licensure Candidates should upload their transcripts to their Massachusetts Department of Elementary and Secondary Education "ELAR" account in order to be endorsed for Initial License.

Transcripts for Degrees/Credits Already Earned
- If candidates have completed coursework for previous degrees at Northeastern University or elsewhere, these transcripts must all be uploaded into the system.
- Transcripts must be requested from the institution where credits were earned. Licensure candidates should request an official transcript and have it sent directly to them. *(*Electronic copies are only accepted if institution seal, Registrar signature, and back of transcript are clearly visible.)*

Transcript for Northeastern University Licensure Endorsement
- Request official, hard copy of transcript after degree conferral. This can be done through t myNEU account or through the University Registrar (http://www.northeastern.edu/registrar/). This transcript should be sent directly to the Candidate. *(*Electronic copies from NEU do NOT have seal, Registrar signature, and back of transcript. Therefore, hard copies are necessary and these items must be clearly visible on the final file upload.)*

Uploading Transcripts to ELAR
- Upload NU graduate transcript to ELAR by following the instructions provided in the following link: http://www.mass.gov/edu/government/departments-and-boards/ese/programs/educator-effectiveness/licensure/how-to-use-the-elar-portal/uploading-documents-to-your-elar-account.html

End of Year Advanced Fieldwork (Advanced Practicum/CAGS Internship) Form
(Note: Students should prepare one form for each year of Advanced Fieldwork)

Student: _____
Site: _____
Supervisor: _____
Type of Setting: School/Non School

1. Number of direct experience hours in the following areas:

    Assessment   _____
    Counseling   _____
    Consultation   _____
    Prevention   _____
    Evaluation/Applied Research _____

2. Total number of hours (a total of least 600 hours each year is needed):   _____
3. Number of assessments under direct responsibility of student: _____
4. Number of students seen for counseling: _____
5. Number of school staff or parents that received consultation: _____
6. Total number of supervision hours (at least 2 of hours of face-to-face   _____
Supervision/week)

Signatures:
Graduate student: _____   Date: _____
Field supervisor: _____   Date: _____
University supervisor: _____   Date: _____

Massachusetts Board of Registration of Psychologists Criteria for Advanced Practica

Advanced Fieldwork hours may meet the Massachusetts Board of Registration of Psychologists criteria for Advanced Practica so long as the Board's requirements are met. Students should familiarize themselves with all of the Board's requirements for licensure. The following text is particularly relevant to Advanced Practicum: (http://www.mass.gov/ocabr/licensee/dpl-boards/py/regulations/rules-and-regs/251-cmr-300.html#3.04).

3.04: Professional Experience Requirements

(1) All of the requirements of 251 CMR 3.04 must be satisfied in order to meet the application for licensure requirements under M.G.L. c. 112, § 119.

(2) Each training experience must be for a period of not less than four months for a minimum of 16 hours per week during which the applicant received no less than one hour of individual supervision per week.

(3) Experience will be credited at a maximum of 16 hours for each hour of acceptable supervision of work involving regularly scheduled, face to face, individual supervision with the specific intent of overseeing the services rendered by the trainee, as further described in 251 CMR 3.05.

(4) Experience may not be credited until the applicant has completed two full-time academic years of graduate training in psychology or its equivalent.

(5) The two years of supervised experience, as used in M.G.L. c. 112, § 119 shall mean not less than 3200 clock hours, which have been completed within 60 consecutive calendar months, unless the Board, for good cause, determines that additional time is warranted for completing the 3200 clock hours.

(6) Supervised clinical experience must be completed in positions designated as "psychologist in training" (*e.g.*, intern, resident, fellow, psychology trainee, *etc.*).

(7) Advanced Practica.
   (a) Advanced practica shall be acceptable only after the student has completed a minimum of two full-time, post-bachelor's academic years of graduate education in psychology, at least one year of which is completed in the degree-granting doctoral program.
   (b) The student must provide services that are within the scope of the education received in the doctoral program.
   (c) There must be a written training plan among the student, the advanced practicum training site, and the graduate training program. The training plan for each advanced practicum experience shall describe how the trainee's time is allotted and shall assure the quality, breadth, and depth of the training experience through specification of the goals and objectives of the advanced practicum, and the methods of evaluation of the trainee's performance.
   (d) Advanced practicum training plans shall also include the nature of supervision, the identities of the supervisors, and the form and frequency of feedback from the agency supervisor to the doctoral training program's faculty.
   (e) The advanced practicum training plan shall also provide a rationale for the experience in light of previous academic preparation and previous practicum training, to ensure that the overall advanced practicum experience is organized, sequential, and meets the training needs of the trainee and the protection of the public.

(f) At least 50% of the total hours of supervised experience shall be in service-related activities, defined as treatment/intervention, assessment, interviews, report writing, case presentations, and consultations.

(g) At least 25% of the supervised professional experience shall be face-to-face patient/ client contact.

(h) The student must receive a minimum of two hours of individual supervision per week. A minimum of one hour of individual or group supervision must take place for each 16 hours of work. The group size may not exceed three.

3.05: Supervision Requirements

(1) The reference in M.G.L. c. 112, § 119(c) to "under the supervision of . . . a licensed psychologist, or one clearly eligible for licensure" shall not be met unless the applicant has been engaged in a formal relationship with the supervisor which provided frequent and regularly scheduled individual or group contacts with the supervisor.

(2) Supervision.

 (a) Shall be a formal relationship between a qualified supervisor, as provided in 251 CMR 3.05(3) and (4), and a trainee engaged in training.

(b) Supervision shall occur at least once weekly.

(c) Face to face contacts shall consist of contacts between the supervisor and the individual trainee or groups of not more than three such persons.

(d) The supervisor shall assess and constructively criticize the work of the trainee.

(e) The supervisor shall not be reimbursed by the trainee in whole or part, for the supervision provided.

(f) The supervisor shall be on the premises where the trainee renders service during the time such service is rendered.

(3) Supervision shall be obtained from a licensed psychologist or one clearly eligible for licensure in the opinion of the Board.