



SCHOOL PSYCHOLOGY PROGRAM
PRACTICUM MANUAL

PRACTICUM REQUIREMENTS
AND EVALUATION SYSTEM

2023- 2024

Program Director: Robin Coddington, PhD
Director of Clinical Training: Jessica Edwards George, PhD, LP

Contents

Practicum Overview and Requirements.....	1
Pre-Practicum	1
Practicum.....	2
Course-Based Projects	2
Approval and Location of Pre-Practicum/Practicum.....	3
Registration and Professional Liability Insurance	3
Northeastern University's Minimum Requirements for Satisfactory Completion of the Practicum Experience	4
Practicum Supervision	5
Field Supervision.....	5
University Supervision	5
University/Field Supervisor Contacts.....	5
Course Vouchers for Supervisors	6
Resolving Practicum Problems	6
School Psychology Practicum Evaluation System	7
E*Value.....	8
Essential Paperwork	8
Practicum Documentation Form.....	10
End of Year Practicum Form.....	12
Internship Clearance Form	14
Advanced Fieldwork Clearance Checklist.....	15
Northeastern University.....	15
Appendix	16
Clinical Supervision	17

Practicum Overview and Requirements

School Psychology Practicum experiences are divided into two phases: (a) pre-practicum, and (b) practicum.

Pre-Practicum

The pre-practicum begins no earlier than April during the first year of the School Psychology Program. The objectives of the pre-practicum are for students to (a) understand the responsibilities and the role of the school psychologist, (b) gain observational experiences pertaining to school psychological services in both general and special education, and (c) understand the ecology of the school environment.

The pre-practicum requires a minimum of 75 hours of school-based experience. Students who have had prior professional and/or research experiences in schools that provided exposure to typical job activities of a school psychologist (e.g., observing team meetings, conducting classroom observations, providing student intervention supports) may request to waive up to 25 of these hours by submitting a petition to the program director prior to the start of pre-practicum. Early Intervention Practicum hours cannot be used to reduce Pre-Practicum hours.

The pre-practicum seminar, which meets during the Summer I semester at the end of the first year in the program, is designed to orient students to the school psychology profession and the practicum. By means of this course, school psychology graduate students acquire an understanding of the role of the school psychologist and the school environment. School psychology graduate students must complete the entire pre-practicum, and submit the documentation of its successful completion, prior to beginning the practicum experience. The pre-practicum course is taught and monitored by a Massachusetts licensed school psychologist/NCSP (National Certification of School Psychology).

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

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

Practicum

Practicum occurs during the fall and spring semesters of the second year of the school psychology programs and extends into the Summer I semester. Students in the MS/CAGS program must accumulate a *minimum* of 450 hours (typically 2 days per week) of field experience and students in the Doctoral Program (or those in the EI Certificate programs) must accumulate a minimum of *200 hours* (typically 1 day per week). When students have set their practicum placement(s), they must submit the details of the site and supervisor to the DAP administrator via a Qualtrics survey that will be sent to the listserv in the Spring each year after practicum match season concludes. If you have changes to this information before starting or while at your site, please just revisit this link and provide the important updates. The Department Administrative Staff will use this information to begin the process of initiating a contract between Northeastern University and the site agreeing to the nature of the practicum experience, student accidental health/liability insurance and entering information in E*Value for student evaluations and time tracking purposes. If the site has questions about the contract/contract process the site should communicate directly with Department Administrative Staff as students are not involved in this process between the university and the site. **If you have changes to this information before starting or while at your site, please just revisit this link and provide the important updates. Given the nature of the course-based assignments detailed below in Year 2 of the program, students must have access to elementary-aged students during the practicum year (i.e., K-5/6 or K-8 school).**

Course-Based Projects

During the practicum year students will take the following courses:

Fall and Spring Semesters

- Practicum Seminar

For the Practicum seminar, students must (a) document their use of problem-solving model to navigate an ethical dilemma, (b) conduct a comprehensive assessment that meets expectations based on the *Comprehensive Psychoeducational Assessment Checklist* (see Portfolio guidelines), and (c) conduct an inventory of the Tier 1 and 2 academic, social, emotional, and behavioral services at their practicum site. Students should also find out the consent process for service delivery in their field placement as a practicum student and refer to themselves as a school psychology practicum student (in written and oral communication) when engaging in fieldwork activities.

Fall Semester

- Curriculum Based Assessment and Data-Based Decision Making
- Counseling Children and Adolescents in Schools
- Social, Emotional, and Behavioral Assessment

For the Counseling Children and Adolescents course, students (a) must be able to counsel an individual for the fall semester (b) complete a case consultation with the professor on that individual student and, (c) write an evidence-based counseling paper on the individual student that connects counseling theory and research to practice.

For the Curriculum Based Assessment and Data-Based Decision-Making course, students must (a) conduct a class-wide mathematics screening and provide brief consultation and interpretation to the teacher on class-wide and individual student needs, (b) based on the data, identify a student for an academic intervention, which they will be implemented in the spring as part of the Promoting Youth Academic Success course in the spring semester, and (c) based on existing academic data, identify one student with academic difficulties (i.e., reading, spelling, writing) and conduct a direct academic assessment that is multi-modal and multi-method (e.g., systematic direct observations, teacher/student/parent interviews, survey level assessment, permanent product review).

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

Spring Semester

- Promoting Social, Emotional, and Behavioral Success in Schools
- Promoting Youth Academic Success in Schools

For the Promoting Social, Emotional, and Behavioral Success in Schools course, students must identify an ongoing evidence-based tier 1 or tier 2 program at their practicum site to (a) deliver lessons from to classes or groups of students, (b) identify outcome data to collect, (c) analyze group data to evaluate implementation and effectiveness; (d) provide recommendations based on results of evaluation.

For the Promoting Youth Academic Success in Schools course, students must (a) conduct a Brief Experimental Analysis with a student struggling in an academic area and (b) implement, monitor progress, and evaluate the intervention using the Brief Experimental Analysis.

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

Approval and Location of Pre-Practicum/Practicum

The Director of Clinical Training shall approve all practicum placements. *No placement shall occur outside of a 50-mile radius of Boston without the written approval of the Director of Clinical Training.* If a student makes an oral or written commitment to a practicum site, they are ethically obligated to follow through and do their field experience at that site, regardless if a more attractive alternative becomes available at a later date. If a student wants to change a commitment to a field site, they need written approval from the Director of Clinical Training.

Registration and Professional Liability Insurance

All school psychology practicum students must enroll in the practicum course series (CAEP 8415-8416)

while in their practicum. Student should register for CAEP 8515 & 8516 -Practicum in School Psychology 1 & 2 for a total of 3 credits across 2 semesters Fall (2), Spring (1 credit) and then CAEP 6999 (0 credits) in Summer 1 with an Incomplete in CAEP 8416 from Spring. See Practicum Sequence below:

2nd Year MSSP Practicum (3 credits required)	
Semester	Start: Fall Completion: Summer 1
Fall	CAEP 8415 2 credits
Spring	CAEP 8416 1 credit
Summer 1	CAEP 6999 0 credits

Practicum students are provided with liability insurance at no cost through the university while enrolled in approved fieldwork activities. This policy does not provide coverage for non-approved or non-program-related activities. All school psychology students are required to abide by the American Psychological Association Ethical Principles of Psychologists and Code of Conduct and the National Association of School Psychologists Principles for Professional Ethics. Additionally, students must adhere to policies, procedures, rules, and regulations of the agency/school where their practicum will be completed. Students are encouraged, though not required, to consider additional liability insurance coverage outside of the University policy. Such coverage can be purchased through vendors associated with professional associations such as APA and NASP at a significantly discounted rate for students or can be obtained privately.

Northeastern University's Minimum Requirements for Satisfactory Completion of the Practicum Experience

The practicum is distinct from, and occurs prior to, the internship experience. Practicum students are required to attain a *minimum* of 225 hours of field experience in school psychology *each semester* and a *total of 450 hours* during the academic year. Doctoral students and students who have finished an Early Intervention practicum at the university must complete 200 hours over the course of the academic year (100 hours each semester). A *minimum* of 200 hours (100 hours for PhD and EI Certificate students) of direct experience is required in the areas of assessment, consultation, and intervention (see the *End of Year Practicum Form* in this manual to see the form that is used to document these hours). **Students are expected to follow the school calendar of the school district where they are doing their practicum.** All students are expected to remain in their practicum placement until the end of their district's academic year. The expectation is that students will have more opportunities for direct service experience as they become more competent in these areas throughout the academic year. The field supervisor in consultation with university supervisor and the graduate student will determine readiness for direct service experiences.

In order for graduate students to attain a satisfactory grade in the practicum courses, they must meet minimum requirements in the area of professional work characteristics, as well as across the following NASP domains: (1) data-based decision making; (2) consultation and collaboration; (3) academic interventions and instructional supports; (4) mental and behavioral health services and interventions; (5) school-wide practices to promote learning; (6) services to promote safe and supportive schools; (7) family, school, and community collaboration; (8) equitable practices for diverse student populations; (9) research and evidence-based practice; and (10) legal, ethical, and professional practice. These 11 areas are assessed through three primary means: coursework, supervisor evaluations (conducted at the end of the fall and spring

semesters), and the practicum-year portfolio, as outlined below.

	Coursework	Supervisor Evaluations	Portfolio
Data-Based Decision Making	X	X	X
Consultation and Collaboration	X	X	X
Academic Interventions and Supports	X	X	X
Mental and Behavioral Health Services	X	X	X
School-Wide Practices to Promote Learning	X	X	X
Services to Promote Safe and Supportive Schools	X		X
Family, School, and Community Collaboration	X		X
Equitable Practices for Diverse Populations	X	X	X
Research and Evidence-Based Practice	X	X	X
Legal, Ethical, and Professional Practice	X	X	X
Professional Work Characteristics		X	

Practicum Supervision

Field Supervision

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

University Supervision

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

*University/Field Supervisor Contacts

During the practicum year, there will be three contacts between the university supervisor, the field supervisor, and the graduate student for the purpose of discussing the student's progress. The first and last must be face-to-face contacts. At the end of first and last meeting, the three parties will put their initials on a form that documents the occurrence of the two meetings (see the "Practicum Documentation Form").

At the first *face-to-face meeting, which will occur during the first month of the fall semester, the Northeastern University's school psychology practicum goals are discussed. Consistent with NASP's (2020) Model for Comprehensive and Integrated School Psychological Services, students are expected to engage in activities during the practicum year that will help develop competencies across all 10 domains of practice: (1) Data-Based Decision Making; (2) Consultation and Collaboration; (3) Academic Interventions and Instructional Supports; (4) Mental and Behavioral Health Services and Interventions; (5) School-Wide Practices to Promote Learning; (6) Services to Promote Safe and Supportive Schools; (7) Family, School, and Community Collaboration; (8) Equitable Practices for Diverse Student Populations; (9) Research and Evidence-Based Practice; and (10) Legal, Ethical, and Professional Practice. A practicum agreement between Northeastern University and the practicum site must be signed and completed prior to this meeting (see "Practicum Agreement").

At the mid-year contact, which will occur during the beginning of the spring semester, the field and university supervisors will discuss the graduate student's progress relative to the competency areas. If deficiencies are noted with respect to the practicum setting or the graduate student's progress, a plan is developed in collaboration with the student to address the deficiencies.

At the *final meeting, the university supervisor and the field-based supervisor will determine whether the graduate student has attained the competency level needed to function as an internship student.

*Addendum 2023: During the practicum year, there will be three contacts between the university supervisor, the field supervisor, and the graduate student for the purpose of discussing the student's progress. The first and last can be either face-to-face or conducted virtually using a video-based platform such as Zoom or Microsoft Teams. Zoom meetings are currently allowable in accordance with the current DESE COVID 19 considerations (<https://www.doe.mass.edu/edeffectiveness/talent-guide/>), but may be revisited as COVID-19 pandemic shifts and changes. At the end of first and last meeting, the three parties will put their initials on a form that documents the occurrence of the two meetings (see the "Practicum Documentation Form").

Benefits for Supervisors

In recognition of the valuable guidance and supervision students receive from field-based supervisors, the Bouvé College of Health Sciences at Northeastern University offers a host of benefits to field-based supervisors. A list of these benefits can be provided upon request.

Resolving Practicum Problems

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

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

2. Should that be insufficient, the university supervisor should become involved to provide assistance. The university supervisor will notify the university's Director of Clinical Training that concerns have been noted and will specify these concerns. At that time, a plan will be developed that contains specific goals that are agreed upon in writing by all three parties (i.e., the student, site supervisor, and the university supervisor). A date for a review of the plan will be specified.
3. If resolution/improvement does not occur within the temporal framework agreed upon, the Director of Clinical Training will be requested to mediate. At that time, previous concerns and plans to address the concerns will be reviewed. All parties will then agree on additional specific, written plans and a timely follow-up review date will be established.
4. Finally, if problems continue, the core faculty of the school psychology program will meet to determine an appropriate course of action. Such actions may include changing supervisors, changing sites, repeating the fieldwork experience or the student's termination from the program.

School Psychology Practicum Evaluation System

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

1. **The graduate student's progress with respect to important school psychology knowledge and skills.** In this regard, the questionnaire, *Assessment of the Practicum Student's Progress* is completed by the field supervisor two times during the practicum experience: immediately prior to the end of the fall and spring semesters.
2. **The quality of the university's supervision.** At the end of each semester, the graduate student individually completes the questionnaire, *Evaluation of Internship Seminar Leader* questionnaire.
3. **The quality of the practicum site's training offerings and supervision.** As a means of assessing this area, the graduate student completes the questionnaire *Assessment of the Site Supervisor and Field Site* at the end of the practicum experience.

Samples of evaluation forms can be found on the School Psychology Program Canvas site under Practicum Resources.

E*Value

E*Value is an online clinical management tool used for all practicum and internship experiences to manage site details and application processes, track student clinical hours and gather evaluations of student and site/supervisor performance. See www.evaluatehealthcare.com for a detailed description of the clinical solutions program provided by E*Value. You will receive your E*Value user name and password via email from the E*Value system in the spring semester of the first year of the program. Follow the link in the email to enter into your account. This login will be utilized for the duration of your program of study.

Instructions on searching for sites, requesting a contract, logging hours, and generating logs can be found at <https://drive.google.com/drive/folders/0B3sO-vuKUpwxfjhvVU5yX0RjX1JVcWFWZS1scUdKMWF0Njd0cUtWZnRSdTY3OnIyaGhfWUE?usp=sharing>.

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

Essential Paperwork

Fall Forms and Due Dates:

Last class of the fall semester:

- Fall Assessment of Practicum Student's Progress (multi-page assessment of your skills **completed in E*Value by field supervisor**)
- Time Tracking Hours and Reports (**completed by student and verified by supervisor in E*Value**)
- Evaluation of seminar leader (**through E*Value**)

Spring Forms and Due Dates:

Due by last class of the spring semester:

- Interim Time Tracking Hours and Reports (**completed by student and verified by supervisor in E*Value**)
- Spring Assessment of Practicum Student's Progress (multi-page assessment of your skills **completed in E*Value by field supervisor**)
- Assessment of Practicum Site Supervisor and Field Site (**completed by student in E*Value**)
- Evaluation of seminar leader (**through E*Value**)

The following documents are due no later than June 15 to the program director (uploaded through Microsoft Forms (students will receive an email with link in May):

- Copy of electronic transcript from <https://about.me.northeastern.edu/home/>
- Copy of faculty ratings and comments from final draft of portfolio
- End of Year Practicum Form
- Practicum Documentation Form (2-page document with initials verifying 3 contacts & yes/no evaluation of competency areas)

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

- Internship Clearance Form

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

Practicum Documentation Form

Part I TO BE COMPLETED BY THE APPLICANT

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

Nature:

Length:

- | | |
|---------------------------|---------------|
| 4. Practicum Course #: | Title: |
| Number of Semester Hours: | When Taken: |
| Practicum Location: | Grade Levels: |
5. Number of Hours Completed:

Part II TO BE COMPLETED BY THE UNIVERSITY SUPERVISOR

Name:

Position:

The applicant has completed a practicum designated by the college as partial preparation for the certificate / licensure as a school psychologist:

(Specify) _____ Signature _____

Part III TO BE COMPLETED BY THE COOPERATING PRACTITIONER

Name:	Position:
School System:	Tenure Status:
Massachusetts Certificate #:	Field(s):

Part IV TO BE INITIALED AS INDICATED*

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

Applicant: _____ Cooperating Practitioner: _____ University Supervisor: _____

2. The applicant’s progress, at a midpoint in the experience on (date)

Applicant: _____ Cooperating Practitioner: _____ University Supervisor: _____

3. A summary evaluation of the applicant’s performance, with ample time for the applicant to raise questions or objections, at the close of the experience on (date)

Applicant: _____ Cooperating Practitioner: _____ University Supervisor: _____

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

Did the applicant make sufficient progress so that they are prepared for an internship?

(Please circle response)

Area #1: Data-Based Decision Making	Yes	No
Area #2: Consultation and Collaboration	Yes	No
Area #3: Academic Interventions and Supports	Yes	No
Area #4: Mental and Behavioral Health Services	Yes	No
Area #5: Equitable Practices for Diverse Students	Yes	No
Area #6: Research and Evidence-Based Practice	Yes	No
Area #7: Legal, Ethical, and Professional Practice	Yes	No
Area #8: Professional Work Characteristics	Yes	No

Cooperating Practitioner: _____ Date: _____

University Supervisor: _____ Date: _____

End of Year Practicum Form

Practicum student's name:

1. Number of **direct** experience hours in the following areas (a total of least 200 hours is needed, or 100 hours for PhD students or those completing the EI Certificate):
 - a. **Assessment Total** _____ (Achievement _____; Behavioral _____; Curriculum-Based _____; Cognitive _____; Other _____)
 - b. **Consultation Total** _____ (Parent _____; School Staff _____; Other Professionals _____)
 - c. **Intervention Total** _____ (School-wide Academic _____; School-wide Crisis _____; School-wide SEB _____; Class-wide Academic _____; Class-wide Crisis _____; Class-wide SEB _____; Group Academic _____; Group Crisis _____; Group SEB _____; Individual Academic _____; Individual Crisis _____; Individual SEB _____; Other _____)

2. Number of **indirect** hours in the following areas:
 - a. **Evaluation of Services** _____
 - b. **Meetings Total** _____ (Eligibility/IEP _____; Pre-referral/MTSS _____; Other _____)
 - c. **Professional Development Total** _____ (Independent _____; Participant _____)
 - d. **Report Writing** _____
 - e. **Supervision** (at least 1 hour/week x total weeks is needed) _____
 - f. **Other (General Work)** _____

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

Required Activities

1. Number of comprehensive assessments under direct responsibility of practicum student:

2. Number of students provided intervention: _____
3. Number of school staff or parents that received consultation: _____

Signed by:

Practicum student: _____

Field supervisor: _____

University supervisor: _____

Date: _____

Internship Clearance Form
Northeastern University
School Psychology MS/CAGS Program

Prior to being cleared to begin the school psychology internship, students are required to complete this form, and submit it to the program director. Copies of your transcript (including grades from 2nd semester of 2nd year), portfolio rubric, Practicum Documentation Form, and End of Year Practicum Form should all be uploaded prior to emailing this form.

Student Name:

Has successfully completed all the courses _____

Has satisfactory supervisor ratings in practicum _____

Has satisfactory portfolio ratings _____

Student Signature: _____

Date: _____

Program Director Signature: _____

Date: _____

Advanced Fieldwork Clearance Checklist
Northeastern University
School Psychology PhD Program

Prior to being cleared to begin advanced fieldwork, second year PhD students are required to complete this form, *and to submit it to the program director by June 15th*. Copies of your transcript (including grades from 2nd semester of 2nd year), Practicum Documentation Form, and End of Year Practicum Form should all be uploaded prior to emailing this form.

Student Name: _____

Has successfully completed all the courses: a grade of B (3.0) or higher in all courses, and an overall GPA average of at least B+ (3.33) _____

Has satisfactory practicum ratings from field supervisor/s _____

Student signature: _____

Date: _____

Program Director signature: _____

Date: _____

Appendix

Clinical Supervision

Adapted from Swerdlik, M.E., & Simon, D.J. (2015)

SCHOOL PSYCHOLOGY INTERNSHIP SUPERVISION CONTRACT

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

I. Purpose, Goals, and Objectives of Clinical Supervision

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

II. Context of Services¹

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

III. Duties and Responsibilities of Supervisor and Supervisee

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

It is the **supervisor's role** to do the following:

¹ Swedlik and Simon include a statement that supervisors will adhere to the DEP model of supervision. See note at end of intern's responsibilities.

- a. Provide a location and atmosphere for supervision that is safe enough for supervisees to lay out practice issues in their own way.
- b. Conduct Formative and Summative Evaluation/Assessment of Intern Progress. To enhance intern growth and legitimize accuracy of intern progress evaluation, the supervisor will engage in direct observation of intern activities, review recordings of work, provide consultation and training in response to trainee questions and activity reviews, model and demonstrate appropriate school psychology skills, and review all reports, IEPs, and recordkeeping. The supervisor will also provide written and/or oral feedback on all aspects of your school psychology work highlighting strengths and making specific recommendations for professional growth. Formal written summative reviews will minimally occur on a quarterly basis. Throughout this process, the intern will be guided in developing self-monitoring skills. If the supervisee desires additional feedback at any time, it is their responsibility to request it from the supervisor.
- c. Help the supervisee explore and clarify thoughts and feelings which underlie psychological practice.
- d. Assist supervisee in anchoring assessment planning, diagnosis, interventions, consultation, and problem-solving in a theoretical approach.
- e. Identify supervisee's personal and/or professional blind spots.
- f. Bring to the supervisee's attention those personal difficulties of the supervisee that directly affect the supervisee's clinical work and recommend a course of action to address these difficulties.
- g. Present and model appropriate directives.
- h. Intervene if client welfare is at risk.
- i. Ensure that ethical guidelines of both the American Psychological Association (APA, 2002) and the National Association of School Psychologists (NASP, 2010) are upheld.
- j. Conduct activities in accordance with the School District and University policies.
- k. Sign off on all client documentation including psychological reports.
- l. Maintain weekly "Supervision Notes".

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

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

- a. Be punctual, both at sessions with clients as well as at supervision. In the event that you are delayed for or unable to attend a supervision session, it is your responsibility to notify your supervisor and make alternate arrangements. If the individual appointment cannot be kept due to scheduling conflicts, an effort will be made to reschedule an alternate date/time; and a supervision session will only be cancelled upon the mutual agreement of the both the supervisee and supervisor.
- b. Be prepared, both for sessions with clients as well as for supervision. You are expected to have client notes, protocols, and recordings ready to review, to have "scored" all formal psychological instruments administered, and have prepared an agenda of issues that you need to have addressed, together with the files of the clients involved. As part of this advanced preparation, the supervisee will have completed an "Intern's Supervision Session Planner" and shared this document with your supervisor prior to each supervisory session.
- c. Provide summaries of all student, parent, educator, and other client contacts, interviews, and intervention activities for the supervisor. If a recording is required, it will be reviewed/critiqued by the intern and brought to the next supervisory session (keyed to a section

that supervisee would like to review with the supervisor). The Supervisee is responsible for planning and documenting work with clients as required by the school district. The *Intern's Client/Activity Session Planner* and the *Intern's Client/Summary Progress Notes* can be helpful tools to share with supervisors.

- d. If the supervisee believes that client issues/concerns have not been adequately addressed during the regularly scheduled supervisory session, the supervisee will bring this to the attention of the supervisor and another session will be scheduled.
- e. Share with the supervisor your learning goals for the training experience. This will require self-reflection and self-evaluation regarding your current level of clinical skill.
- f. Be receptive to guidance and instruction from your supervisor, that is, be attentive to feedback and suggestions from your supervisor and follow through on such instruction promptly. It may be necessary to take notes during supervision in order to execute all instructions identified by your supervisor.
- g. Inform your supervisor of any difficulties you are having in the areas of delivering services to clients, completing paperwork, or coordinating with other agencies or providers such as schools or independent practitioners.
- h. As you establish a working relationship with your supervisor, it is hoped that you will become increasingly able to share issues and concerns you may have that impact your clinical work. Be open to feedback from others and monitor any tendency you may have toward defensiveness.
- i. In consultation with your supervisor and after review of evidence-based literature, select a framework for integrating theory, research, and practice; formulate client case conceptualizations from this approach; and be ready to discuss the theoretical reasons and empirical supports for your assessment approaches, interventions, consultation, and problem-solving techniques.
- j. The supervisee cannot engage in dual relationships with clients; that is, interns will not socialize with clients or their families, nor will they provide services to individuals they know from other contexts, such as friends or acquaintances. It is the intern's responsibility to alert the supervisor of any instances where the intern has prior knowledge of a client or their family from beyond the school setting. Appropriate measures to protect confidentiality will be employed in these circumstances.
- k. The intern is responsible for insuring that the parents/guardians of all clients are informed of the supervised nature of your work as a supervisee, and of the ultimate professional responsibility of the supervisor.
- l. You are responsible for insuring that all evaluative letters and reports concerning clients are co-signed by your clinical supervisor **before** they are sent out to parents, educators, or other approved third parties, i.e., private practitioners, governmental agencies, etc. When required, it is also your responsibility to determine that an active *Authorization for Release of Confidential Information* form is present in the client's file before presenting the letter/report to the supervisor for signature.
- m. Assessment and intervention plans must be reviewed prior to implementation with the supervisor to determine appropriateness and monitored for effectiveness and potential revision on an ongoing basis. Supervisees must advise their clinical supervisor of all important changes related to a case, i.e., significant family events, disciplinary actions, legal issues, medical concerns, etc.
- n. The intern must keep the supervisor informed about clients who are suicidal, homicidal, threatening to harm others, or engaged in any self-harm activities such as "cutting", substance abuse, eating disorders, or other dangerous risk taking behaviors. Any disclosure by a student or collateral informant of potential child abuse must be reported to the supervisor *immediately*.

Notify your supervisor about clients who are involved in child custody disputes, Disability Determination assessments, or any other matter that affects the client's legal status. Notify your supervisor *immediately* if you receive any summons to testify or you are told that you will be subpoenaed to testify. Do **not** under any circumstances release client information to an attorney or court or anyone else without a proper *Authorization for Release of Confidential Information* form signed by the client, legal guardian, and the supervisor as prescribed by regulation. *In all circumstances, legal and ethical guidelines for the protection of client confidentiality must be followed.* Do not communicate confidential information or identify clients in email communications other than in drafts of reports and intervention plans that are specifically noted to be drafts.

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

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

- p. Implement supervisory directives in subsequent psychological activities.
- q. Uphold ethical APA and NASP principles in all client-related activities.
- r. Be familiar with and follow the policies and procedures delineated in the District, School, and University manuals and documents. The supervisee agrees to complete all required reports and recordkeeping in a timely fashion for all cases and within guidelines specified in school and special education regulations. Drafts of psychological assessment reports and IEP paperwork should be submitted to the supervisor for review with enough time for review and editing prior to meetings.
- s. Complete all professional tasks within time frames that address legitimate client needs and meet the requirements of all team participations.

Note on DEP Model:

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

promotion of healthy psychological development and problem prevention, assessment, early intervention, crisis intervention, and therapeutic strategies. If the supervisee wishes, the supervisor is pleased to discuss any aspect of this supervision model with her/him.

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