

School Psychology Program Practicum Syllabus

University of Connecticut
Department of Educational Psychology
September, 2014
(revised August 8, 2013 MAB)

EPSY 5092 - Practicum in School Psychology
EPSY 6494 - Doctoral Practicum in School Psychology
Credit Hours – 3 per semester
Director of Practica - Melissa A. Bray, Ph.D.

INTRODUCTION

The primary goals (see Appendix A) of the practica are to train and promote competent practitioners in the field of school psychology who possess a considerable professional knowledge base, skills in implementing evidence-based practice designed to promote students' academic and social competencies, and a commitment to research, ethical practice, and continual critical analyses. The practica experience adheres to the scientist-practitioner model that assumes that the practice of school psychology is based on knowledge gained from established methods of scientific inquiry. In addition, the practica is designed to acquaint students with the diversity of theories and practices of school psychology, allowing the student sufficient intellectual freedom to experiment with different delivery systems and various theoretical bases. Such a philosophy encourages and reinforces the student's creativity and intellectual risk taking that are fundamental in the further development of the professional practice of school psychology.

The practicum sequence (12 (Masters) 18 (Doctoral) credits over 4 semesters (Masters) 6 semesters (Doctoral)) has been developed in accordance with APA and NASP guidelines. All Masters and Doctoral students experience a minimum of 400 (4 hours per week for two academic years in a field-based site) and 600 (4 hours per week for 3 academic years) hours respectively. To reach the hour minimums the student must complete the 4 hours per week in field based sites in conjunction with course-related practice hours (e.g., IQ testing), and research hours (please note that no more than 25% of the total can come from research). GA hours can be counted towards this minimum as well if they are in the areas of research or practical hours. However, they have to be approved by Dr. Bray. The majority of doctoral students typically log over 600 hours of planned supervised experience of which at least 150 hours are devoted to direct service and at least 50 hours devoted to formally scheduled supervision. The reason for the minimum of 400 hours is to accommodate the Masters students that are on practica no more than two years.

A standardized set of graduated skill experiences and related assignments are required. This

includes rotations through elementary and middle/high school settings. This also includes a rotation through diverse settings that are defined as ones that include, but are not limited to, age, color, disabilities, ethnicity, gender, language, national orientation, educational levels, and SES. These various structured activities are designed to provide opportunities to apply skills in learning theory, assessment linked to intervention, consultation and collaboration with families and school personnel, prevention and intervention, and professional and ethical practice. Included in the assignments are various self-reflections on their practices. Further, dynamic problem-solving is engaged in to formulate assessment and treatment options.

The practica affords students sufficient supervised experiences to allow an early exposure and identification with the practice of school psychology prior to internship. Although these practicum guidelines are sufficient to prepare students for internship, requirements for licensure and certification vary from state to state. Therefore, and particularly doctoral students who intend on obtaining licensure as psychologists, should be aware of relevant state licensure requirements regarding supervision when considering their practicum placements.

The practicum experiences are coordinated with specific courses that require a practice component to allow students sufficient opportunities. During the practica, students complete specified practicum-related coursework, as well as enroll in the course EPSY 5092 (or EPSY 6494) *Practicum in School Psychology*. The practicum is the joint responsibility of school psychology faculty at the University of Connecticut and field, research, or clinic-based supervisors. The practica ensures that students acquire graduated experiences and expertise in the practice of school psychology within a supervised setting that allows for frequent and constructive feedback. Prior to and during the practica sequence, students will complete at least seven practicum-related courses that have a supervised, direct service component. These courses, at a minimum, include:

- EPSY 5403 - Intellectual Assessment
- EPSY 5914 - Seminar in Academic Assessment
- EPSY 5404 - Pupil Behavior: Studies in Clinical Diagnosis
- EPSY 5194 - Counseling in School Psychological Practice
- EPSY 5406 - Consultation Theories and Practice
- EPSY 5194 - Child Psychopathology
- EPSY 5195 – Roles and Functions

PRACTICA REQUIREMENTS FOR ENTIRE EXPERIENCE

Student Checklist (see Appendix B) to be completed relative to these practica requirements each year.

Total Credit Requirement:

12 credits for Masters

18 credits for Doctoral

Class Meetings:

Practica will meet weekly. Meetings are mandatory. In addition, guest speakers (or student presentations) will address particular topics and these presentations are also required.

Assignments:

To be linked to practical coursework, NASP and APA competencies, in addition there are specific practica assignments. All assignments are to be uploaded by the student to the web-based program, TaskStream, after grading.

Total Semester Requirement:

4 Semesters for Masters

6 Semesters for Doctoral

Total Hour Requirement:

4 hours per week in a field-based site for 4 semesters/2 academic years for Masters

4 hours per week in a field-based site for 6 semesters/3 academic years for Doctoral

Total Logged Hours:

Masters log a minimum of 400 hours.

Doctoral must log a minimum of 600 hours.

Logs must be kept track electronically with a hard copy turned in once per semester for filing.

Practicum Evaluation:

An evaluation is required to be filled out by the field supervisor once per semester.

School Level Rotation Requirement:

Masters and Doctoral students must spend 4 hours per day for 1 semester in an elementary and 1 semester in a middle/ high school setting.

Diverse Setting Requirement:

Masters and Doctoral students must spend 4 hours per day for 1 semester in diverse setting. Masters and Doctoral students must spend a minimum of 50 hours over their entire practica experience in a diverse setting. These 50 hours will be counted towards the overall hour minimum, and denoted on their practicum log.

PRACTICA PLACEMENTS

(Placement philosophy modeled after and adapted with permission from the College of William and Mary, Dr. Lea Theodore, Program Director)

The field-based placements are arranged in coordination with the practicum director, field-based supervisors, and relevant student. The NEAG School of Education (NSOE) has a long stable history with many local school districts and clinical settings. This affords high quality supervision. Thus placements are determined based on the quality of supervision, skill set of student, commuting distance, and diversity of the setting.

EVALUATION CRITERIA

The primary evaluation criteria will be the timely submission of assignments as presented in the course, the practicum evaluation filled out each semester by the field-based supervisor, and log hour completion.

LOGS: Electronic logging is to be done using <http://www.mypsychtrack.com/>. In addition, the time allotted to specific experiences (logs) are to be handed in once per semester in hard copy and kept in a secured file in the EPSY office.

Practica hours are logged in the following areas and not counted in more than one category:

1. ASSESSMENT, INTERVENTION, CONSULTATION, AND DIVERSITY EXPERIENCES

Please report actual clock hours in direct/face to face service with regard to Assessment, Intervention, and Consultation. This includes personality and behavior test administration (e.g., BASC, Achenbach, RADS, RCDS, RCMAS, BDI, Connors, Social Skills Intervention System, Vineland), academic achievement (e.g., Woodcock, WIAT, TOWL, Key-Math, WRAT, DIBELS, CBA, CBM, GORT, TEWL, CTOPP, PPVT), intelligence (e.g., Woodcock, Wechsler scales), and neuropsychological indices. Interventions logged may include: Traditional individual and group psychotherapies, and other empirically-based psychological interventions. Consultation includes mental health, behavioral, and systems/organizational consultation.

2. SUPPORT ACTIVITIES

This includes activities spent outside the treatment hour while still focused on the student (e.g. chart and /or file review, writing progress notes, consulting with other professionals about cases, video/audio review, time spent planning interventions, assessment interpretation and report writing, etc.).

3. SUPERVISION RECEIVED –

Supervision includes one-to-one, group, and peer supervision.

4. DIVERSITY EXPERIENCE REQUIREMENT -

All practica students are required to rotate through a placement that has diverse characteristics. The minimum requirement is one semester, 4 hours day per week in that environment. These hours are logged separately with 50 in total over entire practica experience required.

5. SCHOOL LEVEL ROTATION REQUIREMENT:

Students must spend a minimum of 4 hours a day for 1 semester in an elementary and 1 semester in a middle/high school setting. These hours are logged separately.

ASSIGNMENTS

Graded per year by Skill Complexity

First Year Program Courses Most Related to Practicum with assignments noted that consistently occur:

- EPSY 5194 - Seminar: Roles & Functions (mapping project; dissemination project)
- EPSY 5194 - Seminar: Child Psychopathology
- EPSY 5408 - Ethics in Educational and Prof Psych
- EPSY 5403 - Intellectual Assessment (cog assessment)
- EPSY 5404 - Pupil Behavior: Studies in Clinical Diagnosis (2 brief reports; 1 full case report)

Related Goals of First Year of Practicum:

- THE EXPECTATION IS THAT ALL SKILLS ARE MODELED BY THE FIELD SUPERVISOR BEFORE THE STUDENT IS EXPECTED TO CARRY THEM OUT

- Observe a school psychologist during 3 PPTs including IEP paperwork (reflection; identify components of paperwork)
- Observe a consultation case
- Observe an academic intervention
- Observe a behavioral intervention
- Observe individual and group counseling
- Observe/read a full psycho-educational assessment
- Conduct 1-2 cognitive assessments (2nd semester)
- Conduct 1-2 social-emotional assessments (2nd semester)
- Begin supervisory training – initially as an observer then engaging by the 2nd semester in role play as a student clinician informally supervising inexperienced students.

Second Year Program Courses Most Related to Practicum:

- EPSY 5194 - Sem: Coun in Sch Psych Pract
- EPSY 5405 - Applied Behavior Analysis
- EPSY 5406 - Consultation
- EPSY 5194 - Sem: Procedures in Acad Assess
- EPSY 5108 - Instruc for Students with Spec Needs
- EPSY 5294 - Seminar: Issues of Cultural Diversity

Related Goals of Second Year of Practicum:

- Conduct 1 FBA
- Active participant in PPT process (e.g., IEP writing, providing feedback to parents, manifestation determination)
- Do 1 psycho-educational evaluation which includes appropriate cognitive, academic and social/emotional-behavioral assessment
- Implement an evidence-based intervention for academic and social functioning
- Conduct behavioral observations
- Engage in teacher consultation
- Observe all tiers in RTI model; attend SRBI meeting
- Gain exposure and training in crisis intervention (e.g., PREPrRE)
- Engage in supervisory training as a beginning supervisor in role play

Third Year Program Courses Most Related to Practicum (PhD students only):

EPSY 5113 - Beginning Reading Supports
 PSYC 5140 - Foundations of Neuropsychology

Related Goals of Third Year of Practicum:

Neuropsychological assessment
 In depth ASD assessment and intervention training
 Continue supervisory training of first and second year students
 Pursue self-interests in research and practice

SPECIFIC ASSIGNMENTS BY YEAR IN PRACTICA

2013-1014 SCHOOL YEAR

Domain - Assignment	Due date	Details – YEAR 1	YEAR 2	YEAR 3	NOTES
Community Resources	10/01/13* date may be adjusted due to obtaining a placement	<ul style="list-style-type: none"> -Compile a list of both public and private facilities and list professional personnel with their function, fees, and potential to support your school. -List should include resources specific to the local and state level. -Information should be presented in a user-friendly format (e.g. pamphlet, brochure, handout etc.) -Consider asking your school-based supervisor, and doing a web-based search for other resources available. -Examples may include: outreach programs, mentor programs, specialists, etc. -For state-level resources, check out this website: 	-Oral Presentation	-Oral Presentation	*Year 3 doc students can use suggested assignments or tailor their own to specific interests they are pursuing.

		www.infoline.org			
Organizational Structure	10/15/13	-Outline the organizational structure of your school -Information should be presented in an electronic format	-Oral Presentation	-Oral Presentation	
Assessment	11/01/13	1.) Create a list of all assessment materials at your school (e.g., academic assessments, IQ tests, rating scales, etc.). 2.) Write a brief (half page) summary of how your practicum supervisor chooses assessment materials.	-Oral Presentation	-Oral Presentation	
School Climate	11/15/13	Write a 1-page reflection on the climate of your school. Reflection may include thoughts on staff and student morale, or how administration contributes to the culture. In your reflection, provide suggestions to improve school climate.	-Oral Presentation	-Oral Presentation	
IEP Review	12/01/13	1.) Review 3 IEPs in district. 2.) Provide 5 examples of goal/objective from this review.	-Oral Presentation	-Oral Presentation	*See Dr. Bray for IEP samples, if you cannot obtain one in district.
PPT	12/15/13	1.) Attend a PPT. 2.) Write a 1-page reflection on what you observed.	-Oral Presentation	-Oral Presentation	*See Dr. Bray if you have trouble finding access to a

		<p>Include a list of individuals who attended the PPT and their contributions.</p> <p>3.) Reflection may also include thoughts on what went well, what could have gone more smoothly, how you might run a PPT differently, etc.</p>			PPT.
Consultation	01/25/14	Engage in Behavioral Consultation	Do all interviews and write a reflection	Do a full consultation case	Present a consultation case
Treatment	02/30/14	<p>1) Define area of concern/area of exceptionality</p> <p>2) Identify methods of assessment based on area of concern (list types of assessments to use, how to diagnose)</p> <p>3) Describe 2 possible interventions</p> <p>4) Write 3 related goals and objectives</p>	Create a Social Skills Intervention	Create a Social Skills Intervention	Will be a Group Project
	3/30		Create an Academic Intervention	Create an Academic Intervention	
	4/15		Create an Social/Emotional Treatment	Create an Social/Emotional Treatment	
Professional Characteristics	4/30	Write a 1-pg personal reflection on your growth in professional interactions	Write a 1 –pg personal reflection on your growth in	Write a 1-pg personal reflection on your growth in	

			professional interactions	professional interactions	
Supervision	5/10	Write a 1-pg personal reflection on your growth with supervision.	Write a 1-pg personal reflection on your growth with supervision	Write a 1-pg personal reflection on your growth with supervision	

Rubric for Self-Reflections adapted with permission from the College of William and Mary (Dr. Lea Theodore, Program Director)
(all other relevant rubrics to be passed out in class)

	Failure	Low Pass	Pass	High Pass
Self-Reflections	<p>Statement reflects:</p> <ul style="list-style-type: none"> Lack of content knowledge. Minimal mention of personal strengths and weaknesses. No integration of personal strengths and weaknesses in relation to the role of a school psychologist. Lack of perception of the role of the school psychologist within the larger educational setting. 	<p>Statement reflects:</p> <ul style="list-style-type: none"> Equivocal knowledge Moderate mention of personal strengths and weaknesses. Ambiguous integration of personal strengths and weaknesses in relation to the role of the school psychologist. Almost total unawareness of the role of the school psychologist within the larger educational setting. 	<p>Statement reflects:</p> <p>All except one of the requirements judged High Pass</p> <p>And</p> <p>No requirements judged as Fail</p>	<p>Statement reflects:</p> <ul style="list-style-type: none"> Awareness of developments in Detailed reflection of personal strengths and weaknesses. Complete integration of personal strengths and weaknesses in relation to the role of the school psychologist. Total awareness of the role of the school psychologist within the larger educational setting.

Other Included/Related assignments:

1. Students are made aware of the literature on supervision:

Required readings from Harvey and Struzziero's (2008) text entitled *Professional Development and Supervision of School Psychologists: From Intern to Expert (2nd)*. A primary goal is to provide the practicum students with an understanding of the theory and research associated with supervision of school psychologists. The students will role play supervisory roles on campus in mock settings. Students in Year 2 will supervise Year 1 and Year 3 will supervise

Year 2 in role played activities. This will occur during both semesters. Such experiences will cover supervision of consultation, assessment, treatment, PPT, IEP and other relevant duties.

2. Students are also exposed to the NASP and APA ethical codes. The students are required to read selected parts of:

Jacob, S., Decker, D. & Hartshorne, T. S. (2010). *Ethics and law for school psychologists* (6th Ed.). Hoboken, NJ: John Wiley and Sons.

PROFESSIONAL WEB-BASED PORTFOLIO

Philosophy and Protocol for included sections adapted and modeled directly after the work of William and Mary faculty - with permission granted from the College of William and Mary (Dr. Lea Theodore, Program Director)

A Student Web-based Portfolio (using TaskStream) is used to compile and evaluate the overall development of student competencies across all academic years. This portfolio is used not only to judge the developing skill set of the student but as a tool when applying for internships and positions. The Student Web-based Portfolio includes relevant work samples from all courses and field-based work.

A. Web-based Portfolio Sections

- 1. Professional Statement:**

A statement identifying professional skill set, and overall practice and career goals is encouraged.

- 2. Transcript and Certifications:**

Transcripts of college programs, professional licenses or certifications.

- 3. Competencies:**

Evidence of meeting NASP standards:

- A. Data-based decision making and accountability.
- B. Consultation and collaboration.
- C. Interventions and instructional support to develop academic skills.
- D. Intervention and mental health services to develop social and life skills.
- E. School-wide practices to promote learning.
- F. Preventive and responsive services.
- G. Family-school collaboration services
- H. Diversity in development and learning.
- I. Research and program evaluation.
- J. Legal, ethical, and professional practice.

Domain 1: Data-Based Decision Making and Accountability

Examples:

- A full psycho-educational report
- Curriculum-based assessment and measurement
- Functional behavioral assessment
- Program evaluation

Domain 2: Consultation and Collaboration

Examples:

- Consultation activities
- In-services conducted
- Participation in building or district level committees
- Supervisory activities

Domain 3: Interventions and Instructional Support to Develop Academic Skills

Examples:

- Instructional consultation
- Development of IEP goals
- Intervention design
- In-service training

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills

Examples:

- Individual and group intervention including counseling
- Functional behavioral assessment and plan
- Behavioral consultation
- In-service training
- Social skills groups

Domain 5: School-Wide Practices to Promote Learning**Examples:**

- Participate in school and/or district level committees
- In-service training
- Involvement in RTI

Domain 6: Preventive and Responsive Services**Examples:**

- Design and implement a prevention program
- In-service training
- Participate in crisis committees

Domain 7: Family-School Collaboration Services**Examples:**

- In-service training
- Implement a home note program (e.g., DBRC)
- Conjoint behavioral consultation

Domain 8: Diversity in Development and Learning**Examples:**

- Assessment of bilingual students
- Working in diverse environments
- Ethics debate on cultural biases

Domain 9: Research and Program Evaluation**Examples:**

- Research activities
- Conference presentations
- Evaluate a research article
- Program evaluation
- Test review

Domain 10: Legal, Ethical, and Professional Practice**Examples:**

- Attend workshops or conference presentations
- Ethical dilemma paper

4. **Letters of Recommendation**5. **Practica and Internship Evaluations**

6. **Resume**

7. **Awards, Scholarships, Honors**

**University of Connecticut School Psychology Program
Practicum Orientation Questions
(Reviewed Each Semester so to Remind Students of Knowledge they Should be
Working Toward Attaining)**

Psychological Services:

- _____ 1. *What psychological services are offered by your placement?*
- X assessments
 - X parent training
 - X teacher consultation
 - X teacher training
 - X consultation with special education teachers
 - X involvement with multidisciplinary teams
 - X student counseling
 - X consultation with private agencies
- _____ 2. *In reference to the school psychologist with whom you are working, what percent of his/her time is involved in each of the services listed above?*
- _____ 3. *How does the school psychologist receive and process referrals?*
- X from whom
 - X records required
 - X time limitations
 - X report requirements
 - X referral to other professionals for assessment/assistance
- _____ 4. *In reference to your practicum placement, answer the following:*

- X At what point in the referral process are parents notified?
 - X Whose responsibility is it to notify parents and receive permission for an assessment?
 - X What information must be provided to parents?
 - X What is the policy about the inclusion of parents in the assessment/decision making process beyond obtaining permission? (are parents part of the decision making process, or is the decision made before parents meet with staff)
 - X If a school psychologist wanted to handle a referral through consultation, should parent permission be obtained? Is this different depending upon whether indirect consultation (only dealing with the teacher) or direct consultation involving student contact is employed.
- _____ 5. *What testing instruments are widely used in your placement?*
- X Which ones do you not know how to use?
 - X With your instructor's help, learn to use them.
- _____ 6. *Are certain assessment procedures required by your practicum placement for certain types of referrals or diagnoses?*
- X List by classification
 - X Also list handicapped classifications recognized by Connecticut along with discriminating characteristics utilized by your practicum placement.
- _____ 7. *Describe the staffing patterns of the psychological services unit in your practicum placement.*
- X What is the administrative relationship between the psychological service unit and the school district.
- _____ 8. *Is there a formal evaluation process for individual school psychologist performance? Is there formal evaluation made of the psychological services in general?*
- _____ 9. *What types of technology are offered within the school system?*

Special Education:

- _____ 1. *What special education programs are offered by your district?*
- X self-contained classrooms
 - X resource rooms
 - X itinerant teachers

- X homebound programs
- _____ 2. *What type of child is not served by your district and for whom are external placements found?*
- _____ 3. *Who might be on a multidisciplinary team in your practicum placement?*
- X who is required to be on a multidisciplinary team
- X what are their duties
- X what are the functions of the multidisciplinary team
- X what is the multidisciplinary team format
- _____ 4. *List the steps leading to the placement of a child in a special education program (decisions, forms, meetings, etc.) from the original referral by teacher or parent.*
- _____ 5. *Interview one special education teacher.*
- X in their estimation, what is the function of the psychological report
- X to what extent do they use the information provided in the report

Classroom Structure:

- _____ 1. *Are there standard curricula for reading, language arts, mathematics, science, etc.?*
- _____ 2. *How are students placed in a curriculum series at the beginning of the year?*
- _____ 3. *How are basic subjects taught (classwide, small groups, etc.)?*
- _____ 4. *How is individual student progress assessed?*
- _____ 5. *How does remediation occur?*
- _____ 6. *How are standardized achievement tests used (retention, evaluation of teachers or schools, placement)?*
- _____ 7. *What is the disciplinary code for your school or school district?*
- _____ 8. *What academic/behavioral progress or lack of progress information is transmitted to parents and how?*

Miscellaneous

E-MAIL TEMPLATE FOR FIRST CONTACT

Dear _____,

My name is _____, and I am a _____-year school psychology student at the University of Connecticut. _____ suggested I contact you with regard to a potential practicum placement.

Currently, I have skills in [list/explain school psychology-related skills you currently have], but I'm hoping to gain more experience in [name specific areas you are interested in gaining experience]. Specifically, [name the type of activities you would like to participate in during your time there]. I am available to commit ___ hours a week.

If you are open and willing to take on a practicum student, I would love to meet with you to discuss the possibility of working together this semester. The best way to contact me is _____.

Please feel free to contact the head of practicum, Melissa Bray (Mbray@uconn.edu) with any questions or concerns you may have.

Looking forward to hearing from you,

[Name]

University of Connecticut

NEAG School of Education

[e-mail address]

[###-###-####]

EXAMPLE E-MAIL:

Dear Dr. Smith,

My name is Julius Shea, and I am a first-year school psychology student at the University of Connecticut. Melissa Bray suggested I contact you with regard to a potential practicum placement this semester.

Currently, I have experience with middle school students, tutoring in reading and math, but I'm hoping to gain more experience in counseling and behavioral assessment. Specifically, I am interested in shadowing

and observing your daily duties at first. I am available to commit 4 hours a week.

If you are open and willing to take on a practicum student, I would love to meet with you to discuss the possibility of working together this semester. The best way to contact me is via e-mail at Julius.shea@uconn.edu.

Please feel free to contact the head of practicum, Melissa Bray (Mbray@uconn.edu) with any questions or concerns you may have.

Looking forward to hearing from you,

Julius Shea

University of Connecticut

NEAG School of Education

Julius.shea@uconn.edu

555-555-5555

Steps to Obtaining a Practicum Placement

Step	Description
1. Make a list of potential sites	<p><u>Consider:</u></p> <ul style="list-style-type: none"> -What age group do you want to work with? -How far are you willing to drive? -Do you want a typical school experience? (If, not see Dr. Bray) -What activities do you want to participate in? -Are you interested in any specific population of students?
2. Research potential sites	<p><u>Look into:</u></p> <ul style="list-style-type: none"> -How is the school psychologist's time allocated (i.e. Do they do mostly testing? Counseling? Consulting?) -Is the school an RTI school? -Is the school a PBIS school? -Are there other mental health professionals at the school? -What degree does the school psychologist have (PhD, 6th year)? -Does the school have any self-contained classes (i.e. ED class, Autism program)
3. Talk to Dr. Bray or Practicum TA's about site selection.	<p>We can give you some guidance about experiences that past school psychology students have had, and talk through potential issues with the school.</p>

4. Talk to your adviser	To make sure it's a good fit with your schedule/goals, etc.
5. Make initial contact	See e-mail template and example for guidance. *Consider attaching CV.
6. Once you've heard from your supervisor, schedule a meeting to discuss specific goals	During the meeting: <ul style="list-style-type: none">a. Bring and discuss syllabus and objectives/goals handout.b. Be specific about what experiences you'd like to get out of practicum.c. Be honest about your competencies (Note: first years should not be giving IQ assessments. See Dr. Bray if you have questions).d. Be clear about what your time commitment is.e. Ask what your duties might be.

First 6 Meetings to Include the Following Necessary Information

FIRST MEETING

1. Go over syllabus/goals/objectives (review the fact that if students have GA's, their hours count towards practicum, but it is HIGHLY encouraged to get school based experience as outlined in the syllabus).
2. How to pick a practicum site
3. What to say in your first contact with supervisor
4. First visit suggestions (how to discuss expectations with supervisor)
5. Professionalism (i.e. what to wear, etc)
6. GOAL: for students to have a first visit by mid-October

SECOND MEETING

1. Debrief about contacts/first visits/observations
2. Troubleshoot any issues
3. Review logging hours
4. Review goals/objectives for the semester
5. Review interview questions
6. Article consideration

THIRD MEETING

1. Debrief/observations/troubleshooting
2. Discuss interview findings
3. Discussion around if the site is a good fit. Should you continue next semester?
4. Article
5. Introduce supervisory activities

FOURTH MEETING

1. Update on sites
2. Review goals/objectives for the semester
3. Article
4. Introduce supervisory activities

FIFTH MEETING

1. Update on sites
2. Review goals/objectives for the semester
3. Article

4. Continue supervisory activities

SIXTH MEETING

1. Update on sites
2. Discussion around professional way to say goodbye to kids/SP
3. Look into next semester
4. Continue supervisory activities

GENERAL STRUCTURE of First Two Years

(This focuses on the two years that the Masters and PhD students are together)

Semester 1:

GOAL	OBJECTIVE	TIMELINE
<u>Orientation to Public School Organization</u>		
The practicum student will demonstrate a broad understanding of the organizational framework of the school district.	The practicum student will orally present the organization of their placement and answer Practicum Orientation Questions (see below)	Throughout semester/when SP has time
The practicum student will gain familiarity with administrative functioning of the school district.	The practicum student will attend at least one building principal and classroom teacher's staff meeting or Planning and Placement Team (PPT) meeting.	Once during semester, as schedule allows
The practicum student will gain familiarity with the role and function of various specialists on the school staff.	-The practicum student will spend at least three hours in a self-contained class for students with intellectual disabilities, learning disabilities, or social/emotional disorders, or any combination thereof.	2-3 sessions
	-The practicum student will spend at least three hours in a class for general education students, observing and	2-3 sessions

	interacting with the students.	
<u>Community Resources</u>		
The practicum student will demonstrate the ability to locate community support resources for various academic and behavioral problems.	-The practicum student will compile a list of both public and private facilities and professional personnel with their function, fees, and potential support functions to the school - The practicum student will visit a community mental health and/or psychiatric hospital facility providing support functions to the school.	Once <i>Optional</i>

Semester 2

GOAL	OBJECTIVE	TIMELINE
<u>Assessment</u>		
The practicum students will demonstrate the ability to conduct a parent interview.	The practicum student will conduct at least one parent interview to the satisfaction of the field supervisor.	Align with Intellectual Assessment and Behavior Assessment
The practicum student will demonstrate the ability to conduct a teacher interview.	The practicum student will conduct at least one teacher interview to the satisfaction of the field supervisor.	Align with Intellectual Assessment and Behavior Assessment
The student will demonstrate the ability to conduct an intellectual assessment.	The student will conduct at least one comprehensive intellectual assessment.	Align with Intellectual Assessment
The student will demonstrate the ability to conduct a behavioral assessment.	The student will conduct at least one behavioral assessment using a variety of measures which will include direct observation, semi-structured direct informant interviews, child interviews, and both broad- and narrow-band rating scales.	Align with Behavior Assessment
The student will demonstrate the ability to conduct a social/emotional assessment.	The student will conduct at least one social/emotional assessment using a variety of projective measures which will include drawing and thematic techniques, sentence completion,	Align with Behavior Assessment

	and semi-structured interviews.	
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Semester 3

GOAL	OBJECTIVE	TIMELINE
<u>Consultation</u>		
The student will demonstrate proficiency in conducting behavioral consultation in applied settings.	-The practicum student will provide indirect service delivery, both academic and behavioral (one each), and document the results of these consultative endeavors in the form of a written report. -The practicum student will conduct a Functional Behavior Assessment (FBA) and create a Behavior Support Plan (BSP) under the supervision of the supervisor.	In conjunction with class
<u>Direct Service Delivery</u>		
The practicum student will demonstrate the ability to provide direct service for school-based problems.	The practicum student will demonstrate the ability to provide direct service in the form of individual or group counseling and provide the University supervisor with a written description of one student or group case including treatment plan and results.	In conjunction with class

Semester 4

GOAL	OBJECTIVE	TIMELINE
<u>Direct Service Delivery</u>		
The practicum student will demonstrate the ability to provide direct service for school-based problems.	The practicum student will provide direct service interventions to improve students' academic achievement and provide the University supervisor with a written description of one student case including treatment plan and results. The practicum student will	In conjunction with class, by end of semester

	demonstrate the ability to provide direct service in the form of behavioral intervention through either applied behavioral analysis or behavior modification and provide the University supervisor with a written description of one student case including treatment plan and results.	
<u>Assessment</u>		
The student will demonstrate the ability to conduct a curriculum-based assessment.	The practicum student will conduct at least one curriculum-based assessment of a student's skills in at least three subject areas.	
<u>Written Communication</u>		
The practicum student will demonstrate the ability to write psychoeducational reports.	The practicum student will write at least one comprehensive psychoeducational report.	

References for Practicum Students (to be handed out)

1. List and description of supervisors in the area
2. Document on how to calculate hours and do portfolio in web-based programs

Collaboration with SASP

- Professionalism during Practicum
- Talks about how to make the most of practicum (from supervisors, previous students, etc.)
- List of things asked on Interviews (collaborate with SASP)
- How to get an internship outside CT
- Documents on SASP website (e.g. a document to assist with log calculations, e-mail templates, etc.)
- “School Psychology for Dummies” Handout
 1. What is an IEP?
 2. What is a 504?
 3. What is a PPT and what is the School Psychs role in a PPT?
 4. What is IDEA and how does it apply to School Psychs?
 5. DSM diagnoses versus Federal Guideline diagnoses for CT
 - a. LD, ED, Etc.
 6. What does a School Psychologist do?
 - a. How do School Psychs collaborate with school counselors, SLPs, social workers, administrators, special ed teachers?
 7. What is a typical day of a school psych?

Practicum Goals and Objectives Related to NASP Competencies that Should be Considered to Aid in Self-Regulation of Practica Experiences

(Adapted and directly modeled after with permission from the College of William and Mary, Dr. Lea Theodore, Program Director)

After completion of the practicum experience all students will be skilled in the following relative to NASP competencies:

1. Complete psycho-educational assessments that include cognitive, academic, and behavioral measures and are sensitive to diversity. (Competency: data-based decision-making and accountability,)
2. Synthesize assessment results in written form. (Competency: data-based decision-making and accountability)
3. Make relevant treatment recommendations. (Competencies: intervention and instruction support to develop academic skills; interventions and mental health services to develop social and life skills)
4. Design social emotional/behavioral treatments. (Competencies: interventions and mental health services to develop social and life skills; preventive and responsive services)
5. Awareness of supports to enhance academic and social functioning. (Competencies: intervention and instruction support to develop academic skills; interventions and mental health services to develop social and life skills)
6. Engage in consultation activities. (Competency: consultation and collaboration)
7. Be knowledgeable in diversity education and interpersonal relations.(Competency: diversity in development and learning)
8. Participate in home school collaboration efforts. (Competency: family-school collaboration services)
9. Knowledgeable about ethics and legal matters in education and psychology. (Competencies: legal, ethical and professional practice; collaboration and consultation)
10. Participation in team efforts in school and clinical settings. (Competencies: consultation and collaboration; school-wide practices to promote learning)
11. Participate in program evaluation. (Competency: research and program evaluation)
12. Skilled in school procedures relative to referrals, accessing student records, and approaching parents. (Competency: school-wide practices to promote learning.)

GENERAL YEAR-LONG GOALS

I. *Meetings*

- A. Weekly meetings co-lead by practicum TA's with objectives and goals of practicum are made clear and important practicum-specific skills/concepts discussed
- B. Potential activities for practicum meetings:
 - a. General questions/comments about experience/debriefing
 - b. Discuss an article from the manual
 - c. Specific skills, such as how to fill out practicum logs

II. *Structure* for skills/knowledge gained during each semester

III. *References* for practicum students

- A. List of supervisors, sample contact emails/phone scripts, questions to ask on first visit

IV. Collaboration with SASP

- A. Talks about how to make the most of practicum (from supervisors, previous students, etc.)
- B. List of things asked on Interviews (collaborate with SASP)
- C. Documents on SASP website (e.g. a document to assist with log calculations, e-mail templates, etc.)

SPECIFIC GOALS AND OBJECTIVES

Orientation to Public School Organization:

Goal 1: The practicum student will demonstrate a broad understanding of the organizational framework of the school district.

_____ *Objective a:* The practicum student will orally present the organization of their placement and answer Practicum Orientation Questions (see below).

Goal 2: The practicum student will gain familiarity with administrative functioning of the school district.

_____ *Objective a:* The practicum student will attend at least one building principal and classroom teacher's staff meeting.

Goal 3: The practicum student will gain familiarity with the role and function of various specialists on the school staff.

_____ *Objective a:* The practicum student will spend at least three hours in a self-contained class for students with intellectual disorder, learning disabilities, or social/emotional disorders, or any combination thereof.

_____ *Objective b:* The practicum student will spend at least three hours in a class for general education students, observing and interacting with the students.

Community Resources:

Goal 1: The practicum student will demonstrate the ability to locate community

support resources for various academic and behavioral problems.

_____ *Objective a:* The practicum student will compile a list of both public and private facilities and professional personnel with their function, fees, and potential support functions to the school.

_____ *Objective b:* The practicum student will visit a community mental health and/or psychiatric hospital facility providing support functions to the school.

Consultation:

Goal 1: The student will demonstrate proficiency in conducting behavioral consultation in applied settings.

_____ *Objective a:* The practicum student will provide indirect service delivery, both academic and behavioral (one each), and document the results of these consultative endeavors in the form of a written report.

Direct Service Delivery:

Goal 1: The practicum student will demonstrate the ability to provide direct service for school-based problems.

_____ *Objective a:* The practicum student will provide direct service interventions to improve students' academic achievement and provide the University supervisor with a written description of one student case including treatment plan and results.

_____ *Objective b:* The practicum student will demonstrate the ability to provide direct service in the form of behavioral intervention through either applied behavioral analysis or behavior modification and provide the University supervisor with a written description of one student case including treatment plan and results.

_____ *Objective c:* The practicum student will demonstrate the ability to provide direct service in the form of individual or group counseling and provide the University supervisor with a written description of one student or group case including treatment plan and results.

Assessment:

Goal 1: The practicum students will demonstrate the ability to conduct a parent

interview.

_____ *Objective a:* The practicum student will conduct at least one parent interview to the satisfaction of the field supervisor.

Goal 2: The practicum student will demonstrate the ability to conduct a teacher interview.

_____ *Objective a:* The practicum student will conduct at least one teacher interview to the satisfaction of the field supervisor.

Goal 3: The student will demonstrate the ability to conduct a curriculum-based assessment.

_____ *Objective a:* The practicum student will conduct at least one curriculum-based assessment of a student's skills in at least three subject areas.

Goal 4: The student will demonstrate the ability to conduct an intellectual assessment.

_____ *Objective a:* The student will conduct at least one comprehensive intellectual assessment.

Goal 5: The student will demonstrate the ability to conduct a behavioral assessment.

_____ *Objective a:* The student will conduct at least one behavioral assessment using a variety of measures which will include direct observation, semi-structured direct informant interviews, child interviews, and both broad- and narrow-band rating scales.

Goal 6: The student will demonstrate the ability to conduct a social/emotional assessment.

_____ *Objective a:* The student will conduct at least one social/emotional assessment. (Examples, FBA, behavioral rating scales, projective, interviews (to be familiar), self-reports)

Written Communication:

Goal 1: The practicum student will demonstrate the ability to write psychoeducational reports.

_____ *Objective a:* The practicum student will write at least one comprehensive psychoeducational report.

Orientation to Technology in the Classroom:

Goal 1: Investigate the types of technology employed in the school system.

Goal 2: Use computer-assisted scoring software for assessment.

Goal 3: Use computer graphing programs to collect, store, and display data gathered during assessment, consultation, and intervention.

Appendix B

Student Checklist – Practica Requirements

Student Name:

Practica Site:

On-site Supervisor:

1. Total Credit Requirement:

12 credits for Masters Completion dates _____

18 credits for Doctoral Completion dates _____

2. Total Semester Requirement:

4 Semesters for Masters Completion dates _____

6 Semesters for Doctoral Completion dates _____

3. Total Day Requirement:

1 day (4 hours) per week in a field-based site for 4 semesters/2 academic years for Masters
Completion dates _____

1 day (4 hours) per week in a field-based site for 6 semesters/3 academic years for Doctoral
Completion dates _____

4. Total Logged Hours:

Masters log a minimum of 400 hours Completion dates _____

Doctoral must log a minimum of 600 hours Completion dates _____

5. School Level Rotation Requirement:

Masters and Doctoral students must spend 1 day (4 hours) for 1 semester in an elementary
school setting Completion dates _____

Masters and Doctoral students must spend 1 day (4 hours) for 1 semester in a middle/ high school setting Completion dates _____

6. Diverse Setting Requirement:

Masters and Doctoral students must spend 1 day (4 hours) for 1 semester in a diverse school setting (minimum 50 hours) Completion dates _____