FIELD PRACTICUM HANDBOOK
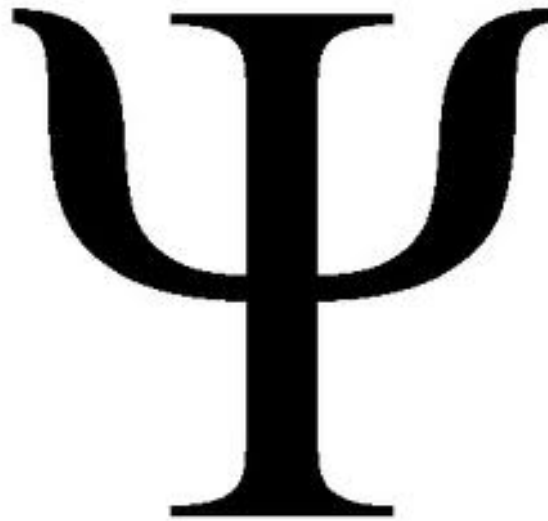
POLICIES, PROCEDURES, AND GUIDELINES

FOR FACULTY, SUPERVISORS AND STUDENTS IN THE

SCHOOL PSYCHOLOGY PROGRAM

Ψ

Department of Educational Psychology

School of Education

The University of Wisconsin-Madison

Madison, WI 53706

(Effective Fall, 2016)

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PROFESSIONAL TRAINING MODEL

Statement of Program Philosophy

The School Psychology Program at the University of Wisconsin-Madison embraces a scientist-scholar-practitioner model of graduate education. Faculty embrace evidence-based practices (e.g., diagnosis, assessment, intervention, consultation, evaluation), and they have allegiance to a broad-based behavioral orientation in research and practice including, for example, applied behavior analysis, cognitive-behavior therapy, social-learning theory, and ecological-behavioral-systems theory. The program emphasizes a problem-solving approach to service delivery including direct intervention and consultation at the individual, family, and system levels. The graduate program strongly emphasizes the preparation of psychologists for academic and scholarly careers, along with a sound and comprehensive focus on the practice of psychology in the schools and related applied settings.

Overview of Training Model

The School Psychology Program at the University of Wisconsin-Madison prepares school psychologists to work in schools, state agencies, clinical practice, and university settings. The program is approved by the American Psychological Association and the National Association of School Psychologists (see Appendix A for a brief history of the program). The primary goal of the program is to develop professionals whose activities increase the educational and psychological well-being of children and youths. These activities include research, training, and practice, both separately and in combination. The doctoral-level school psychologist is expected to have competence in each of these roles. Within this context, the school psychology faculty embraces a scientist-scholar-practitioner model of training. The integration of scientist, scholar, and practitioner roles provides a basis for graduates to assume leadership responsibilities in the field of school psychology.

The Scientist-Researcher

The role of the scientist-researcher is considered important in the training of school psychologists. To understand and advance basic knowledge in the domains subsumed by school psychology, students must have a firm foundation in scientific methodology and the philosophy of science. Students are educated to be highly skilled consumers of research as well as researchers capable of examining relevant problems of both applied and basic nature. Training in research skills is applied across all domains of the training model. As practitioners, graduates must be able to interpret and judge published and unpublished research and writing. As consumers of educational and psychological assessment and intervention techniques, they must have a sound scientific background to judge the utility and efficacy of such procedures. This knowledge may come from evaluation of published reports or via their own empirical evaluation of these techniques. Students are taught the scientific skills necessary to conduct and evaluate research. Through faculty mentoring and guidance, students are provided with models of the divergent and scientific processes whereby knowledge is obtained. The role of the mentor in the program is typically assumed by the student's advisor. The mentor provides the mold to shape the scientist and scholar.

The Scholar

The role of the scholar, though often assumed in training programs, is delineated formally in the Wisconsin program. The inclusion illustrates the importance the program places on breadth and depth of basic and applied knowledge in educational psychology as well as related domains. In a sense, the scholar is a precursor to the scientist; without a background in child and adolescent development, learning, and quantitative methods, scientific research in school psychology is compromised.

School psychology is an amalgamation of multiple disciplines of scientific and clinical knowledge. No single perspective (e.g., psychometric, developmental, behavioral) is viewed as sufficient for the development of a scholar in school psychology. Maintaining a broad approach to training, while not limiting specialization within sub-domains, ensures that blind dogmatism, an anathema to scholarship, is less likely to occur. The scholar is able to draw from many different bases of knowledge and apply this information to the issues and problems with which he or she is presented. The formal and informal education in the many related domains exemplifies the criteria specified by the APA, which the program includes as curriculum requirements. These include the basic competency areas of biological, cognitive-affective, and social aspects of behavior; history and systems of psychology; psychological measurement; research methodology; and techniques of data analysis. In addition, students are encouraged to take courses in human development and learning science, and they are required to complete course work in research design and quantitative methods (12 credits minimum) and a minor area of specialization (10-12 credits).

The Practitioner

The practitioner is the role that is generally aligned with school psychologists. At the doctoral level, the practitioner is expected to manifest a high level of expertise in the practice of school psychology. This expectation is, in part, a function of the practitioner's competencies as a scientist and scholar and the interaction of these three domains. The practitioner component of the program encompasses more than 2,000 hours of field and clinic-based curriculum, fieldwork, and internship requirements, as well as clinical coursework in assessment, intervention, consultation, and related areas. This extensive commitment to applied training represents the core of the program and taps the expertise of all faculty members in the area. The applied orientation of the program is as varied as the faculty in the area. The orientations subsumed within training include (but are not limited to) applied behavior analysis, cognitive-behavioral, ecological, social learning, psychometric, and developmental. Training also occurs in individual differences in behavior, human development, psychopathology, and professional ethics. Hence, the practitioner is presented with a wide range of complementary service delivery approaches to clinical problems. This broad background allows for greater skills in hypothesis testing, monitoring of interventions, tailoring of treatments to individual problems, and examination of treatment efficacy. The practitioner role is also basic to the scientist and scholar. Applied experience with children and adolescents is important because without basic experience in the field, the professional school psychologist is limited in the efficacious acquisition of knowledge and theory and the translation of these data to practice and training. Thus, the practitioner is a core role for the school psychologist.

Integration and Application of the Training Model

The program at the University of Wisconsin-Madison has evolved from the scientist-scholar-practitioner model. The three training components within the model, scientist-researcher, scholar, and practitioner, are complementary as well as overlapping areas of expertise and development. The program is dedicated to training graduates who are competent in each of these areas.

The tripartite model just outlined is specific to doctoral-level training. The PhD school psychologist, who functions as a service provider in a school and/or clinic setting, is trained to be adept at integrating a variety of perspectives and disciplines toward the practice of school psychology and has a current understanding of the theory and mechanisms behind the techniques used. Such individuals are active consumers, evaluators, and critics who are able to test, adapt, and develop new procedures in their own practices of school psychology and to communicate these findings to others in the field. These competencies are developed through integrative experiences in scientific research methodology and the acquisition of theoretical knowledge bases cogent to school psychology. The tripartite training model also

stresses the importance of personal relationship skills (e.g., empathy and regard) as aspects of the professional school psychologist. These qualities are, to a significant extent, precursors to the successful training of the practitioner as well as desirable characteristics of the scientist and scholar in the field of school psychology. Our program acknowledges the importance of these characteristics and, where possible, strives to foster their development, especially in clinical training.

GENERAL PROGRAM DESCRIPTION

Graduate study in School Psychology at the University of Wisconsin-Madison is a degree program leading to a Doctor of Philosophy in Educational Psychology. The School Psychology Program is also structured to meet requirements for Wisconsin licensure as a school psychologist. The program prepares psychologists to apply their knowledge of the behavioral sciences and professional skills in ways that enhance the learning and adjustment of both typically-developing and exceptional children. Emphasis is placed on developing competencies necessary to assume the responsibilities of a psychologist in schools and community settings, as well as in faculty positions in institutions of higher education. Because the program's focus is on the application of psychology in education, students are required to demonstrate competence in the basic substantive content areas of psychological theory and practice.

School Psychology Program Faculty and Staff

The teaching and research interests of the full-time faculty, affiliate faculty, and staff currently associated with the program are summarized below.

Faculty

CRAIG ALBERS, PhD; Educational Psychology, 2002, Arizona State University

Teaching topics: Academic, behavior, and social-emotional assessment and intervention; consultation; prevention sciences; professional issues.
Research interests: Screening and early intervention processes; evidence-based interventions; English language proficiency assessment; assessment and interventions for students classified as English Language Learners (ELLs).

JENNIFER ASMUS, PhD; Educational Psychology, 1995, University of Iowa

Teaching topics: Applied behavior analysis; single-subject design; assessment and intervention for behavior problems; evidence-based assessment and intervention.
Research interests: Applied research methodology; assessment and treatment of severe behavior disorders for children with developmental disabilities; assessment and treatment of social skills difficulties for children with autism and severe cognitive disabilities; increasing appropriate behavior and inclusion opportunities for children with behavior or social skills difficulties.

S. ANDREW GARBACZ, PhD; School Psychology, 2010, University of Nebraska-Lincoln

Teaching topics: Assessment and intervention for behavior problems; Consultation; Prevention science; Professional issues
Research interests: Conjoint (parent-teacher) consultation; Family-school partnerships; Implementation; Prevention programs; Tiered systems; Translational research

MARIBETH GETTINGER, PhD; Psychology, 1978, Columbia University

Teaching topics: Assessment and intervention for learning and behavior problems in children; applied behavior analysis; professional issues.
Research interests: Classroom learning; accommodating diverse learners; early literacy development in high-risk children.

KRISTY K. KELLY, PhD; Educational Psychology, 2006, University of Wisconsin-Madison

Teaching topics: Clinical and field practica; supervision and professional issues
Research interests: clinical supervision in school psychology; evaluation of clinical intervention; family-school partnerships

STEPHEN QUINTANA, PhD; Psychology, 1989, University of Notre Dame

Teaching topics: Development of ethnic/racial minority children; multicultural counseling, ethical and professional issues; assessment in counseling; short-term psychotherapy; theories of counseling; research methods in counseling psychology.
Research interests: Developing and evaluating a model of children's understanding of social status; focus on students' adjustment to higher education; children's understanding of ethnic prejudice, and multicultural training in professional organizations.

Affiliate Faculty. Faculty affiliated with the program include:

JOAN L. ERSHLER, PhD; Life Span Human Development (concentration in early childhood) and Educational Psychology, 1980, University of Wisconsin-Madison

Teaching topics: Early childhood development, inclusion, mental health issues; working with families of young children with disabilities, and infant/early childhood mental health issues.
Research interests: Early childhood development and inclusion.

MEGAN FARLEY, PhD; Educational Psychology, 2009, University of Utah

Teaching topics: Autism spectrum disorders, LEND Psychology Training Coordinator
Research interests: Autism spectrum disorders in adulthood

LINDSAY McCAREY, PhD; School Psychology, 2011, University of South Carolina

Teaching topics: Cognitive assessment, behavior and personality assessment, behavior intervention, autism spectrum disorders
Research interests: Early identification of autism spectrum disorders, fragile X syndrome, family-centered models of care

Academic Staff Lecturers. Academic Staff Lecturers include:

CAROLINE RACINE GILLES, PhD; Educational Psychology, 1998, University of Wisconsin- Madison

Teaching topics: Assessment.
Research interests: Assessment-related issues and systems.

FIELD PRACTICUM IN SCHOOL PSYCHOLOGY

Overview of School Psychology Practicum

At the University of Wisconsin-Madison, graduate training in School Psychology integrates two complementary emphases: academic instruction and supervised practicum experiences. Academic instruction consists of lecture, discussion and reading and is an effective means for teaching the issues, attitudes, knowledge, and writing skills necessary for the professional practice of school psychology. Practicum experiences are considered to be equally important, consisting of actual practice of skills closely related in time and content to ongoing academic instruction. Practicum experiences are an effective means of instruction in these clinical skills and serve to illustrate the issues, theories, and principles defined in academic instruction. It is the philosophy of the School Psychology Program at the University of Wisconsin-Madison that effective preparation demands both types of training.

Practicum experiences are provided to students enrolled in the School Psychology Program in five ways:

1.   Course-related practicum experiences are provided. These are implemented through requirements for direct application of skills taught in specific courses in the School Psychology curriculum. Course-related practicum experiences are delineated and supervised by the course instructor. Often, these experiences include observing and providing minimal assistance to clinic (second-year) practicum activities.

2.   First-year students participate in a First Year Practicum that prepares students for second- and third-year practicum experiences. Typical practicum experiences include, for example, reading and math benchmark assessments at local schools.

3.   The School Psychology Training Clinic (SPTC) Practicum is required as part of the second-year curriculum. During their second year, students serve as clinicians in the SPTC, under the supervision of the faculty and staff. The Clinic Practicum requires students to integrate discrete skills already practiced in analogue situations to address referral problems with community clients. To enable a smooth transition to independent casework, students are directly observed during all client interactions and are given frequent and detailed feedback about their clinical skills by the Clinic Practicum Coordinator. The Clinic Practicum provides an opportunity for students to apply assessment, intervention, consultation, and evaluation skills. During the second semester of the practicum, students are required to take a more active role in monitoring and directing their own cases. A detailed discussion of the Clinic Practicum is available in the School Psychology Training Clinic Practicum Handbook.

4.   The Field Practicum in school psychology is required as part of the third-year curriculum. Students must successfully complete their second-year Clinic Practicum and course-related practicum experiences before enrolling in the Field Practicum. In the Field Practicum students are assigned to schools in the community and receive supervision from practicing school psychologists on-site in their schools and weekly supervision from a doctoral-level licensed psychologist from the Program (Field Practicum Coordinator). Although close supervision continues to be necessary, it is possible for this supervision to be less direct as the student displays skill mastery. The Field Practicum allows students to adopt an authentic, professional role, to work in multi-disciplinary settings, and to work in school sites where referral problems are first identified and usually addressed.

5.   Non-required practicum experiences may be arranged for students in their fourth year or earlier, including opportunities to supervise clinic and field casework. All practica are viewed as

preparatory to the internship experience which completes the professional preparation as a school psychologist. In the internship, the student assumes a complete, professional role.

Students in the School Psychology Program may have opportunities to gain supervised experience in activities related to the practice of school psychology, such as assessment, intervention, or consultation outside of courses and required practicum courses. These experiences may occur as part of the student's employment on a training grant or through other funded or unfunded positions. These experiences may be a significant component of the student's portfolio of professional competencies.

Students must obtain program approval prior to including hours accrued in these experiences in their internship applications and other professional documents. The student's advisor, first, reviews a student's request for approval of hours; when the advisor deems the experience is appropriate in the context of the student's professional development, the advisor will forward the request to the Program Director for approval. Students will receive written notification of formal approval to count the non-required practicum activities toward the total number of pre-internship practicum hours. Students are encouraged to participate in these non-required practicum activities to diversify training experiences and increase clinical hours for purposes of increasing competency development as well as strengthening internship applications.

The University currently provides coverage to all students who participate in course-based practicum experiences as part of a graduate program. Recently the University of Wisconsin-Madison Office of Legal Affairs has advised the Program that University student liability coverage may not extend to some non-required practicum activities when students are not enrolled in courses (EP 840 credits) related to these practicum experiences. Note, however, that the University does provide liability coverage if the practicum experience is in a University unit (e.g., Waisman Center, Department of Psychiatry), even if the student is not enrolled in a course associated with the practicum.

The common purpose of all practicum experiences is to allow the student to practice under supervision those skills which have been introduced during formal course instruction as well as to gain knowledge in service delivery systems. Specific objectives will vary depending upon the unique contribution of the practicum setting and the skills and interests of the student. Course-related practicum experiences offer the first opportunity for students to practice skills that have been introduced in courses. Because of student entry-level skills, these experiences demand close and frequent supervision from faculty. Clinic Practicum and Field Practicum build on course-related skills.

Throughout all practicum experiences, students are responsible to faculty and the Clinic and Field Practicum Coordinator. The Coordinator has a 1.0 FTE appointment in the School Psychology Program and has been granted licensure by the Wisconsin Board of Psychology. This individual serves as the supervisor for on-campus practicum activities and as the Department supervisor for students completing a Field Practicum placement.

Student Eligibility for Field Practicum

Students are eligible to register for Field Practicum credits if they have been accepted by the Department of Educational Psychology into the School Psychology Program. Students may register for Field Practicum credits only after successfully completing the prerequisite coursework and research requirements and an advisor-approved comprehensive review of literature. Briefly, the required coursework incorporates instruction in statistics and research methodology (EP 761, 762, 743);

professional history and issues (EP 540); standardized cognitive, academic, and social-emotional assessment (EP 740, 741, 742); applied behavior analysis and classroom management (EP 541); intervention (EP 742, 947); childhood psychopathology (EP 844); psychological foundation courses (EP 542, Counseling 737); racial-ethnic development issues (EP 726); First Year Practicum (840); and Clinic Practicum (EP 840). (Note: because of class scheduling, some of these courses may be taken concurrently with the practicum.) Students must also fulfill a research requirement (e.g., comprehensive review of research) by May 31 of Year 2, which must be approved by the advisor prior to starting Field Practicum in Year 3.

Schedule and Time Required

The Field Practicum provides a _minimum of 600 clock hours_ of supervised practice at approved field sites. These hours are typically distributed over two academic semesters with provision made for practice in both elementary and secondary sites. Typically, students spend two 8-hour days each week at the field sites.

Standards for Field Placement Sites

To be approved by the area faculty, School Psychology field placement sites must provide appropriate school psychology experience and adequate supervision from a licensed school psychologist experienced in school practice. To provide appropriate school psychology experience, a site must be in a school setting or in an agency whose mission emphasizes regular and frequent work with schools. In the latter case, the practicum should emphasize services to schools. The primary role of the Field Practicum student in all settings should be the provision of educational and mental health services to school-age children and youth. Issues addressed should be educationally relevant; practicum experiences should support skills introduced previously in coursework.

Regular supervision must be available from a school psychologist who has been employed by the agency for a minimum of two years. A psychologist serving as field supervisor should have earned the highest licensure as a school psychologist through the Wisconsin Department of Public Instruction. Scheduling should permit at least two hours of on-site supervision for each 16 hours of practice, and the field supervisor should be given the flexibility to schedule this supervision time. The decision to accept a field practicum student into the school must be jointly agreed upon by the psychologist designated as field supervisor and the school administration.

Objectives of the Field Practicum Experience

The larger goal of the Field Practicum is to provide opportunities for the student to acquire, apply, and consolidate School Psychology Program competencies in a school site. Specific objectives are delineated below which emphasize the contributions of the field practicum to the practicum and Program sequence. Objectives follow from the Outcome Competencies (see Appendix B). These competencies aim to enhance both the professional and technical skill development of the Field Practicum students. The following section provides an overview of the competencies and how they link to practicum experiences.

Domain 1:   Research and Evaluation. Students must demonstrate accountability for their activities as practicing school psychologists. They must keep a daily log of activities, and document the effectiveness of their consultation and intervention strategies. Students must also review research relevant to their client work, communicate these research results to other educators and families when appropriate, and evaluate the effectiveness of their services.

Domain 2:   Professional Issues and Human Relations. Students must <u>demonstrate appropriate professional skills and conduct</u>. In attaining this objective, they should review their professional impact on staff, students, and parents, and develop comfortable, cooperative relationships with staff and children. Students demonstrate professional skills and conduct such as taking initiative and submitting reports in a timely fashion. Proficiency in communication with educators, parents and fellow professionals is another objective of the field practicum experience.

Domain 3:   Assessment, Screening, and Progress-Monitoring. Students must <u>apply intellectual, academic and social-emotional assessment, screening, and progress-monitoring skills in the field setting</u>. They should conduct assessments of children within three broad grade ranges: preschool/kindergarten, first through fifth, and sixth through twelfth. In addition, they should conduct assessments of children from diverse ethnic, cultural, economic, and disability strata when available and appropriate.

Domain 4:   Prevention and Intervention. Students must <u>engage in evidence-based prevention and intervention activities</u>. They should develop intervention plans based on systematic classroom observations and/or assessment and consultation activities. They should review available research regarding interventions for the referral problem. Students must document, evaluate, and report intervention outcomes. Students should actively observe their field supervisors applying various intervention techniques.

Domain 5:   Consultation. Students must <u>coordinate consultation cases</u> at the elementary and secondary education levels. They should consult with staff and/or parents for the purpose of collecting data concerning specific target behaviors. Students must <u>become acquainted with community resources</u> that may support or augment school psychological services. Students should observe the liaison between their supervisor and other agencies as well as coordinate case services with another community agency. Students also prepare and submit timely reports documenting their consultation activities and outcomes.

Domain 6:   Human Abilities and Diversity. Students demonstrate their knowledge, appreciation and ability to work with diverse individuals across gender, ethnic, linguistic, class, and disability strata through their conduct with clients, families, and staff. Students <u>must apply diagnostic criteria and systems used in schools to classify children's and adolescents' psychological problems and exceptional needs</u>. Students also <u>learn, select, and apply interventions based on their efficacy for children with specific disabilities/characteristics</u>.

Domain 7:   Schools and Schooling. Students must <u>become familiar with the process of special education referral, evaluation, placement and remediation</u>. In meeting this objective, students should take an integral role in the referral process, and spend time in classrooms with children who have unique learning or social-emotional needs. Students also are encouraged to attend building staff meetings and other administrative meetings to develop an awareness of the organization and political structure of school settings. Similarly, students must <u>become familiar with the process of general education</u>. They typically should spend time in classrooms at various grade levels to acquire knowledge regarding developmental levels and curricular demands. Students should also become familiar with the particular curriculum implemented in their school either through examination of curriculum materials, or through curriculum-based assessment activities.

Planning and Evaluating the Field Practicum

The Field Practicum Objectives Planning Form (see Appendix C) provides a general framework for structuring students' Field Practicum experiences. Each objective is examined in relation to the particular settings to which students are assigned to determine the manner in which specific objectives can be met within those settings. At the beginning of Fall and Spring semesters, a plan for meeting the specific objectives is developed with input from the university supervisor, field supervisor, and field practicum student. During the mid-semester meeting, the plan is re-examined to document the progress made in meeting certain objectives and to determine those objectives that need to be emphasized for the remainder of the semester. At the final meeting of the semester, the student's plan undergoes careful review to ensure that all of the objectives have been met and to determine any need for additional experience. Throughout this process, the student and supervisors should seek ways to enhance student competencies in the seven Outcome Competency domains. Also, the student and supervisors should seek multiple opportunities and methods for the student to collect evidence demonstrating outcome competencies.

The student's Field Practicum performance is evaluated according to the criteria outlined in the Field Practicum Student Evaluation form (see Appendix C). At the middle and end of the semester, each field supervisor completes the evaluation form and submits it to the university supervisor and field student for their review and discussion at meetings in the field site at the middle and end of the semester. Results of the evaluation are intended to guide the student and the training program in evaluating the student's readiness for independent practice. Students are evaluated in the following domains: Professional Issues and Human Relations, Assessment Skills, Consultation Skills, Intervention Skills, Research and Evaluation, Schools and Schooling, and Professional Responsibilities. An important outcome of the final evaluation meeting is the delineation of goals relevant to the student's continuing professional development.

Successful completion of the Field Practicum is defined as an overall rating of at least 4.0 (on a 5-point scale) in each of the competencies assessed. If at the end of the second semester of the practicum a student receives an evaluation rating of less than 4.0 on any competency, further practicum experience may be required. In this situation, the Field Practicum Coordinator, the student, and the student's advisor will meet to determine whether additional practicum experiences are required prior to the internship. The student's work in the Field Practicum and other practica will be reviewed. If additional experience is deemed necessary, a plan will be developed to provide additional practicum experience in the designated domain(s). Additional practicum experience may be required as part of a developmental plan or a remedial plan.

A developmental plan would be crafted when a student is lacking skills that generally develop gradually over practicum experiences. A developmental plan would allow a student to progress in other Program areas (e.g., register for the preliminary examination) while enacting the developmental plan.

A remedial plan would be developed when a student is lacking competence in a critical area in which competence must be evidenced before moving forward in the Program.

Successful completion of the developmental and remedial plans is determined by the Field Practicum Coordinator, the student's advisor, and if applicable, the on-site supervisor, using the Field Practicum Student Evaluation Form.

Any student who believes he or she has been treated unfairly by a faculty or staff member has the right to complain about the treatment and to receive a prompt hearing of the grievance. The complaint may concern course grades, classroom treatment, or other issues. Students are encouraged to refer to the Graduate School Academic Policies and Procedures for more information regarding Grievances and Appeals (https://grad.wisc.edu/acadpolicy/).

Responsibilities of the Field Supervisor

The field supervisor has several important responsibilities that will assist the field student and university supervisor.

1.   The field supervisor, in conjunction with the university supervisor, develops a written Field Practicum plan which includes specific objectives for the field practicum experience along with activities planned to meet these objectives, the criteria against which objectives will be evaluated, and a plan for supervision (see Appendix C). Supervisors solicit input from the student. This plan may follow directly from the examples of practicum activities outlined above or may be developed independently of these. It should address the objectives for field practicum described above.

2.   The field supervisor helps students identify multiple opportunities and methods for collecting evidence of professional and personal competence. This effort includes appropriate negotiations regarding the use of client information in portfolios, such as informed consent for the use of audio/video tapes, use of reports without identifying information, etc.

3.   The field supervisor directs the implementation of the Field Practicum plan through case assignment, incorporating the student into ongoing school activities, and monitoring student involvement in the field supervisor's own activities.

4.   The field supervisor supervises the daily activities of the field student by preparing the student for unfamiliar situations, guiding the student through new activities, and reviewing and discussing completed activities with the student.

5.   The field supervisor provides at least one hour of one-to-one supervision to the student for every eight hours spent at the field site. A specific schedule for this supervision will typically be established during the first site visit by the university supervisor.

6.   The field supervisor immediately informs the university supervisor of any student behavior which interferes with that student's effective professional practice at the field site.

7.   The field supervisor evaluates the student's demonstrated skills through review, discussion and direct observation, feedback from other school personnel, and review of the student's work products such as written reports, case notes, outcome data, and related documentation. The field supervisor completes the evaluation form presented in Appendix C.

8.   The field supervisor must help to insure that the practicum experience is conducted in a manner consistent with current legal-ethical guidelines of the profession. The Department of Educational Psychology University of Wisconsin-Madison follows guidelines for psychologists established by the American Psychological Association (APA; *Ethical Principles of Psychologists*, *Specialty Guidelines for the Delivery of Services by School Psychologists*, *Ethical Principles in the Conduct of Research with Human Participants*), and those established by the National Association of

School Psychologists (NASP; *Professional Conduct Manual*), as well as state and regional psychological associations. Also, the guidelines prepared by the American Educational Research Association (AERA), the American Psychological Association (APA) and the National Council for Measurement in Education (NCME) for educational and psychological tests and manuals are adhered to (*Standards for Educational and Psychological Tests and Manuals*). Finally, case study and other records are collected, maintained, and disseminated according to state and federal regulations.

Responsibilities of the UW School Psychology Program Field Practicum Coordinator

The UW School Psychology Field Practicum Coordinator is responsible for the following components of supervision:

1. The Coordinator recruits field sites and certifies that each Field Practicum site meets program standards, as specified above.

2. The Coordinator consults with the field supervisor and the Field Practicum student to establish the field practicum plan (first site visit).

3. The Coordinator evaluates progress made toward the practicum plan objectives midway through the practicum experience (second site visit).

4. The Coordinator supplements on-site supervision by directing group discussions of field student activities during scheduled Field Practicum class meetings.

5. The Coordinator consults with the on-site supervisor to assign student grades, and helps on-site supervisors and students collect evidence regarding student competencies (third site visit).

6. If a faculty member other than the Field Practicum Coordinator is instructor of the practicum course, that person reviews progress made during the field experience with the Coordinator and determines the student's final practicum grade for Department records (third site visit).

Field Practicum Student's Responsibilities

The Field Practicum student has the following responsibilities:

1. The Field Practicum student maintains the highest standards of professionalism during the Field Practicum experience, including but not restricted to standards of dress, ethical standards, and professional activity.

2. The Field Practicum student participates in the development and monitoring of the practicum plan. This includes, but is not limited to, collecting evidence demonstrating progress toward program Outcome Competencies.

3. The Field Practicum student participates actively in at least one hour of one-to-one supervision with the field supervisor for every eight hours at the field site.

4. The Field Practicum student participates in regular self-evaluation activities.

5. The Field Practicum student participates actively in group discussions of the field experience with other students during regularly scheduled field practicum class meetings.

6.   The Field Practicum student requests additional supervision of the field or university supervisor as the need arises.

7.   The Field Practicum student keeps detailed records demonstrating experiences; such records are essential for later certification, licensure, and internship applications (see Appendix D).

APPENDIX A

SCHOOL PSYCHOLOGY PROGRAM HISTORY[1]

History of School Psychology Program[1]

The early history of services for children with exceptional needs in Wisconsin is documented in a graduate thesis by Beatrice Blakley that appeared in the Wisconsin Department of Public Instruction's Bureau Memorandum (1965-66) in a four-part series entitled, "A history of early public school services for mentally retarded children in Wisconsin." From her document, it is revealed that Wisconsin's first provision of services was for children with "cognitive disabilities" in elementary grades of public schools. The first recognized special class for children with cognitive disabilities in Wisconsin was reported to be opened by Elizabeth Haesler in Milwaukee during 1908. Next, a number of significant events fostered the development of psychological services in Wisconsin and led to an increasing demand for services for children with cognitive disabilities and for trained specialists to work with these children in schools.

Growing awareness of the need for psychological services continued during the 1930s. In 1939, Samuel A. Kirk, past-president of the Wisconsin Association of Applied Psychology, conducted a survey of school psychological services in Wisconsin schools with a population of 10,000 or more. Kirk (1940) reported that of the 38 superintendents to whom questionnaires were sent, 25 replied. There were only seven full-time school psychologists and three part-time psychologists employed in Wisconsin schools. Kirk (1940) promoted interest in training psychologists in Wisconsin universities when he noted:

> There are two difficulties in the way of expanding psychological service in the state of Wisconsin. The main obstacle to the extension of such service is, of course, limited funds. The second difficulty is that no school or college in the state of Wisconsin has concentrated on the training of such workers. It is interesting to note from the results of the questionnaire that out of the ten psychologists employed only two of the workers were graduates of Wisconsin colleges or universities. One of these had a Bachelor's degree in Psychology and the other a Master's degree in Education. Wisconsin needs facilities for the training of such workers. (p. 42)

Kirk (1940) also recommended that a program be planned for the development of psychological services in the schools.

The Milwaukee Public Schools (MPS) established a formal Department of Psychological Services in 1954. Ralph H. Tindall was recruited to the MPS where they had one psychologist for every 15,000 students (Tindall, 1983). Subsequently, when Division 16 of the American Psychological Association (APA) sponsored its first Professional Institute of the Division of School Psychologists at Northwestern University, psychologists from the MPS led by Dr. Tindal were in attendance. During the same year, the first meeting of the Wisconsin School Psychologists Association (WSPA), then called the Wisconsin Association of School

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[1] The material on the history of school psychology in Wisconsin is adapted from Moscinski (1989).
Psychologists, was held on November 1 at the City Club of Milwaukee.

In 1958, formal certification was established for Wisconsin school psychologists and school psychometrists. Between the years of 1965 and 1978, there was a steady increase in the number of school psychologists. This growth parallels the peak years of institutional growth of school psychology training programs (Fagan, 1986). To meet the growing need for psychological services in the schools, increased interest in a school psychology training program at the University of Wisconsin-Madison developed.

Development of the University of Wisconsin-Madison School Psychology Program[2]

The University of Wisconsin-Madison (UW-Madison) School Psychology Program evolved gradually over a period of many years. Table 1 lists the faculty and staff associated with the program over its history. Prior to development of a formal program, the University of Wisconsin-Madison Psychoeducational Clinic was established in 1939 by Theodore L. Torgerson to provide services for children who were having school-related problems. The mission of the clinic was to serve as a facility for research on school-related problems and for educating professionals to deal with these problems. During the 1940s, no single discipline was associated primarily with the clinic. Based on growing needs at the state and national levels, the clinic evolved into a facility for training school psychometrists and later school psychologists (J. W. Giebink, personal communication, April 2, 1987).

During the early 1950s, some individuals obtained a master's degree with a specialization in school psychology, and by the late 1950s, two individuals identified as school psychologists received PhD degrees from the University of Wisconsin-Madison. A more formal school psychology program was established in 1960 through the joint efforts of the Department of Education and Department of Psychology. At that time, Paul Whiteman, a faculty member, was hired to head the program; Phyllis Berman, who had been a research assistant in the Department of Educational Psychology, was the second faculty member to be added. Soon after, Thomas Ringness was hired.

Concurrently, Ringness published the now classic Mental Health in the Schools (1968). Here he outlined various tools that a school psychologist might use in psychoeducational assessment and noted that the "real competence of a psychologist is in his ability to determine what data are required and to interrelate them meaningfully" (p. 429). Ringness emphasized that psychologists increasingly base their work on learning theory and that they:

> ...spend time not only in testing children but also in talking with teachers and observing classrooms. They are then more able to help the teacher devise what are essentially "programmed" situations for helping the child, using techniques ... [such as] reinforcement, deconditioning, or counterconditioning, and inhibition. (p. 429)

The Department of Educational Psychology gradually assumed greater responsibility for the program's management, and in 1965, the administrative responsibility for the entire program was assumed formally by the department. John W. Giebink was hired in 1964 as Director of the Psychoeducational Clinic and Program. Giebink and Ringness collaborated on projects that undoubtedly had an influence on the training program at Wisconsin. In 1967, they circulated a

questionnaire at the annual meeting of WSPA to assess training experience and job roles of

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school psychologists. The questionnaire was designed to assess specifically the satisfaction with training at the University of Wisconsin-Madison. Finding little relation between satisfaction with training and job responsibility in a given area, the authors reflected a philosophy that guides the program currently. They noted:

> ...aspects of school psychology training programs dealing with remediation and behavior change should be strengthened. [It would also suggest establishing training programs for those currently in the field.] While there have been arguments about whether or not school psychologists should do psychotherapy, that issue now seems to have been lost in the larger concern of school psychologists to do something more than testing and the need for training that will provide the techniques necessary to alter behavior. (Giebink & Ringness, 1970, p. 47)

In 1965, Roger A. Severson was hired to work in the program, and Dorothy Loeb was hired in an academic staff position to teach several clinical courses as well as supervise students in the Psychoeducational Clinic. Although Ringness had a strong affiliation with schools and schooling, both professors Giebink and Severson had PhDs in clinical psychology. Likewise, Loeb had a master's degree in clinical psychology. An important point about the program is that it developed within the context of a psychoeducational clinic, a characteristic similar to the development of many early clinical psychology programs throughout the country.

Throughout the 1960s, the number of faculty was increased and students were recruited for both masters and doctoral study. In 1969, Wally L. Mealiea (also a PhD in clinical psychology) was hired, and by 1970, the program had five professional members and approximately 50 graduate students.

With this rapid growth in the program during the 1960s consideration was given to formal accreditation by the APA. The program was actually evaluated several times during the 1970s. The first major evaluation occurred in June of 1971 when Jack I. Bardon visited the campus for two days. Bardon (1971) wrote a report on the program in which he made a variety of recommendations to faculty and students. The purpose of the report was to make specific recommendations to improve the program and make preparations for a formal accreditation visit by the APA. Although the report was generally laudatory, formal accreditation was never pursued.

During the 1970s, a number of program changes occurred. Several faculty entered the program and subsequently left (see Table 1). Despite the turnover, it was a very productive period in the history of the program for several reasons. To begin with, a large number of students graduated from the program. Many of these individuals went on to take leadership roles in the profession of school psychology. Second, the present Educational and Psychological Training Center (then known as the Psychoeducational Clinic) was built during this time and still serves as the primary

space for the training program. The clinic was designed specifically for the training of school psychology students (J. W. Giebink, personal communication, July 16, 1987). During this period there were additional evaluations of the program. A special school psychology study committee composed of department faculty was formed and made recommendations to the general faculty on June 30, 1977 (Davidson, 1977). A second evaluation was conducted by Judith Kaufman (1980) who visited during the summer session. The brief report was presented to faculty on July 31, 1980 and addressed various issues and concerns of the program and department faculty.

During this time, major commitments to supporting the program were also made by the Department of Educational Psychology. Through an innovative collaborative effort between the Wisconsin Department of Public Instruction and the university, three school psychologists from the Madison Metropolitan School District (MMSD) were given academic appointments in the program. These individuals--Beverly Bliss (1975-1977), Barbara Marwell (1979-1983), and Clarence DeSpain (1981-1984) -- provided a liaison between the School Psychology Program and MMSD, and had primary responsibility for the coordination and supervision of the clinic and field work practica. Two assistant professors were hired in 1980 (Maribeth Gettinger and William M. Reynolds). These individuals added considerable stability to the program and a strong affiliation with professional school psychology. One year later, Doran C. French was hired and two years later, Thomas R. Kratochwill joined as professor and director of the program and clinic (through 2016). In 1984, Elizabeth Doll was hired to coordinate activities in the clinic and supervise students in practica (through 1989). Stephen Elliott, joined the faculty in 1987 (through 2004), and Jeff Braden was hired in 1993 (through 2003).

During the following two years, these faculty and staff intensified their efforts to obtain accreditation from the APA. At the request of the department, Kratochwill (1985) completed a status report on the program. Building on the early development efforts of Marwell, Gettinger, and Reynolds, the faculty created additional documents, made some course modifications, and developed the self-study required by APA. Following a pre-site visit from Beeman N. Phillips and a green light to apply for accreditation, the program went through the formal process and was originally accredited by APA in February 1986, re-accredited in 1997[3], in 2005, and most recently in 2013. The program earned formal approval from the National Association of School Psychologists in 1992 and has maintained this accreditation since then.

Over the years, additional faculty and staff have been hired to replace individuals who accepted other positions. In 1990, Julia McGivern, an assistant clinical professor at the Waisman Center on campus, was given an adjunct appointment in the department to facilitate her teaching and supervision activities with school psychology students. Her appointment was expanded from adjunct to a clinical professorship in the Department of Educational Psychology in 1996. During the 1991-1992 academic year, Karen Stoiber was hired as a visiting professor and the program was reaccredited by APA for another five years. Stephen Quintana joined the program in January, 1996 (through 2016). Craig A. Albers joined the faculty in 2004, and Jennifer Asmus was hired as a Visiting Professor for the 2004-05 academic year, and Associate Professor starting Fall, 2005. Upon the retirements of Drs. Kratochwill and McGivern in 2016, Andy Garbacz was hired as an assistant professor and Kristy Kelly was hired as an assistant clinical professor. Currently the program includes four full-time faculty (Albers, Asmus, Garbacz, and Gettinger), one 25% faculty member (Quintana), one assistant clinical professor (Kelly), one academic staff lecturer (Racine Gilles), and three affiliates (Ershler, Farley and McCarey) associated with the Waisman Center.

In 1994, the School Psychology Program received national recognition when it was awarded the Alfred M. Wellner Award by the National Register for Health Service Providers in Psychology. This award was given in honor of the late Jack I. Bardon, PhD, in memory of his outstanding contributions made to the field of school psychology. In 1995, U.S. News & World Report ranked the program as the best school psychology program in the United States. Also in 1995, the Psychoeducational Clinic was reorganized as the Educational and Psychological Training Center (EPTC). The reorganization reflected a shift from an exclusive focus on school psychology to a focus on coordination of professional psychological training across the School of Education. In 2004 the program received recognition as having the most number of graduates to have pursued an academic career, and the Department of Educational Psychology was ranked number one in the United States. In 2010, the School Psychology program was awarded the American Psychological Association (APA) Innovative Practices in Graduate Education Award. The UW-Madison School Psychology program was selected by the APA Board of Educational Affairs in collaboration with the Council of Graduate Departments of UW-Madison Program that were highlighted as reasons for selection included: (a) innovative training curriculum focused on evidence-based practice, including integration of evidence-based interventions in the intervention and practicum training sequence; (b) development and support of a prevention science minor program emphasizing evidence-based practices; and (c) the development of an evidence-based curriculum in child and adolescent psychopharmacology.

The program received re-accreditation from the Commission on Accreditation of the American Psychological Association in August 2013.

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[3] Formalization of the training model as currently conceived occurred during the process of accreditation. In addition to the authors mentioned, Dr. Joel R. Levin and Dr. Steven R. Yussen contributed to the program model. Dr. Doran C. French was also a faculty member at the time and contributed to the development of the program.

Table 1

CHRONOLOGY OF FACULTY AND STAFF AFFILIATED WITH
THE UNIVERSITY OF WISCONSIN-MADISON SCHOOL PSYCHOLOGY PROGRAM

<u>Directors/Chairs of Training</u>

Paul Whiteman, Director	(University of Minnesota)	1960-1963
John W. Giebink, Director	(University of Wisconsin-Madison)	1964-1979
Raymond S. Dean, Chair	(Arizona State University)	1979-1980
Robert E. Davidson, Chair	(University of California, Berkeley)	1980-1981
William M. Reynolds, Chair	(University of Oregon)	1981-1983
Doran C. French, Chair	(University of Minnesota)	1983-1984
Thomas R. Kratochwill, Director	(University of Wisconsin-Madison)	1983-1990
Stephen N. Elliott, Director	(Arizona State University)	1990-1993
Thomas R. Kratochwill, Director	(University of Wisconsin-Madison)	1993-1996
Jeffery P. Braden, Director	(University of California-Berkeley)	1996-1999
Thomas R. Kratochwill, Director	(University of Wisconsin-Madison)	1999-2000
Jeffery P. Braden, Director	(University of California-Berkeley)	2000-2001
Thomas R. Kratochwill, Director	(University of Wisconsin-Madison)	2001-2002
Jeffery P. Braden, Director	(University of California-Berkeley)	2002-2003
Thomas R. Kratochwill, Director	(University of Wisconsin-Madison)	2003-2004
Maribeth Gettinger, Director	(Columbia University)	2004-2005
Thomas R. Kratochwill, Director	(University of Wisconsin-Madison)	2005-2012
Maribeth Gettinger, Director	(Columbia University)	2012-2013
Thomas R. Kratochwill, Director	(University of Wisconsin-Madison)	2013-2016
Craig A. Albers, Director	(Arizona State University)	2016-present

Gwen Arnold	(University of Wisconsin-Madison)	1945-1960
Phyllis Berman	(University of Wisconsin-Madison)	1962-1966
Thomas Ringness	(University of Wisconsin-Madison)	1962-1977
Roger A. Severson	(University of Iowa)	1965-1983
Wally Mealiea	(University of Missouri-Columbia)	1969-1972
Edward Docherty	(Syracuse University)	1972-1977
Raymond S. Dean	(Arizona State University)	1978-1980
Maribeth Gettinger	(Columbia University)	1980-present
William M. Reynolds	(University of Oregon)	1980-1992
Doran French	(University of Minnesota)	1981-1986
Thomas R. Kratochwill	(University of Wisconsin-Madison)	1983-2016
Stephen N. Elliott	(Arizona State University)	1987-2004
Jeffery P. Braden	(University of California-Berkeley)	1993-2003
Stephen Quintana*	(University of Notre Dame)	1996-present
Craig A. Albers	(Arizona State University)	2004-present
Jennifer Asmus	(University of Iowa)	2005-present
Andy Garbacz	(University of Nebraska-Lincoln)	2016-Present

Coordinators of the Clinic Practicum

Theodore L. Torgerson	(University of Chicago)	Established Clinic in 1939
Dorothy Loeb	(University of Wisconsin-Madison)	1965-1980
Karen Bauman	(University of Wisconsin-Madison)	1980-1981
Clarence DeSpain	(University of Wisconsin-Madison)	1981-1983
Maribeth Gettinger	(Columbia University)	1983-1984

Doran C. French	(University of Minnesota)	1983-1984
Elizabeth J. Doll	(University of Kentucky)	1984-1989
Stephen N. Elliott	(Arizona State University)	1989-1990
Cathy Propper	(Syracuse University)	1990-1994
Julia McGivern	(University of Wisconsin-Madison)	1994-2016
Kristy K. Kelly	(University of Wisconsin-Madison)	2016-present

Coordinators of the Field Work Practicum

Thomas R. Kratochwill	(University of Wisconsin-Madison)	1972-1973, 1989-1990
Beverly Bliss	(University of Wisconsin-Madison)	1975-1977
Barbara Marwell	(University of Wisconsin-Madison)	1979-1983
Clarence DeSpain	(University of Wisconsin-Madison)	1983-1984
Elizabeth J. Doll	(University of Kentucky)	1984-1989
Cathy Propper	(Syracuse University)	1990-1994
Pam Conrad	(University of Arizona)	1994-1996
Julia McGivern	(University of Wisconsin-Madison)	1996-2016
Kristy K. Kelly	(University of Wisconsin-Madison)	2016-present

Directors/Coordinators of the Educational and Psychological Training Center**

Theodore L. Torgerson	(University of Chicago)	1939
Gwen Arnold	(University of Wisconsin-Madison)	1945-1960
Paul Whiteman	(University of Minnesota)	1960-1963
John W. Giebink	(University of Wisconsin-Madison)	1964-1979
Doran C. French	(University of Minnesota)	1981-1984
Thomas R. Kratochwill	(University of Wisconsin-Madison)	1983-1991

Cathy Propper	(Syracuse University)	1991-1994
Elizabeth Holloway***	(University of Wisconsin-Madison)	1994-1996
Thomas R. Kratochwill	(University of Wisconsin-Madison)	1996-1999
Kenneth Thomas****	(Pennsylvania State University)	1999-2002
Bruce Wampold***	(U. of California-Santa Barbara)	2002-2004
Mary Lee Nelson***	(University of Oregon)	2004-2005
Thomas R. Kratochwill	(University of Wisconsin-Madison)	2005-2012
Mindi Thompson***	(University of Akron)	2012-2013^

*Counseling Psychology Department, with 25% appointment in School Psychology
**Prior to 1994, this facility was the School Psychology Psycho-educational Clinic.
***Counseling Psychology Department, UW-Madison
****Rehabilitation Psychology and Special Education Department, UW-Madison
^ Between 2013 and 2016, when the EPTC was discontinued, the EPTC was governed by its Executive Committee. .

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SCHOOL PSYCHOLOGY COMPETENCY DOMAINS
(Revised June, 2012)

The 30 program competencies listed below are subsumed under seven domains of knowledge and skills.

Domain #1: Research and Evaluation

    A. Demonstrate knowledge and application of various (1) research methods, (2) research designs, and (3) statistical procedures used in clinical, applied, and empirical investigations.
    B. Conceptualize research questions or issues, and design and conduct research to address research questions.
    C. Design a plan for evaluating the effectiveness of psychological services provided in schools or applied settings.
    D. Summarize and communicate results of studies or reports of research in terms that are understandable to educators and parents.

Domain #2: Professional Issues and Human Relations

    A. Demonstrate an understanding of the major (1) professional, (2) legal, and (3) ethical issues that influence the profession and practice of school psychology in various settings.
    B. Behave in accordance with professional, legal, and ethical guidelines.
    C. Demonstrate command of effective writing and speaking methods for communicating with educators, parents, and fellow professionals.
    D. Demonstrate command of technologies necessary to support professional practice.

Domain # 3: Assessment, Screening, and Progress-Monitoring

    A. Explain basic principles and best practices that guide your assessment activities.
    B. Demonstrate understanding of basic measurement concepts and psychometric issues as they apply to assessment practices.
    C. Demonstrate knowledge of the use of a broad range of methods for assessing, screening, and monitoring children's (1) social-emotional behavior, and (2) cognitive and academic functioning.
    D. Conceptualize and implement comprehensive assessments that address referral issues and facilitate the design and evaluation of interventions.
    E. Demonstrate understanding of assessment procedures that are non-biased, reliable, valid for the intended purpose, and appropriate for relevant socio-cultural characteristics of students.

Domain #4: Prevention and Intervention

    A. Explain basic principles and best practices that guide your prevention and intervention activities.

B. Conceptualize prevention and intervention goals, and develop plans to accomplish these goals across diverse populations.
C. Demonstrate understanding of the theoretical, conceptual, and procedural similarities and differences of various evidence-based approaches to prevention and intervention for school-related (1) social-emotional issues, (2) academic problems, and (3) crises.
D. Demonstrate command of methods for monitoring treatment progress and evaluating the integrity and effectiveness of interventions.

Domain #5: Consultation

A. Demonstrate skills for conducting consultation problem-solving interviews with teachers or parents with diverse backgrounds.
B. Conceptualize assessment issues within a consultation problem-solving model at the individual, group and systems level.
C. Conceptualize prevention and intervention goals within a consultation problem-solving model at the individual, group and systems level.
D. Design methods for monitoring the consultation process and measuring outcomes.

Domain #6: Human Abilities and Diversity

A. Demonstrate knowledge, skills, and appreciation for diversity (cultural, linguistic, and/or socioeconomic) and disabilities.
B. Demonstrate knowledge of the major socio-cultural groups and relevance of group differences for your work.
C. Demonstrate knowledge of the major diagnostic criteria and systems used to classify children's and adolescents' psychological problems and special education needs.
D. Demonstrate competence to work with individuals from different socio-cultural backgrounds and with different abilities.

Domain #7: Schools and Schooling

A. Demonstrate knowledge and use of effective teaching methods and how such methods can be used to affect the learning and behavior of diverse learners.
B. Demonstrate knowledge of school organization, systems issues (e.g., school change, reform, and policy) and school psychological service delivery systems that facilitate the learning and behavior of all students.
C. Demonstrate knowledge of major learner-generated strategies or activities that enhance academic performance.
D. Summarize major federal and state legislative acts that influence the practice of psychology in schools and specify practical implications of these acts for school psychologists.
E. Identify roles and activities that families, and in particular parents, can take in the enhancement of children's schooling.

APPENDIX C

FIELD PRACTICUM FORMS

1.   Field Practicum Planning Form
2.   School Psychology Field Practicum Student Evaluation

FIELD PRACTICUM PLANNING FORM

Student: _____   Beginning Date: _____

Placement: _____   Ending Date: _____

Supervisor:_____   Supervision Hrs: _____

Placement Schedule: _____

Student's clinical experience (and field experience if applicable):
_____
_____

Student's strengths and needs identified in Clinical Practicum:
_____
_____

Student's specific goals for field placement:
_____
_____

Listed below are evaluation items which will be used to evaluate the student's competence in seven domains. Below the evaluation items are examples of activities to assist students in developing competencies required by the School Psychology Program. Final decisions concerning the unique Field Practicum Plan developed for each field student and site will be made at the beginning of the semester during the first meeting between the student, the university practicum supervisor, and the field supervisor.

A.   **Professional Issues and Human Relations**

Evaluation Items:
        Behaves in accordance with professional, legal, and ethical guidelines.
        Demonstrates dependability.
        Meets difficult situations with self-control.
        Demonstrates good judgment and common sense.
        Communicates and listens effectively.
        Demonstrates an awareness of competency level, and doesn't accept
        responsibilities that exceed this level.
        Utilizes constructive feedback.
        Displays initiative and resourcefulness.
        Shows evidence of continued self-evaluation.
        Presents a good personal appearance.

Examples of activities to facilitate competence:
        ___   Student reviews professional impact on staff, students and parents.
        ___   Student applies effective listening and communication skills.
        ___   Student takes initiative in identifying activities to complete.

  ___ Student meets and interacts with professionals in the school.
  ___ Supervisor observes student's interactions with others and provides feedback.
  ___ Student evaluates his/her competence across varied activities.

Specific student goals/experiences and school opportunities:

B. **Human Abilities and Diversity**

Evaluation Items:
  Shows concern, respect, and sensitivity for the needs of staff and students.
  Works well with other staff.
  Is able to relate well to children.
  Demonstrates tolerance for others' values and viewpoints.
  Achieves comfortable interactions with students of other
  racial/ethnic/cultural/economic backgrounds.
  Demonstrates knowledge about and appreciation of diversity and disabilities.

Examples of activities to facilitate competence:
  ___ Student carries out assessment and intervention activities with
      children/adolescents representative of different ages, genders, disabilities;
      and racial/ethnic/cultural backgrounds.
  ___ Student consults with a wide range of staff members.
  ___ Student observes an IEP team.
  ___ Student participates as an IEP team member.
  ___ Supervisor observes student in interactions with children and staff
      members.

Specific student goals/experiences and school opportunities:

C. **Assessment Skills**

Evaluation Items:
  Understands the purpose and process of assessment at multiple tiers of
  prevention/intervention.
  Participates actively in team problem-solving meetings.
  Clearly identifies the nature of a Tier II and III referral problems and the purpose
  of the assessment.
  Uses appropriate assessment instruments that are directly related to the identified
  problems.
  Analyzes and interprets test results in a meaningful and thorough fashion.
  Appropriately uses assessment data to make decisions about student
  programming.
  Makes recommendations that follow logically from the assessment results and
  are educationally relevant.
  Displays accuracy in administering tests.
  Displays accuracy in scoring tests.
  Is sensitive to sources of bias when selecting, administering, and interpreting

assessments.

Examples of activities to facilitate competence:

___ Student participates in universal screening and benchmarking assessments.

___ Student identifies Tier II and III referral issues and purpose of assessments.

___ Student participates in team problem-solving meetings.

___ Student engages in multiple forms of assessment, including, for example, norm-referenced cognitive and academic assessment; standardized rating scales; review of work samples; direct observation; teacher, student, and parent interviews; functional behavioral assessment.

___ Student conducts and reports results of at least one comprehensive intellectual and one comprehensive academic evaluation.

___ Student conducts and reports results of at least one comprehensive evaluation of a minority student.

___ Student conducts and reports results from at least one comprehensive emotional and social adjustment assessment.

___ Supervisor observes student completing assessments and reporting results.

Specific student goals/experiences and school opportunities:

D. **Intervention Skills**

Evaluation Items:

Uses intervention strategies that are directly related to the assessed problem.
Clearly delineates goals of intervention.
Demonstrates skill in utilizing individual intervention strategies.
Demonstrates skill in utilizing group intervention strategies.
Demonstrates understanding of strategies to prevent school-related problems.
Demonstrates skill in preventing and/or responding to school-related crises.

Examples of activities to facilitate competence:

___ Student observes classroom behavior, identifies and systematically records data on target behaviors, and develops an intervention program.

___ Student addresses referral issues raised during assessment or consultation activities with a planned program for intervention.

___ Student accompanies the field supervisor during intervention activities.

___ Student develops a group intervention for a specific problem.

___ Supervisor observes student interventions.

Specific student goals/experiences and school opportunities:

E.   **Consultation Skills**

Evaluation Items:
Establishes effective collaborative relationships with teachers and other school personnel.
Collaborates effectively with parents.
Understands consultation as a service delivery model (e.g., stages of consultation)
Consults effectively with community agencies.

Examples of activities to facilitate competence:
___   Student coordinates one consultation case with school personnel.
___   Student consults with parents for the purpose of identifying referral concerns, collecting data concerning target behaviors, and planning interventions.
___   Student consults with staff members for the purpose of identifying concerns, collecting data concerning target behaviors, and planning/implementing interventions.
___   Student consults with community agencies.
___   Supervisor observes consultations.

Specific student goals/experiences and school opportunities:

F.   **Research and Evaluation**

Evaluation Items:
Evaluates all available data, alternatives and implications when planning a student's educational program.
Evaluates effectiveness of consultation through progress monitoring and outcome evaluation.
Evaluates the effectiveness of intervention techniques through progress monitoring and outcome evaluation.
Communicates results of evaluations and research in terms that are understandable to educators and parents (e.g., in meetings with parents and teachers).
Consults appropriate literature when gathering information, planning assessments and interventions, and making recommendations.

Examples of activities to facilitate competence:
___   Student collects and shares effectiveness data from the intervention or consultation activities with field and university supervisor.
___   Student identifies placement/program options for a child/adolescent.
___   Student communicates evaluation findings to staff and parents.
___   Student identifies appropriate literature to consult when planning assessments, interventions and recommendations.

Specific student goals/experiences and school opportunities:

G. **<u>Schools and Schooling</u>**:

<u>Evaluation Items</u>:
Demonstrates knowledge of effective teaching methods.
Demonstrates understanding of principles of classroom management.
Shows understanding of state and federal legislation that influences the practice of psychology in schools.
Demonstrates knowledge of school psychology service delivery systems that facilitate the learning and behavior of all students.
Demonstrates knowledge of school organization, systems issues (e.g., school change, reform, and policy) and service delivery systems that facilitate the learning and behavior of all students.
Identifies roles and activities that families can take in the enhancement of children's schooling.

Examples of activities to facilitate competence:
___ Student observes and works in regular and special education programs.
___ Student examines textbooks and materials used in grades K-6.
___ Student discusses with supervisor effective teaching practices observed in classrooms.
___ Student discusses with supervisor effective classroom management strategies observed in classrooms.
___ Student identifies state and federal legislation that influences practice of school psychology.
___ Student identifies roles of parents to support student performance.
___ Student examines structure of school services and staff, examines School Improvement Plan, and participates in professional development activities.

Specific student goals/experiences and school opportunities:

H. **<u>Professional Responsibilities</u>:**

<u>Evaluation Items</u>:
Observes scheduled hours and appointments at assigned school(s) in a responsible manner.
Is prompt in meeting deadlines, responding to referrals, and handing in written reports.
Produces written documents that are clear, well-written, and contain appropriate content.
Establishes appropriate work priorities and manages time efficiently.
Keeps supervisors and administrators informed of unusual events and activities, as well as routine matters in their school(s).
Is prepared for supervision (e.g., with agenda).
Uses feedback from supervision in a productive manner.

Consistently follows through when additional action is needed.
Maintains visibility and accessibility within assigned school(s).
Uses technology (e.g., computer support) effectively.

Examples of activities to facilitate competence:

___ Student accompanies a school psychologist during a typical day.
___ Student submits written reports in a timely fashion.
___ Student attends building staff meeting and other available administrative meetings such as a school board meeting or PTO meeting.
___ Student writes and submits case reports for all comprehensive cases, and for all consultation and intervention cases assigned.
___ Student keeps a daily log of activities.
___ Student is responsible in fulfilling commitments and meeting deadlines.

Specific student goals/experiences and school opportunities:

Specify the plan for how the student will be evaluated:

Specify the plan for supervision:

SCHOOL PSYCHOLOGY FIELD PRACTICUM
STUDENT EVALUATION*

Name of Student_____   Placement_____

Evaluator_____   Evaluator's Title_____

Directions: The Field Practicum experience is the last practicum necessary before a student seeks employment as a practicing school psychologist. The items on this evaluation reflect the competencies the School Psychology Program expects students to demonstrate at the end of the field practicum. These competencies are linked to the PI34 teacher and pupil services standards, which are also indicated below. Ratings are intended to guide the student and the program in evaluating readiness for independent practice. Please rate the student compared to an independent beginning practitioner. Please use the following rating scale in evaluating the student on the characteristics listed below:

N/A -   Not Applicable: not an appropriate goal for a school psychology practicum in this setting

 0 -   Not Observed

 1 -   Unsatisfactory: student's skills reflect insufficient mastery in this area; student needs additional course-based instruction in this skill

 2 -   Needs improvement: plans should be made to assure student gains extra practice in this skill prior to leaving the program

 3 -   Satisfactory: student's skills in this area are adequate for practice in schools; student should continue to practice this skill under professional supervision

 4 -   Competent: student is comfortably independent in this skill

 5 -   Outstanding: student's skills in this area are exceptionally strong

A.   PROFESSIONAL ISSUES AND HUMAN RELATIONS (Program Competency Domain 2)
      PI 34Pupil Service Standard 4: Understands and presents professional ethical behavior
      PI34 Teacher Standard 9: Is a reflective practitioner

      1.   Behaves in accordance with professional, legal, and
            ethical guidelines   N/A 0 1 2 3 4 5

      2.   Demonstrates dependability   N/A 0 1 2 3 4 5

3. Meets difficult situations with self-control   N/A 0 1 2 3 4 5

4. Demonstrates good judgment and common sense   N/A 0 1 2 3 4 5

5. Communicates and listens effectively   N/A 0 1 2 3 4 5

6. Demonstrates an awareness of competency level and
    doesn't accept responsibilities that exceed this level   N/A 0 1 2 3 4 5

7. Utilizes constructive feedback   N/A 0 1 2 3 4 5

8. Displays initiative and resourcefulness   N/A 0 1 2 3 4 5

9. Shows evidence of continued self-evaluation   N/A 0 1 2 3 4 5

10. Presents a good professional appearance   N/A 0 1 2 3 4 5

B. <u>HUMAN ABILITIES AND DIVERSITY</u> (Program Competency Domain 6)
    <u>PI 34 Pupil Services Standard 2: Knowledge of comprehensive, coordinated practice strategies</u>
    <u>PI 34 Teacher Standard 9: Understands individual difference</u>

1. Shows concern, respect, and sensitivity for the needs of
    staff and students   N/A 0 1 2 3 4 5

2. Works well with other staff   N/A 0 1 2 3 4 5

3. Is able to relate well to children   N/A 0 1 2 3 4 5

4. Demonstrates tolerance for others' values and viewpoints   N/A 0 1 2 3 4 5

5. Achieves comfortable interactions with students of other
    racial/ethnic/cultural/economic backgrounds   N/A 0 1 2 3 4 5

6. Demonstrates knowledge about and appreciation of diversity
    and disabilities   N/A 0 1 2 3 4 5

C. <u>ASSESSMENT SKILLS</u> (Program Competency Domain 3)
    <u>PI34 Pupil Services Standard 6: Knowledge of system-wide interventions and strategies</u>
    <u>PI 34 Teacher Standard 8: Uses varied assessment strategies</u>

1. Understands the purpose and process of assessment at   N/A 0 1 2 3 4 5
    multiple tiers of prevention/intervention

2. Participates actively in team problem-solving meetings   N/A 0 1 2 3 4 5

3. Clearly identifies the nature of the Tier III referral problem
   and the purpose of the assessment   N/A 0 1 2 3 4 5

4. Uses appropriate assessment instruments that are directly
   related to the identified problem   N/A 0 1 2 3 4 5

5. Analyzes and interprets assessment results in a meaningful
   and thorough fashion   N/A 0 1 2 3 4 5

6. Appropriately uses assessment data to make decisions
   about student programming   N/A 0 1 2 3 4 5

7. Makes recommendations that follow logically from the
   assessment results and are educationally relevant   N/A 0 1 2 3 4 5

8. Displays accuracy in administering tests   N/A 0 1 2 3 4 5

9. Displays accuracy in scoring tests   N/A 0 1 2 3 4 5

10. Is sensitive to sources of bias when selecting,
    administering, and interpreting assessments   N/A 0 1 2 3 4 5

D. INTERVENTION SKILLS (Program Competency Domain 4)
   PI 34 Pupil Services Standard 6: Knowledge of system-wide interventions and strategies
   PI 34 Teacher Standard 1: Understands content
   PI 34 Teacher Standard 2: Understands learning and development
   PI 34 Teacher Standard 4: Understands and employs instructional strategies
   PI 34 Teacher Standard 7: Plans systematic instruction

   1. Uses intervention strategies that are directly related to the
      assessed problem   N/A 0 1 2 3 4 5

   2. Clearly delineates goals of intervention at multiple tiers
      of practice   N/A 0 1 2 3 4 5

   3. Demonstrates skill in utilizing individual intervention   N/A 0 1 2 3 4 5
      strategies

   4. Demonstrates skill in utilizing group intervention strategies   N/A 0 1 2 3 4 5

   5. Demonstrates understanding of strategies to prevent
      school-related problems   N/A 0 1 2 3 4 5

   6. Demonstrates skill in preventing and/or responding to
      school-related crises   N/A 0 1 2 3 4 5

E. CONSULTATION SKILLS (Program Competency Domain 5)
    PI 34 Pupil Services Standard 5: Fosters program collaboration
    PI 34 Pupil Services Standard 7: Fosters school-community relationship
    PI 34 Teacher Standard 10: Fosters school-community relationship
    PI 34 Teacher Standard 6: Uses multiple forms of communication

    1. Establishes effective collaborative relationships with teachers
        and other school personnel   N/A 0 1 2 3 4 5

    2. Collaborates effectively with parents   N/A 0 1 2 3 4 5

    3. Understands consultation as a service delivery model (e.g.,
        stages of consultation)   N/A 0 1 2 3 4 5

    4. Consults effectively with community agencies   N/A 0 1 2 3 4 5

F. RESEARCH AND EVALUATION (Program Competency Domain 1)
    PI 34 Pupil Services Standard 3: Ability to use research to improve practice

    1. Evaluates all available data, alternatives, and implications
        when making recommendations about a student's educational
        program   N/A 0 1 2 3 4 5

    2. Evaluates effectiveness of consultation through progress
        monitoring and outcome evaluation   N/A 0 1 2 3 4 5

    3. Evaluates the effectiveness of intervention techniques through
        progress monitoring and outcome evaluation   N/A 0 1 2 3 4 5

    4. Communicates results of evaluation and research in terms
        that are understandable to educators and parents   N/A 0 1 2 3 4 5

    5. Consults appropriate literature when gathering information,
        planning assessments and interventions, and making
        recommendations   N/A 0 1 2 3 4 5

G. SCHOOLS AND SCHOOLING (Program Competency Domain 7)
    PI 34 Pupil Services Standard 1: Understands the 10 teacher standards
    PI 34 Teacher Standard 5: Creates learning environments
    PI 34 Teacher Standard 1: Understands content

    1. Demonstrates knowledge of effective teaching methods   N/A 0 1 2 3 4 5

    2. Demonstrates understanding of principles of classroom
        management   N/A 0 1 2 3 4 5

3. Shows understanding of state and federal legislation that influences the practice of psychology in schools   N/A 0 1 2 3 4 5

4. Demonstrates knowledge of school psychology service delivery systems that facilitate the learning and behavior of all students   N/A 0 1 2 3 4 5

5. Demonstrates knowledge of school organization, systems issues (e.g., school change, reform, and policies) and service delivery systems that facilitate the learning and behavior of all students   N/A 0 1 2 3 4 5

6. Identifies roles and activities that families can take in the enhancement of children's schooling   N/A 0 1 2 3 4 5

H. PROFESSIONAL RESPONSIBILITIES (General Competency)

1. Observes scheduled hours and appointments at assigned school(s) in a responsible manner   N/A 0 1 2 3 4 5

2. Is prompt in meeting deadlines, responding to referrals, and handing in written reports   N/A 0 1 2 3 4 5

3. Produces written documents that are clear, well-written, and contain appropriate content   N/A 0 1 2 3 4 5

4. Establishes appropriate work priorities and manages time efficiently   N/A 0 1 2 3 4 5

5. Keeps supervisors and administrators informed of unusual events and activities, as well as routine matters in their school(s)   N/A 0 1 2 3 4 5

6. Is prepared for supervision meetings (e.g., has agenda)   N/A 0 1 2 3 4 5

7. Uses feedback from supervision in a productive manner   N/A 0 1 2 3 4 5

8. Consistently follows through when additional action is needed   N/A 0 1 2 3 4 5

9. Maintains visibility and accessibility within assigned school(s)   N/A 0 1 2 3 4 5

10. Uses technology (e.g., computer support) effectively   N/A 0 1 2 3 4 5

OVERALL RATING OF STUDENT: 1 2 3 4 5

PROFESSIONAL GOALS:

Given the above ratings of the student's professional skills, list the three most important goals which should be established for his/her continued professional training.

1.

2.

3.

Evaluator's Signature: _____ Date: _____

Student's Signature: _____ Date: _____

(The student's signature indicates only that the evaluation has been discussed with student.)

*This evaluation form was adapted from a tool originally developed at U.S.C.

APPENDIX D

**School Psychology Training Field Practicum
Practicum Hours Logs**

What are practicum hours logs?
In all School Psychology Program practica, including non-course-based practica that are approved by the program director, students must maintain accurate logs documenting their applied experiences. Students maintain these logs in an electronic format called Time2Track (https://time2track.com). The cost per student per year is currently $30.00; the School Psychology Program will be paying this cost for all students during the 2016-17 academic year as we will consider this year as a trial. Students may have to pay partial or all costs in future years.

Why are practicum logs important?
Practicum logs are important because they provide the documentation necessary to show that students (a) students have completed program requirements, (b) have completed state requirements for licensing, and (c) have accrued the practicum hours they report on their internship applications.

Who determines what should be recorded on hours logs?
The School Psychology Program has approved the Time2Track log for use by all students. This log includes categories in which students are required to report as part of the APPIC application process for internship.

Do reporting requirements about practicum hours change over time?
Yes! The APPIC requirements of what to report and how to report have changed numerous times over the years. Although the information required on applications has been more consistent in the past few years, it is critical that students keep enough information about clients and practicum activities to be able to report hours in a new format, or supply additional information, should the APPIC reporting requirements change.

What can be counted as an intervention or assessment hour on the APPIC application for internships?
The APPIC application instructions are specific about what can be counted. There are three general categories of hours that can be included on the application:
1. Practicum classes for which you receive formal academic training (e.g., first year, clinic, or field practicum).
2. *Program-sanctioned* training experiences (e.g., training grant activities; assessment, intervention, or consultation outside of courses and required practicum courses).
3. *Program-sanctioned* work experiences (e.g., Student Assessment Services).
4. *Non-required* practicum hours.

(Note: academic credit is not a requirement in all cases)

For all of the above activities:
1. **All hours must be supervised** (by a licensed psychologist).
2. The academic training director **must be aware of and approve of the clinical activity.**

See the document School Psychology Program Practicum Policy).

Below are the APPIC application instructions regarding intervention and assessment hours:

- You should **only** record hours for which you received formal academic training and credit or which were program-sanctioned training or program-sanctioned work experiences (e.g., VA summer traineeship, clinical research positions, time spent in the same practicum setting after the official practicum has ended). Practicum hours must be supervised. Please consult with your academic training director to determine whether experiences are considered program sanctioned or not. The academic training director must be aware of and approve of the clinical activity. Academic credit is not a requirement in all cases.
- See additional information at https://portal.appicas.org/applicants2012/instruction/ins_exp_intervention.htm

What specific information is recorded on hours logs?
Below are the categories included on Time2Track. Students record activities in each category that corresponds to applied work with clients. Some of the categories below may not used by school psychology students (e.g., career counseling).

- **Intervention**
    - Career counseling
    - Couples therapy
    - Family therapy
    - Group therapy
    - Individual therapy

- **School Counseling Interventions**
    - Other school counseling
    - School (direct intervention)
    - School consultation

- **Other Psychological Interventions**
    - Consultation
    - Intake interview/Structured interview
    - Medical/Health related interventions
    - Other interventions (e.g., milieu therapy, treating planning with client)
    - Sport psychology/Performance enhancement
    - Substance abuse intervention

- **Other Psychological Experience with Students and/or Organizations**
    - Other psychological experience
    - Outcome assessment of programs or projects
    - Program development/outreach programming
    - Supervision of other students
    - Systems intervention/Organizational consultation/Performance improvement

- **Assessment**
    - Neuropsychological test administration
    - Psychodiagnostic test administration

- **Support**
  - Assessment report writing
  - Case conference
  - Case management
  - Chart review
  - Clinical writing/Progress notes
  - Other support
  - Psychological assessment scoring/Interpretation
  - Seminars/Didactic training
  - Video-audio-digital recording review

- **Research**
  - Research

- **Supervision Received**
  - Group supervision
  - Individual supervision

What are some practical suggestions about maintaining hours logs?
The following suggestions come from students who have used their logs when applying for internships and professional positions.

- Fill in your electronic log regularly! Field students suggest is it critical to complete logs daily to capture all the eligible hours worked.

- Keep brief notes outside the system about your work in each site. These will be extremely useful if APPIC changes its application categories.

- Ask questions as they arise! There is time in all practicum classes for discussion of hours logs.