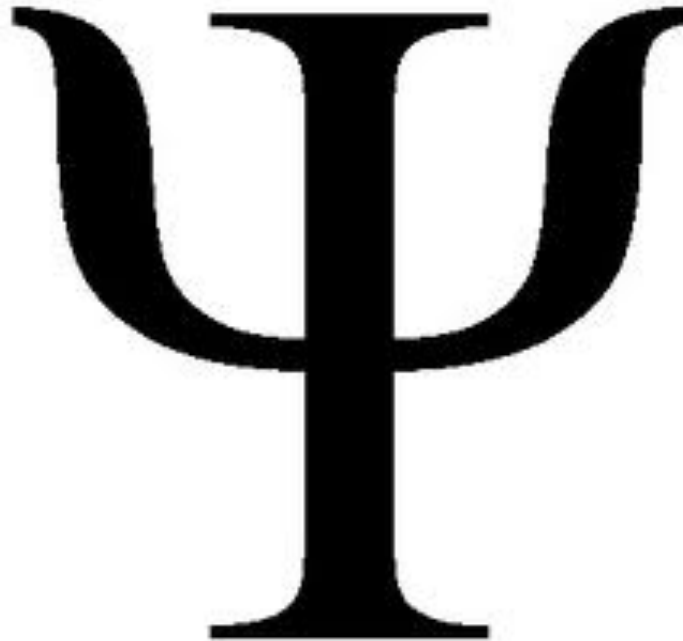# SCHOOL PSYCHOLOGY NON-REQUIRED

PRACTICUM HANDBOOK

POLICIES, PROCEDURES AND GUIDELINES

SCHOOL PSYCHOLOGY PROGRAM

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(Effective Fall 2019)

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NON-REQUIRED PRACTICUM OVERVIEW

Introduction

The non-required practicum (NRP) provides students the opportunity to pursue unique practicum experiences outside of the School Psychology Program practica. The purposes of NRP are (a) to gain unique applied experiences that diversify one's skillset and/or develop specializations of clinical skills, (b) to learn from a variety of supervisors in a variety of different settings, (c) to become more competitive for internship, and (d) to grow as scientist-practitioner-scholars. While NRPs are encouraged and beneficial for students' development as school psychologists, NRPs, as the title suggests, are not required. Guidelines for finding a NRP are provided later in the NRP manual (p.18)

Requirements

Several elements are required to complete a NRP. First, the student needs to be supervised by an on-site licensed psychologist or a licensed school psychologist. Communications about supervision need to occur prior to beginning the NRP. Second, the student must complete the Non-Required Practicum Approval Form (p. 8) and have the form signed by the NRP supervisor and their school psychology academic advisor. Once the form has been approved by the NRP supervisor and advisor, the student may begin the NRP. It is of note that if a student has dissertator status and not enrolled in any courses, the student may need to purchase liability insurance. A NRP Approval Form is required for each NRP each academic semester for the hours to be considered program approved hours. Upon termination of the NRP, the NRP supervisor will evaluate the student using the Non-Required Practicum Planning and Evaluation Form (p.11) based on the identified relevant program competencies documented in the NRP Approval Form. The program policies and procedures are further explained below.

SCHOOL PSYCHOLOGY PROGRAM PRACTICUM POLICY

I. Definitions

A.   Required practicum. This term is used to describe a practicum required for all students by the School Psychology Program (i.e., beginning, clinic, and field practicum). These hours are automatically approved as program-sanctioned hours (see below).

B.   Non-required practicum. This term is used in reference to a practicum not required by the School Psychology Program, whether taken for credit or not. Non-required practicum (NRP) hours require specific approval by the student's advisor to be counted as program-sanctioned practicum hours (see below).

   1.   Advisor-credit practicum. This term refers to NRP taken for credit (EP 840) with the student's advisor.

2. <u>Non-credit practicum</u>. This term refers to NRP *not* taken for credit for which a student is seeking approval from the program to report the hours accrued as program-sanctioned practicum hours.

C. <u>Program-sanctioned practicum hours</u>. These are hours that are approved by the program for reporting as practicum hours on internship applications and other reporting of students' program-approved activities.

D. <u>Practicum hours as defined by APPIC</u>. See Section IV of this document for additional details from https://portal.appicas.org/applicants2012/instruction/ins_exp_intervention.htm

II. General Practicum Policies

A. Students must be making satisfactory progress toward program benchmarks when requesting approval for participation in NRP.

B. Exceptions to II.A. (above) will be reviewed by all School Psychology Program faculty.

C. To report non-required practicum hours as practicum hours on internship applications or other reports of activities related to the School Psychology Program, students must have received approval of those hours as program-sanctioned hours from their program advisor.

III. Practicum Types and Specific Policies

A. Required practicum

1. Required practicum hours (1025 hours; 370 direct service hours)

    a. Beginning Practicum. Required hours: 125 (50 direct service)
    b. Clinic Practicum. Required hours: 300 (100 direct service)
    c. Field Practicum. Required hours: 600 (220 direct service)

2. All required practica are completed in clinical and field settings approved by the instructor.

3. All Field Practicum hours are completed in school settings.

4. All required practica must be supervised by licensed psychologists or licensed school psychologists.

5. Students applying to competitive internship sites will need to acquire practicum hours beyond the 1025 hours required by the program. Students should aim to complete at least **1200 total hours of practicum with 500 intervention hours**

and 125 assessment hours across required and non-required practica before submitting internship applications.

B.   Non-required practicum

    1.   General requirements

        a.   A NRP should be taken for credit with the student's advisor unless there are extenuating circumstances (see non-credit practicum below).

        b.   A NRP must be supervised by a licensed psychologist (strongly preferred) or licensed school psychologist.

        c.   Students should meet with their advisors to discuss NRP options **prior to** applying for and/or taking steps to set up a practicum placement/ NRP.

        d.   Students must obtain approval from their advisors for a NRP **before** beginning the practicum. **NRP approval forms with the site supervisors' dated signatures must be submitted to students' advisors no later than the last day of classes of the semester before the practicum is to begin (e.g., last day of class of Fall Semester for a Spring Semester NRP, last day of summer courses for a Fall Semester).**

        e.   Once the advisor approves the form (dated signature), the advisor transmits the form to the School Psychology Director of Clinical Training (DCT), retains a copy, and provides a copy to the student. A copy of the signed form is also placed in the student's file.

        f.   Students may start logging practicum hours for the approved NRP on or after the date of signed *advisor* approval.

        g.   Students will be evaluated using the *Non-Required Plan and Evaluation Form;* site supervisors will complete this form, and students should submit to the advisor upon completion of each semester of the practicum. Note that failure to submit this form to your advisor at the conclusion of your practica will result in you not being able to count these hours on your internship applications.

    2.   Advisor-credit practicum

        a.   Students must submit a *Non-Required Practicum Approval Form* to advisors no later than the last day of classes of the semester before a practicum is to begin.

        b.   Students may register for 1-3 credit hours for each semester of a NRP, depending on the number of hours that will be accrued during the practicum. Each credit hour corresponds to a total of 100 practicum hours with an upper

limit of 300 hours (3 credits) per semester. The number of credits taken for a particular NRP is negotiated between the student and advisor.

    c.   All supervision of practicum activities is completed by the supervisor identified on the *Non-Required Practicum Approval Form*.

    d.   The advisor is responsible for (a) communicating with and monitoring completion of the practicum with the supervisor, (b) developing a NRP plan and evaluation process (see *Non-Required Practicum Planning and Evaluation Form*, (c) requesting an individualized evaluation form to be completed by the supervisor (based, in part, on direct observation) near the end of each semester, (d) assigning a grade to the student for each semester of the practicum, and (c) verifying the student's practicum hours on Time2Track.

    e.   The practicum supervisor is responsible for (a) communicating with the student's advisor, (b) providing regular direct face-to-face supervision with the student, and (c) completing the individualized evaluation form based, in part, on direct observation (either live or electronically) of the student. Note that failure to submit this form to your advisor at the conclusion of your practica will result in you not being able to count these hours on your internship application.

   3.   Non-credit practicum

    a.   A non-credit practicum is taken **only** when there are circumstances that do not allow the student to take the practicum for credit with the advisor.

    b.   Examples of such circumstances include a student (a) who is a dissertator and therefore cannot enroll in additional credits, (b) who is already enrolled in the maximum number of credits, or (c) whose site requires completion of an affiliation agreement that is under negotiation with UW and/or cannot be completed in a timely manner.

c.   Students who take a non-credit practicum **must** have personal liability insurance. Students taking practica for UW-Madison credit are technically exempt from this provision because they are covered by UW-Madison insurance, but personal liability insurance is required for all non-credit practica.

IV. Information from APPIC regarding practicum hours
https://portal.appicas.org/applicants2012/instruction/ins_exp_intervention.htm

1.   You should only record hours for which you received formal academic training and credit or which were sanctioned by your graduate program as relevant training or 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. Other sections of this application will allow you an opportunity to summarize your supervision experiences, anticipated practicum experiences and support activities. Other relevant experience that does not fit into the above definition can be described on your Curriculum Vitae.

2. *The experiences that you are summarizing in this section are professional activities that you have provided in the presence of a client. Telehealth, for the purposes of the AAPI, focuses on two-way, interactive videoconferencing as the modality by which telehealth services are provided. In order to count the hours delivered using this technology the focus of the clinical application should include diagnostic and therapeutic services. Clinical applications of telehealth encompass diagnostic, therapeutic, and forensic modalities across the lifespan. Common applications include pre-hospitalization assessment and post-hospital follow-up care, scheduled and urgent outpatient visits, psychotherapy and consultation. This does not include phone sessions or clinical supervision. All services must be appropriately supervised by a licensed clinician. Please note that not all states count these types of hours toward licensure and you should carefully review particular state regulations as needed.*

3. *A practicum hour is defined as a clock hour, not a semester/quarter hour. A 45-50 minute client/patient hour may be counted as one practicum hour.*

4. *You may have some experiences that could potentially fall under more than one category, but it is your responsibility to select the category that you feel best captures the experience. (For example, a Stress Management group might be classified as a group or as a Medical/Health-Related Intervention, but not both.) The categories are meant to be mutually exclusive; thus, any practicum hour should be counted only once.*

5. *Only include practicum experience accrued up to November 1 of the year in which you are applying for internship. You may describe the practicum experience that you anticipate accruing after November 1 in the section, "Summary of Doctoral Training."*

6. *When calculating practicum hours, you should provide your best estimate of hours accrued or number of clients/patients seen. It is understood that you may not have the exact numbers available. Please round to the nearest whole number. Use your best judgment, in consultation with your academic training director, in quantifying your practicum experience.*

7. *Please report actual clock hours in direct service to clients/patients. Hours should not be counted in more than one category.*

8. *For the "Total hours face-to-face" columns, count each hour of a group, family, or couples session as one practicum hour. For example, a two-hour group session with 12 adults is counted as two hours.*

9. *For the "# of different..." columns, count a couple, family, or group as one (1) unit. For example, meeting with a group of 12 adults over a ten-week period for two hours per week*

counts as 20 hours and one (1) group. Groups may be closed or open membership; but, in either case, count the group as one group.

Note regarding the recording of "consultation" activities: *Consultation activities may count as practicum hours only to the extent that this activity involves actual clinical intervention with direct consultation with the client (e.g., individual, family, organization) or an agent of the client (e.g., parent, teacher); this would be activity you would include in this "Intervention Experience" section. Consultation activities with other professionals regarding coordination of care (e.g., psychiatrist), without the client / patient present, should be counted in the "Support Activities" section.*

NON-REQUIRED PRACTICUM APPROVAL FORM

Student Name: _____   **Student Advisor**: _____

A.   General Information

1.   Name of practicum facility (practicum site): _____

2.   Date request is being submitted: _____

3.   **Semester during which practicum will be completed: _____
        **Beginning date: _____
        **Ending date: _____

4.   Estimated total number of practicum hours to be completed (maximum of 300): _____

5.   Are you taking this practicum for credit or no credit?   _____Credit   _____ No credit
     If for credit, number of credits of 840 to be completed (range is 1-3): _____

6.   Is the practicum facility paying you for your work?   _____Yes _____ No

7.   Does the practicum facility require you to sign a contract or agreement?
     ____Yes   ___ No   If yes, provide a copy with this proposal.

**Approval is for beginning and ending dates specified on this form for the semester indicated.

B.   Student Progress in the School Psychology Program

1. Are you making satisfactory progress in the School Psychology Program?
   ____Yes _____ No   If no, then this request for NRP must be approved by the
                                   School Psychology Program faculty.

2.   What additional activities are you undertaking during the time of participation in the proposed practicum? (Please list classes, dissertation activities, other research activities, other practica, work, etc.)

3.   How many program-sanctioned practicum hours (required and non-required) have you accrued to date?

        Total   _____
        Direct service _____

C.   Description of Practicum Activity

1.   Provide a brief description of the practicum activity, including name and location of practicum facility and specific activities.

2. What is the objective or intended outcome of the practicum experience in terms of your professional development?

3. Identify 1-5 school psychology competency domains that will be addressed, and list the specific corresponding activities that will be facilitated during the practicum using the *Non-Required Practicum Plan and Evaluation Form.*

4. Describe the supervision of the practicum.

   a. Name, title, and credentials of supervisor

   b. Describe the supervision (frequency, hours, format [individual or group]). Regular face-to-face supervision is required.

   c. Describe how the supervisor will provide direct observation during the experience (frequency, type).

   d. Explain how supervision will promote development of competency in the domains listed in C.3.

5. Students will be evaluated using the *Non-Required Plan and Evaluation Form;* site supervisors will complete this form, and students should submit to the advisor upon completion of each semester of the practicum. Note that failure to submit this form to your advisor at the conclusion of your practicum will result in you not being able to count these hours on your internship applications.

D.   Practicum Facility Requirements

1. What are the conditions of participation in the practicum (e.g., special training, applicable deadlines, and other conditions of participation)?

2. Indicate how/when you will meet each condition. The student is responsible for meeting the requirements of the site.

Signatures:

Student: _____Date: _____

Practicum facility supervisor: _____ Date: _____

Practicum supervisor phone: _____ email: _____

Student's university advisor: _____ Date: _____

After signing the document, the advisor transmits the form to the School Psychology Director of Clinical Training.

NON-REQUIRED PRACTICUM PLANNING AND EVALUATION FORM
(for students entering the program in Fall 2017 or later)

Student: _____   Beginning Date: _____

Placement: _____   Ending Date: _____

Supervisor:_____

This form serves as both a plan and evaluation tool for a non-required practicum. Each student should work with both the site supervisor and his or her advisor to develop an appropriate plan for training before the practicum begins. In doing so, each student should indicate **up to five program domains** that will be addressed during the training by **bolding each one** that is identified. Students should then identify, with assistance from their site supervisor, key activities that will be accomplished/facilitated during the training. This plan should be reviewed during supervision meetings held at the practicum site regularly to guide training and ensure student goal attainment. Site supervisors should also conduct a summative evaluation of student competence in the identified domains at the end of the semester. Please note that supervisors are not required to evaluate other program domains (those not in bold type). This form should then be submitted to the student advisor for review and documentation. Failure to submit this form to your advisor at the conclusion of your practica will result in you not being able to count these hours on your internship applications.

The following rating scale should be used for evaluation of student competence:

 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; 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

NA - Not Applicable: opportunity for this skill to be demonstrated was not provided

Domain	Site-specific Activities (student completes)	Evaluation Items	Rating (site supervisor completes)
1: Individual and Cultural Diversity		Demonstrates awareness of one's personal/cultural history, attitudes, and biases that may affect understanding and interacting with individuals different from oneself	1 2 3 4 5 NA
		Demonstrates ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews are different from one's own;	1 2 3 4 5 NA
		Demonstrates awareness of equity and/or disparity within and between individuals and groups.	1 2 3 4 5 NA
		Demonstrates understanding of current theory and research related to addressing diversity in all professional activities.	1 2 3 4 5 NA
		Applies knowledge and skills related to addressing issues of diversity and equity for individuals within specific contexts and in all professional activities.	1 2 3 4 5 NA
2: Professional Behaviors, Interpersonal Skills, Communication, and Reflective Practice		Demonstrates awareness of professional values and attitudes of health-service psychology, including respect for human diversity and social justice.	1 2 3 4 5 NA
		Demonstrates professional skills and characteristics needed for effective practice as health-service psychologists, including communication, interpersonal, and technology skills; and responsibility, adaptability, initiative, and dependability.	1 2 3 4 5 NA
		Produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated to communicate with students, educators, parents, and fellow professionals.	1 2 3 4 5 NA
		Demonstrates self-awareness regarding one's personal	1 2 3 4 5 NA

		and professional functioning to maintain and improve performance, well-being, and professional effectiveness.						
3: Ethical, Legal, and Professional Standards		Demonstrates awareness of how one's personal views may affect the understanding and application of ethical, legal, and professional guidelines	1	2	3	4	5	NA
		Demonstrates understanding of contributions of history and systems, theory, and research to ethical, legal, and professional guidelines.	1	2	3	4	5	NA
		Behaves in accordance with professional, legal, and ethical guidelines in all professional activities	1	2	3	4	5	NA
4: Assessment		Explains basic principles and best practices that guide one's assessment activities at the individual, group, and system levels.	1	2	3	4	5	NA
		Applies methods to screen, assess, and monitor social-emotional, behavioral, cognitive, adaptive, and academic functioning of children and youth based on measurement science, assessment goals, and diversity characteristics.	1	2	3	4	5	NA
		Interprets and communicates assessment results in accordance with research-based and professional standards to inform case conceptualization, classification, diagnosis, and intervention.	1	2	3	4	5	NA
5: Evidence-Based Prevention and Intervention		Explain basic principles and best practices that guide evidence-based prevention and intervention at the individual, group, and system levels.	1	2	3	4	5	NA
		Conceptualizes treatment goals and develops evidence-based prevention and intervention plans based on assessment findings for academic, behavior, social-emotional, mental health, and physical problems.	1	2	3	4	5	NA
		Uses data-driven methods to select, implement, and evaluate prevention and intervention for academic, behavior, social-emotional, mental health, and physical	1	2	3	4	5	NA

		problems specific to treatment goals and assessment findings.							
6: Indirect Service Delivery and Collaboration		Explains basic principles and best practices that guide indirect service delivery and collaboration at the individual, group, and system levels.	1	2	3	4	5	NA
		Conceptualizes assessment, goal-setting, intervention, and evaluation through indirect service delivery and collaboration with key stakeholders at the individual, group, and system levels.	1	2	3	4	5	NA
		Selects and appropriately implements indirect service delivery to assess, address, and prevent problems and promote well-being at the individual, group, and system levels.	1	2	3	4	5	NA
7: Supervision		Demonstrates knowledge of supervision models and practices.	1	2	3	4	5	NA
		Promotes one's own professional practice through active participation and supervision as a trainee.	1	2	3	4	5	NA
		Provides effective supervision to promote professional practices of others.	1	2	3	4	5	NA
8: Research, Measurement, and Evaluation		Demonstrates knowledge and application of research methods and designs, including descriptive, single-case, quasi-experimental, and experimental designs to contribute to the scientific and professional knowledge base	1	2	3	4	5	NA
		Demonstrates knowledge of and apply the theory, science, and techniques of psychological measurement. Demonstrates knowledge of and applies (a) program evaluation methods and (b) accountability systems in applied settings.	1	2	3	4	5	NA
9: Basic Content Areas		Demonstrates knowledge of affective, biological,	1	2	3	4	5	NA

in Scientific Psychology		cognitive, developmental, and social aspects of behavior.	
		Applies knowledge of affective, biological, cognitive, developmental, and social aspects of behavior.	1 2 3 4 5 NA
		Integrates two or more basic content areas in scientific psychology (i.e., affective, biological, cognitive, developmental, social) to understand behavior.	1 2 3 4 5 NA
10: Schools and Schooling		Demonstrate knowledge of effective teaching methods and how such methods can be used to affect the learning and behavior of all learners.	1 2 3 4 5 NA
		Demonstrates knowledge of effective classroom environments that enhance academic learning and behavior of all learners.	1 2 3 4 5 NA
		Demonstrates knowledge of school psychological service delivery systems that facilitate the learning and behavior of all learners.	1 2 3 4 5 NA
		Demonstrates knowledge of strategies to engage students' families and stakeholders to enhance learning and behavior of all learners.	1 2 3 4 5 NA

Qualitative Feedback (Please note any additional feedback you would like to share about the student's work in your site):

Hours Summary (Student should complete):

Number of Total Hours: _____

Number of Intervention Hours: _____

Number of Assessment Hours: _____

Number of Supervision Hours: _____

Number of Support Hours: _____

I verify that this evaluation is based in part on direct observation (either live or electronic) of the trainee.

_____   _____
Supervisor Signature   Date

FINDING AND SECURING A NON-REQUIRED PRACTICUM

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 are encouraged to participate in these non-required practicum activities throughout their training to diversify experiences, increase clinical hours, increase competency in various domains of practice, and strengthen internship applications. While there are a range of ways for students to secure a non-required practicum, the following guidelines may assist students in securing a practicum outside of the required school psychology clinical training sequence.

General Guidelines

1. Consult Program Requirements for the Non-Required Practicum

   Students should prepare for a non-required practicum by thoroughly reviewing all of the policies and procedures outlined within this handbook. Program sanctioned practicum hours established via the NRP need to align with the training goals and supervision requirements of the School Psychology training program. Careful review and consultation with the student advisor and other area faculty in advance of submitting a request for a NRP will improve efforts at establishing a successful practicum experience.

2. Consider Your Current Positions and Network of Connections

   Students are often engaged in a variety of activities outside of their training in the School Psychology Program that align well with the goals and activities of the program. Examples of this might include participation in a related training program (e.g., LEND), work as a project or research assistant on a university grant, participation in a university or community-based volunteer activity, or practicum with an outside community agency. Students may find that they are already engaged in activities outside of the required training program that may already meet criteria for the NRP or be easily modified or enhanced (e.g., add formal supervision) to serve as a more formal training experience (i.e., practicum).

3. Consider University and Community Resources

   Students are often interested in gaining experience that is complimentary to and will expand the training they receive within the School Psychology Program. Students may consider the types of training opportunities that may be available in the larger university and local and regional communities. Potential places to search for a NRP might include UW Hospital and Clinics, the Wisconsin Center for Education Research (WCER), the Waisman Center, other university training clinics (e.g., Psychology Research and Training Clinic, Counseling Psychology Training Clinic), local and regional community mental health centers, and local and regional schools. Some of these settings may already offer formal practicum

opportunities that students might apply for while others may be explored through more informal connections and networking.

4. Consider Professional Expectations, Timelines, and Preparation Required

    Developing or securing a NRP may require a range of professional behaviors, such as formal application, interviews, or contract negotiation. Students should prepare adequately for these efforts by updating professional materials such as a curriculum vitae (CV), drafting a professional email template or cover letter, and gathering all necessary program documents necessary for communication with potential practicum sites. Securing a NRP may take more time in situations that require more formal application efforts (e.g., applying to an established site) or less time with activities that already fit well within a student's current schedule (e.g., participation on a research project). It is essential, however, to follow the timelines for approval of the NRP within the department. Students should not apply for, accept, or negotiate a NRP with a site in advance of starting the process of department approval.

5. Consider Your Interests and Current Training

    Students should explore a NRP they believe will enhance their current training in the School Psychology Program. Students are encouraged to take time to think about what goals they have for the training, create goals with the university advisor and site supervisor, and make sure the training experience will broaden their competence as a psychologist-in-training. Students should be thoughtful about how the NRP will enhance their training, consider whether their schedule will permit such activities, and pursue training activities that are well-aligned to their professional interests and goals. In sum, the NRP is designed to largely support student-initiated training interests.