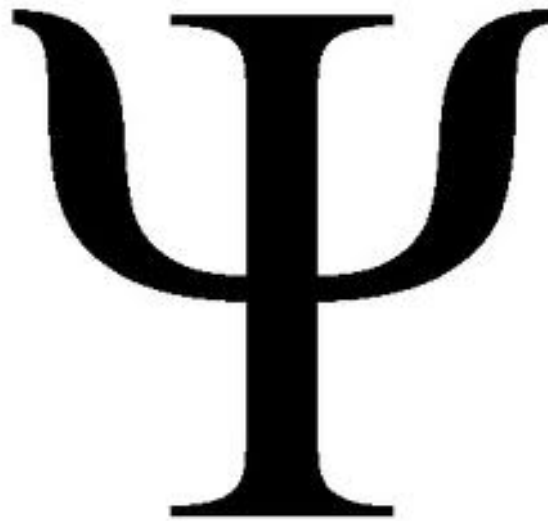


# **FIELD PRACTICUM HANDBOOK**

## **POLICIES, PROCEDURES, AND GUIDELINES FOR FACULTY, SUPERVISORS AND STUDENTS IN THE SCHOOL PSYCHOLOGY PROGRAM**



**Department of Educational Psychology**

**School of Education**

**The University of Wisconsin-Madison**

**Madison, WI 53706**

(Effective Fall, 2020)

**The Commission on Accreditation of the American Psychological Association awarded Re-Accreditation to the School Psychology Program in August 2013. American Psychological Association, Commission on Accreditation, 750 First Street, NE, Washington, DC 20002-4242; Phone: 202.336.5979.**

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## **PROFESSIONAL TRAINING MODEL**

### Statement of Program Philosophy

The School Psychology Doctoral Program at the University of Wisconsin-Madison embraces a scientist-scholar-practitioner model of graduate education. Faculty endorse 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 health-service 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; Appendix B contains a list of faculty and staff currently affiliated with 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. Additional information regarding the program's training can be found in the School Psychology Program Handbook

### Program Personnel

University Staff. University staff provide administrative and clerical support to the department and associated programs.

Amy Moschkau, Student Status Examiner Senior. Provides administrative support to the School Psychology Program for the completion of APA reports, internship documentation and other program functions; provides information to current students regarding authorization for enrollment, degree milestones, and graduation, as well as any other information required; and advises potential applicants on program details, answers questions regarding applying to the program, and oversees the admissions process. Supports the work of the Recruitment, Admissions, Fellowships and Awards Committee in the admissions process and administration of fellowships and scholarships.

Faculty. The teaching and research interests of the School Psychology Program faculty are summarized below.

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 prevention programs; 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.

KATIE EKLUND, PhD; Counseling, Clinical, and School Psychology, 2011, University of California, Santa Barbara

Teaching topics: Professional issues; consultation; cultural diversity; school crisis prevention and response; cognitive, behavior, and social-emotional assessment and intervention; advocacy and public policy

Research interests: school mental health; early identification and intervention for children with behavioral and social-emotional concerns; social emotional learning; school safety; school climate; equity and cultural responsiveness

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

ELIZABETH HAGERMOSER-BAYLEY, PhD; Educational Psychology, 2016, University of Wisconsin-Madison

Teaching topics: Clinical and field practica; supervision and professional issues; psychopathology; psychotherapy

Research interests: School-based mental health services; adolescent mental health; evaluation of clinical intervention; clinical supervision in school psychology

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 KILGUS, PHD; Educational Psychology, 2011, University of Connecticut

Teaching topics: Social-emotional and behavioral assessment; Evidence-based assessment and intervention; Psychometrics; Research design

Research interests: Social-emotional and behavioral assessment; Targeted intervention for at-risk students; Universal prevention strategies

DAVID KLINGBEIL, PhD; Educational Psychology, 2013; University of Minnesota

Teaching topics: Evidence-based assessment; Academic intervention; Law and Ethics; Multi-tiered systems of support

Research interests: Evidence-based assessment and intervention practices within school-based multi-tiered systems of support

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 McCARY, 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 curriculum. During their second year, PhD students serve as student clinicians in the SPTC, under the supervision of the faculty and staff. EdS candidates serve as student clinicians the summer after their first year in the program. 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 Clinic Practicum Handbook.
4. The Field Practicum in school psychology is required as part of the curriculum. Students must successfully complete their Clinic Practicum and course-related practicum experiences before enrolling in the Field Practicum. PhD students participate in the field practicum in their third year in the program; EdS students participate in their second year in the program. 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 advanced PhD students, 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 for PhD students 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 literature review of research) by May 31 of Year 2, which must be approved by the advisor prior to starting Field Practicum in Year 3.

EdS students must also complete prerequisite coursework before registering for Field Practicum credits. The required coursework incorporate instruction in statistics and research methodology (EP 761, 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); prevention science (EP 880), consultation (EP 942); child psychopathology and psychotherapy (EP 844, 947); psychological foundation courses (EP 542); racial-ethnic development issues (EP 726); school safety and crisis response (EP 506); 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.)

### 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.

Competency 1: Individual and Cultural 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 must apply diagnostic criteria and systems used in schools to classify children's and adolescents' psychological problems and exceptional needs. Students also learn, select, and apply interventions based on their efficacy for children with specific disabilities/characteristics.

Competency 2: Professional Behaviors, Interpersonal Skills, Communication, and Reflective Practice. Students must demonstrate appropriate professional skills and conduct. 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.

Competency 3: Ethical, Legal, and Professional Standards. Students must act in accordance with standards of professional conduct and ethics as outlined by relevant professional organizations and district, state, and federal guidelines and local, state, and federal laws that apply to their work in educational and psychological settings. Students should familiarize themselves with all district policies and procedures necessary to conduct fieldwork and understand connections between district policies and governing state and federal guidelines.

Competency 4: Assessment. Students must apply intellectual, academic and social-emotional assessment, screening, and progress-monitoring skills in the field setting. 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.

Competency 5: Evidence-Based Prevention and Intervention. Students must engage in evidence-based prevention and intervention activities. 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.

Competency 6: Indirect Service Delivery and Collaboration. Students must coordinate consultation cases 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 become acquainted with community resources 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.

Competency 7: Supervision. Students must demonstrate active participation in regular supervision (i.e., minimum of 2 hours/week) with the site supervisor. Students should attend supervision meetings prepared to discuss casework and with necessary documentation required for supervision activities. Students may also benefit from exposure to various supervision models, such as individual, group, collaborative, and meta-supervision formats. Students should also aim to gain experience in the supervisory role for peers or other school professionals.

Competency 8: Research, Measurement, 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.

Competency 9: Basic Content Areas in Scientific Psychology. Students must demonstrate knowledge of affective, biological, cognitive, developmental, and social aspects of behavior and apply this to casework and activities within the field site. Students must also demonstrate the integration of multiple facets of behavior within casework and activities.

Competency 10: Scientific Psychology in Schools and Schooling. Students must become familiar with the process of special education referral, evaluation, placement and remediation. 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 become familiar with the process of general education. 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 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 review, 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 ten 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 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 a meeting in the field site at the 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 relation to the ten program competencies. 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.

Students also complete the Practicum Site Feedback Survey (Appendix C) at the end of each semester to provide feedback on the quality of training and supervision provided within the field site. Supervisors also complete the Field Practicum Supervisor Feedback Form (Appendix C) at the end of each academic year to provide feedback regarding the preparation of candidates, coordination and support from the university, and overall quality of the training program.

### Student Grievance Procedures

Grievance procedures include first addressing concerns directly with the individual(s) involved. If the student is uncomfortable making direct contact with the individual(s) or if the concern is not resolved satisfactorily through direct contact, the student should contact the Program Director. If the student is uncomfortable bringing the issue to the attention of the Program Director or if it relates to the Program Director, the student should contact the Chair of the Department of Educational Psychology. The sequence of events following contact with the Department Chair are outlined in the Department of Educational Psychology Graduate Student Handbook. In addition to procedures in the department, there are also administrative offices at the University level that have procedures for addressing concerns. University grievance procedures are described at <https://grad.wisc.edu/documents/grievances-and-appeals/>.

### 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 (consultation with student and supervisor).
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 (second 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 (final 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<sup>1</sup>

#### History of School Psychology Program<sup>1</sup>

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



<sup>1</sup>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<sup>2</sup>

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 \_\_\_\_\_

<sup>2</sup> The material on the School Psychology Program is adapted from Kratochwill, Gettinger, Reynolds, and Doll (1988) and Kratochwill, Elliott, Braden, Gettinger, McGivern, and Propper (1995).

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<sup>3</sup>, 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. Upon retirement of Dr. Gettinger, Stephen Kilgus and Katie Eklund were hired. In 2020, David Klingbeil was hired as an assistant professor and Elizabeth Hagermoser-Bayley was hired as an assistant clinical professor. Currently the program includes six full-time faculty (Albers, Asmus, Garbacz, Kilgus, Eklund, Klingbeil), one 25% faculty member (Quintana), one assistant clinical professor (Hagermoser), one associate clinical professor (Kelly), one academic staff lecturer (Racine Gilles), and three affiliates (Ershler, Farley and McCarey) associated with the Waisman Center.

In 2019, the School Psychology Area added an Educational Specialist program (EdS) and welcomed its first class of 12 candidates. The EdS program was created to fill the growing need for practicing school psychologists in the state of Wisconsin.

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

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<sup>3</sup> 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.

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 2020.

Table 1

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

Directors/Chairs of Training

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)	2016-2019
S. Andrew Garbacz, Co-Chair	(University of Nebraska-Lincoln)	2019-present
Katie Eklund, Co-Chair	(University of California-Santa Barbara)	2019-present

Professors with Primary Appointments in School Psychology

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)	1980-2018
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
Katie Eklund	(University of California, Santa Barbara)	2018-present
Stephen Kilgus	(University of Connecticut)	2018-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.

\*\*\*\* After the EPTC was dissolved as an entity, the clinic became an independent facility and named the School Psychology Training Clinic. The Student Assessment Services is embedded within this clinic.

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APPENDIX B

## Foundation Competencies

<b>Competency #1</b> <i>Individual and Cultural Diversity<sup>1</sup></i>
<b>Elements</b>
<b>1A:</b> Demonstrate (a) awareness of one’s personal/cultural history, attitudes, and biases that may affect understanding and interacting with individuals different from oneself; (b) ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews are different from one’s own; and (c) awareness of equity and/or disparity within and between individuals and groups.
<b>1B:</b> Demonstrate understanding of current theory and research related to addressing diversity in all professional activities.
<b>1C:</b> Apply knowledge and skills related to addressing issues of diversity and equity for individuals within specific contexts and in all professional activities.

<sup>1</sup> Our definition of diversity is multi-dimensional and includes, but is not limited to, age, disability, ethnicity, family structure, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, social economic status.

<b>Competency #2</b> <i>Professional Behaviors, Interpersonal Skills, Communication, and Reflective Practice</i>
<b>Elements</b>
<b>2A:</b> Demonstrate awareness of professional values and attitudes of health-service psychology, including respect for human diversity and social justice.
<b>2B:</b> Demonstrate professional skills and characteristics needed for effective practice as health-service psychologists, including communication, interpersonal, and technology skills; and responsibility, adaptability, initiative, and dependability.

<b>2C:</b> Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated to communicate with students, educators, parents, and fellow professionals.
<b>2D:</b> Demonstrate self-awareness regarding one's personal and professional functioning to maintain and improve performance, well-being, and professional effectiveness.

<b>Competency #3</b> <i>Ethical, Legal, and Professional Standards</i>
<b>Elements</b>
<b>3A:</b> Demonstrate awareness of how one's personal views may affect the understanding and application of ethical, legal, and professional guidelines.
<b>3B:</b> Demonstrate understanding of contributions of history and systems, theory, and research to ethical, legal, and professional guidelines.
<b>3C:</b> Apply knowledge to act in accordance with ethical, legal, and professional guidelines in all professional activities.

## Practice Competencies

<b>Competency #4</b> <i>Assessment</i>
<b>Elements</b>
<b>4A:</b> Explain basic principles and best practices that guide one's assessment activities at the individual, group, and system levels.
<b>4B:</b> Apply 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 <sup>1</sup> characteristics.
<b>4C:</b> Interpret and communicate assessment results in accordance with research-based and professional standards to inform case conceptualization, classification, diagnosis, and intervention.

<sup>1</sup> Our definition of diversity is multi-dimensional and includes, but is not limited to, age, disability, ethnicity, family structure, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, social economic status.

<b>Competency #5</b> <i>Evidence-Based Prevention and Intervention</i>
<b>Elements</b>
<b>5A:</b> Explain basic principles and best practices that guide evidence-based prevention and intervention at the individual, group, and system levels.
<b>5B:</b> Conceptualize treatment goals and develop evidence-based prevention and intervention plans based on assessment findings for academic, behavior, social-emotional, mental health, and physical problems.
<b>5C:</b> Use data-driven methods to select, implement, and evaluate prevention and intervention for academic, behavior, social-emotional, mental health, and physical problems specific to treatment goals and assessment findings.

<b>Competency #6</b> <i>Indirect Service Delivery and Collaboration</i>
<b>Elements</b>
<b>6A:</b> Explain basic principles and best practices that guide indirect service delivery and collaboration at the individual, group, and system levels.
<b>6B:</b> Conceptualize assessment, goal-setting, intervention, and evaluation through indirect service delivery and collaboration with key stakeholders at the individual, group, and system levels.
<b>6C:</b> Select and appropriately implement indirect service delivery to assess, address, and prevent problems and promote well-being at the individual, group, and system levels.

<b>Competency #7</b>
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<b><i>Supervision</i></b>
<b>Elements</b>
<b>7A:</b> Demonstrate knowledge of supervision models and practices.
<b>7B:</b> Promote one’s own professional practice through active participation and supervision as a trainee.
<b>7C:</b> Provide effective supervision to promote professional practices of others.

## **Science Competencies**

<b>Competency #8</b> <b><i>Research, Measurement, and Evaluation</i></b>
<b>Elements</b>
<b>8A:</b> Demonstrate knowledge and application <sup>2</sup> of research methods and designs, including descriptive, single-case, quasi-experimental, and experimental designs to contribute to the scientific and professional knowledge base.
<b>8B:</b> Demonstrate knowledge of and apply the theory, science, and techniques of psychological measurement.
<b>8C:</b> Demonstrate knowledge of and apply (a) program evaluation methods and (b) accountability systems <sup>3</sup> in applied settings.

<sup>2</sup> Application refers to both conducting and consuming research, measurement, and evaluation data.

<sup>3</sup> Examples include disproportionality determinations, state and district assessment programs, etc.

<b>Competency #9</b> <b><i>Basic Content Areas in Scientific Psychology</i></b>
<b>Elements</b>
<b>9A:</b> Demonstrate knowledge of affective, biological, cognitive, developmental, and social aspects of behavior.



<b>9B:</b> Apply knowledge of affective, biological, cognitive, developmental, and social aspects of behavior.
<b>9C:</b> Integrate two or more basic content areas in scientific psychology (i.e., affective, biological, cognitive, developmental, social) to understand behavior.

<b>Competency #10</b>
<i>Scientific Psychology in Schools and Schooling</i>
<b>Student Competencies</b>
<b>10A:</b> Demonstrate knowledge of effective teaching methods and how such methods can be used to affect the learning and behavior of all learners.
<b>10B:</b> Demonstrate knowledge of effective classroom environments that enhance academic learning and behavior of all learners.
<b>10C:</b> Demonstrate knowledge of school psychological service delivery systems that facilitate the learning and behavior of all learners.
<b>10D:</b> Demonstrated knowledge of strategies to engage students' families and stakeholders to enhance learning and behavior of all learners.

## APPENDIX C

### **FIELD PRACTICUM FORMS**

1. Field Practicum Planning Form
2. School Psychology Field Practicum Student Evaluation
3. Field Practicum Supervisor Feedback Form

## FIELD PRACTICUM PLANNING FORM

Student: \_\_\_\_\_ Beginning Date: \_\_\_\_\_ End Date: \_\_\_\_\_

Placement: \_\_\_\_\_ Supervisor: \_\_\_\_\_

Placement Schedule: \_\_\_\_\_ Supervision Time: \_\_\_\_\_

Student's specific goals for field placement (identify up to 3 goals for the term):

Listed below are areas for evaluation on the School Psychology Field Student Evaluation, which will be used to evaluate student competence in ten domains. Each student should work with both the field and university supervisor to develop a unique Field Practicum Plan each semester of the practicum. A list of suggested activities is provided in the left column. Please write *site-specific* activities that you will aim to achieve in the right-hand column. Given the limited scope of this practicum experience, a select few under each domain is recommended; there may also be over-lap in activities across multiple domains.

### **Individual and Cultural Diversity**

<b>Suggested Activities</b>	<b>Site Specific Activities</b>
<ul style="list-style-type: none"> <li>• Student investigates programming for English language learners**</li> <li>• Student works with a student with a low incidence disability (autism, TBI, severe cognitive disability, orthopedic disability, OHI)**</li> <li>• Student carries out assessment and intervention activities with children/adolescents representative of different ages, genders, disabilities; and racial/ethnic/cultural backgrounds.</li> <li>• Student consults with a wide range of staff members.</li> <li>• Student observes an IEP team.</li> <li>• Student participates as an IEP team member.</li> </ul>	

\*\* Required once across semesters

**Professional Behaviors, Interpersonal Skills, Communication, and Reflective Practice**

Suggested Activities	Site Specific Activities
<ul style="list-style-type: none"> <li>• Student accompanies a school psychologist during a typical day</li> <li>• Student submits written reports in a timely fashion.</li> <li>• Student attends building staff or district policy meeting and other available administrative meetings such as a school board meeting or PTO meeting***</li> <li>• Student reviews professional impact on staff, students, and parents</li> <li>• Student writes and submits case reports for all comprehensive cases, and for all consultation and intervention cases assigned.</li> <li>• Student keeps a daily log of activities.</li> <li>• Student is responsible in fulfilling commitments and meeting deadlines.</li> <li>• Student applies effective listening and communication skills.</li> <li>• Student takes initiative in identifying activities to complete.</li> <li>• Supervisor observes student's interactions with others and provides feedback</li> <li>• Student meets and interacts with professionals in the school.</li> <li>• Student evaluates his/her competence across varied activities.</li> </ul>	

\*\*\*Required to attend at least one meeting each semester

**Ethical, Legal, and Professional Standards**

Suggested Activities	Site Specific Activities
<ul style="list-style-type: none"> <li>• Student reviews ethical, legal, and professional standards for school psychologists relevant to work in setting</li> <li>• Student discusses legal/ethical standards with supervisor to learn about the impact on practice</li> <li>• Student acts in accordance with ethical, legal, and professional standards</li> <li>• Student explains confidentiality to a child/adolescent</li> <li>• Student obtains informed consent</li> </ul>	

**Assessment**

<b>Suggested Activities</b>	<b>Site Specific Activities</b>
<ul style="list-style-type: none"> <li>• Student completes academic assessment activities*</li> <li>• Student completes social, emotional, or behavioral assessment activities*</li> <li>• Student participates in a special education evaluation*</li> <li>• Student completes an adaptive behavior assessment**</li> <li>• Student participates in building consultation or team problem-solving meetings***</li> <li>• Student participates in universal screening and benchmarking assessments.</li> <li>• Student identifies Tier II and III referral issues and purpose of assessments</li> <li>• Student engages in multiple forms of assessment, including, for example, review of work samples; direct observation; teacher, student, and parent interviews; norm-referenced cognitive and academic assessment; standardized rating scales; functional behavior assessment.</li> <li>• Student reports results of at least one comprehensive evaluation.</li> <li>• Supervisor observes student completing assessments and reporting results.</li> </ul>	

\* Required each semester

\*\* Required once across semesters

\*\*\* Required to attend at least one meeting per semester

**Evidence-Based Prevention and Intervention**

<b>Suggested Activities</b>	<b>Site Specific Activities</b>
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<ul style="list-style-type: none"> <li>• Student develops an academic intervention plan to be implemented directly by the student or indirectly through consultation*</li> <li>• Student participates in intervention planning, implementation, and outcome evaluation for a student with an emotional, behavioral, or social concern*</li> <li>• Student participates in an individual or group counseling case**</li> <li>• Student observes classroom behavior, identifies and systematically records data on target behaviors, and develops an intervention program.</li> <li>• Student addresses referral issues raised during assessment or consultation activities with a planned program for intervention.</li> <li>• Student accompanies the field supervisor during intervention activities.</li> <li>• Student develops a group intervention for a specific problem.</li> <li>• Supervisor observes student interventions.</li> </ul>	
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\* Required each semester

\*\* Required once across semesters

**Indirect Service Delivery and Collaboration**

<b><u>Suggested Activities</u></b>	<b><u>Site Specific Activities</u></b>
<ul style="list-style-type: none"> <li>• Student coordinates one consultation case with school personnel*</li> <li>• Student consults with parents for the purpose of identifying referral concerns, collecting data concerning target behaviors, and planning interventions.</li> <li>• Student consults with staff members for the purpose of identifying referral concerns, collecting data concerning target behaviors, and planning/implementing interventions</li> <li>• Student consults with community agencies.</li> <li>• Supervisor observes consultations.</li> </ul>	

\* Required each semester

**Supervision**

<b>Suggested Activities</b>	<b>Site Specific Activities</b>
<ul style="list-style-type: none"> <li>• Student actively participates in supervision weekly</li> <li>• Student initiates conversation with the field supervisor about school psychological practices</li> <li>• Student asks for feedback and collaborates with supervisor to determine future personal, professional, and clinical goals</li> <li>• Student reflects on supervision practices/strategies utilized by field supervisor</li> </ul>	

### **Research, Measurement, and Evaluation**

<b>Suggested Activities</b>	<b>Site Specific Activities</b>
<ul style="list-style-type: none"> <li>• Student collects and shares effectiveness data from intervention or consultation activities with field and university supervisor*</li> <li>• Student identifies placement/program options for a child/adolescent.</li> <li>• Student communicates evaluation findings to staff and parents.</li> <li>• Student identifies appropriate literature to consult when planning assessments, interventions, and recommendations.</li> </ul>	

\* Required each semester

### **Basic Content Areas in Scientific Psychology**

<b>Suggested Activities</b>	<b>Site Specific Activities</b>
<ul style="list-style-type: none"> <li>• Student reviews scientific psychology literature relevant to work at their field site</li> <li>• Student asks their supervisor questions regarding the professional literature and theory and its relation to their work</li> </ul>	

### **Scientific Psychology in Schools and Schooling**

<b>Suggested Activities</b>	<b>Site Specific Activities</b>

<ul style="list-style-type: none"><li>• Student observes and works in regular and special education programs.</li><li>• Student examines textbooks and materials used in grades K-12.</li><li>• Student discusses with supervisor effective teaching practices and classroom management strategies observed in classrooms.</li><li>• Student identifies roles of parents to support student performance.</li><li>• Student examines structure of school services and staff, examines School Improvement Plan, and participates in professional development activities.</li><li>• Student observes teachers in a variety of classrooms</li><li>• Student attends school or district meetings</li><li>• Student reads behavior plans and IEPs</li><li>• Student is introduced to a variety of school personnel and learns about their roles and responsibilities</li></ul>	
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Student Signature \_\_\_\_\_

Date: \_\_\_\_\_

Supervisor Signature \_\_\_\_\_

Date: \_\_\_\_\_



FIELD PRACTICUM SUPERVISOR EVALUATION FORM  
Readiness for Internship Rating Form

Trainee Name:	
Name of Placement:	Date Evaluation Completed:
Supervisor (include highest degree earned):	Licensed Psychologist/Licensed School Psychologist (circle one or both)
Dates of Training Experience this Review Covers:	

This form serves as an evaluation tool for the Clinic Practicum (840-001). The supervisor should conduct a summative evaluation of student competence on each item at the end of the semester. Students are expected to achieve a rating of 3 or higher to advance to the next level of training.

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	Evaluation Items	Rating
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Foundation Competencies							
1: Individual and Cultural Diversity	Actively monitors and applies knowledge of own personal/cultural history, attitudes, and biases that may affect understanding and interacting with individuals different from oneself.	1	2	3	4	5	NA
	Works effectively with individuals whose group membership, demographic characteristics, or worldviews are different from one's own.	1	2	3	4	5	NA
	Uses current theory and research related to diversity to address relevant issues in all professional activities.	1	2	3	4	5	NA
	Addresses issues of equity and/or disparity within and between individuals and groups in professional activities.	1	2	3	4	5	NA
Comments (Optional):							
2: Professional Behaviors, Interpersonal Skills, Communication, and Reflective Practice	Respects human diversity and social justice.	1	2	3	4	5	NA
	Communicates effectively within the professional setting.						
	Interacts effectively with a range of individuals within the practicum setting, including other professionals, parents, and children.	1	2	3	4	5	NA
	Uses technology effectively as a professional.	1	2	3	4	5	NA
	Is responsible and accountable for professional activities.	1	2	3	4	5	NA
	Takes initiative with training and in professional activities.	1	2	3	4	5	NA
	Reflects on professional functioning to maintain and improve performance, well-being, and professional effectiveness.	1	2	3	4	5	NA

	Demonstrates professional attitudes and values consistent with school psychology and health service psychology.	1	2	3	4	5	NA
	Written and oral communications are informative and well-integrated to communicate with students, educators, parents, and fellow professionals.	1	2	3	4	5	NA
	Comprehends oral, nonverbal, and written communications to effectively inform case activities.	1	2	3	4	5	NA
Comments (Optional):							
3: Ethical, Legal, and Professional Standards	Considers how one's personal views may affect the understanding and application of ethical, legal, and professional guidelines.	1	2	3	4	5	NA
	Examines connections between 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
Comments (Optional):							
<b>Practice Competencies</b>							
4: Assessment	Identifies and uses best practices to guide one's assessment activities at the individual, group, and systems level.	1	2	3	4	5	NA
	Identifies appropriate assessment methods for case activities that are linked to referral concerns and have treatment utility.	1	2	3	4	5	NA
	Conducts assessment with children and youth using assessment procedures based on measurement science.	1	2	3	4	5	NA
		1	2	3	4	5	NA

	<p>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.</p> <p>Interprets and communicates assessment results in accordance with research-based and professional standards to inform case conceptualization, classification, diagnosis, and intervention.</p>	<p>1 2 3 4 5 NA</p>
Comments (Optional):		
5: Evidence-Based Prevention and Intervention	<p>Utilizes best practices to guide evidence-based prevention and intervention at the individual, group, and systems level.</p> <p>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.</p> <p>Uses data-driven methods to select prevention and intervention for academic, behavior, social-emotional, mental health, and physical problems specific to treatment goals and assessment findings.</p> <p>Uses data-driven methods to implement prevention and intervention for academic, behavior, social-emotional, mental health, and physical problems specific to treatment goals and assessment findings.</p> <p>Uses data-driven methods to evaluate prevention and intervention for academic, behavior, social-emotional, mental health, and physical problems specific to treatment goals and assessment findings.</p>	<p>1 2 3 4 5 NA</p> <p>1 2 3 4 5 NA</p> <p>1 2 3 4 5 NA</p> <p>1 2 3 4 5 NA</p> <p>1 2 3 4 5 NA</p>
Comments (Optional):		
6: Indirect Service Delivery and Collaboration	Utilizes best practices of indirect service delivery and collaboration at the individual, group, and systems levels.	1 2 3 4 5 NA

	<p>Conceptualizes assessment, goal-setting, intervention, and evaluation through indirect service delivery and collaboration with key stakeholders at the individual, group, and systems levels.</p> <p>Selects and appropriately implements indirect service delivery to assess, address, and prevent problems and promote well-being at the individual, group, and systems levels.</p>	<p>1 2 3 4 5 NA</p> <p>1 2 3 4 5 NA</p>
Comments (Optional):		
7: Supervision	<p>Promotes one's own professional practice through active participation and supervision as a trainee.</p> <p>Utilizes effective supervision models and practice.</p> <p>Provides effective supervision to promote professional practice of others.</p>	<p>1 2 3 4 5 NA</p> <p>1 2 3 4 5 NA</p> <p>1 2 3 4 5 NA</p>
Comments (Optional):		
<b>Science Competencies</b>		
8: Research, Measurement, and Evaluation	<p>Applies theory, science, and techniques of psychological measurement.</p> <p>Applies research methods and designs, including descriptive, single-case, quasi-experimental, and experimental designs in professional practice.</p> <p>Applies program evaluation methods and accountability systems in professional work.</p>	<p>1 2 3 4 5 NA</p> <p>1 2 3 4 5 NA</p>
Comments (Optional):		
9: Basic Content Areas in Scientific Psychology	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) within clinical work to understand behavior.	1	2	3	4	5	NA
Comments (Optional):							
10: Schools and Schooling	Uses knowledge of effective teaching methods to inform practicum activities.	1	2	3	4	5	NA
	Uses knowledge of effective classroom environments to enhance academic learning of students.	1	2	3	4	5	NA
	Works within school psychological service delivery systems that facilitate the learning and behavior of all learners.	1	2	3	4	5	NA
	Applies strategies to engage students' families and stakeholders to enhance learning and behavior of all learners.	1	2	3	4	5	NA
Comments (Optional):							

Please provide a summary rating of the student's performance in this practicum 1 2 3 4 5

Has the student demonstrated readiness for advancement to the next level of practicum training? Yes No

Identify up to three goals for the student's continued professional development.

I verify that this evaluation is based in part on direct observation (either live or electronic) of the trainee. Yes/No

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date

FIELD PRACTICUM SUPERVISOR FEEDBACK FORM  
Training Program Feedback Rating Form

Supervisor Name (include highest degree earned):	Date Evaluation Completed:
Name of Placement:	Dates of Training Experience this Review Covers:
Number of UW-Madison School Psychology students supervised to date:	Licensed Psychologist / Licensed School Psychologist (circle one or both)

Thank you for supervising a Field Practicum candidate from the University of Wisconsin-Madison School Psychology Program in your district this year. As a supervisor, you are in a unique position to provide us with feedback about your experiences and your perceptions of the program. We ask that you carefully consider your experiences with candidates from the program and provide us with ratings and comments about our training and preparation of school psychologists. We consider supervisor feedback an important component of progress assessment and will consider all feedback for continuous improvement.

The following rating scale should be used for evaluation of UW-Madison’s School Psychology Program’s training in each area of competence:

- 1 - Unsatisfactory: UW-Madison School Psychology Program provides insufficient instruction in this area
- 2 - Needs improvement: UW-Madison School Psychology Program should provide extra instruction, support, or practice opportunities for students in this area
- 3 - Satisfactory: UW-Madison School Psychology Program provides adequate preparations in this area and should continue to support students in this skill through professional supervision
- 4 - Competent: UW-Madison School Psychology Program trains students well in this area
- 5 - Outstanding: UW-Madison School Psychology Program trains students exceptionally well in this area

NA - Not Applicable: This skill was not addressed in the current practicum placement

Please rate how well candidates are prepared to engage in the activities in the following areas of practice. In general, we would like to know if students have knowledge of content and are generally prepared in the following domains. For each item, please think of UW-Madison's School Psychology Program and how this program supports the candidates.

Evaluation Items	Rating
UW-Madison students are prepared to understand their own biases and prepared to work with individuals who are different from them.	1 2 3 4 5 NA
UW-Madison students are prepared to address issues of diversity and equity in school settings.	1 2 3 4 5 NA
UW-Madison students are trained to demonstrate strong interpersonal skills, effective communication skills, and self-awareness.	1 2 3 4 5 NA
UW-Madison students are prepared to behave in accordance with ethical, legal, and professional guidelines.	1 2 3 4 5 NA
UW-Madison students are prepared to engage in test administration (e.g., cognitive, academic, social-emotional testing).	1 2 3 4 5 NA
UW-Madison students are prepared to interpret and communicate (written & verbal) test results and classification decisions.	1 2 3 4 5 NA



UW-Madison students are prepared to conceptualize treatment goals and develop evidence-based prevention or intervention plans for a variety of concerns (e.g., academic, behavior, social-emotional).	1 2 3 4 5 NA
UW-Madison students are prepared to implement individual and group interventions (e.g., academic, behavioral, counseling, social-emotional).	1 2 3 4 5 NA
UW-Madison students are prepared to evaluate prevention and interventions using data-driven methods.	1 2 3 4 5 NA
UW-Madison students are prepared to collaborate with students' families, school personnel, and other key stakeholders.	1 2 3 4 5 NA
UW-Madison students are prepared to implement in indirect service delivery (i.e., consultation) with school personnel and families at individual, group, and systems levels.	1 2 3 4 5 NA
UW-Madison students are prepared to actively participate in supervision as a trainee.	1 2 3 4 5 NA
UW-Madison students are trained in the theories, science, and techniques of psychological measurement.	1 2 3 4 5 NA

UW-Madison students are prepared to engage in program evaluation.	1	2	3	4	5	NA
UW-Madison students are trained in the affective, biological, cognitive, developmental, and social aspects of behavior.	1	2	3	4	5	NA
UW-Madison students are trained in effective teaching methods and classroom environments.	1	2	3	4	5	NA
UW-Madison students are trained to understand the school psychological service delivery systems.	1	2	3	4	5	NA

Qualitative Feedback (Please note any additional feedback you would like to share about the UW-Madison School Psychology Program's training & the general preparedness of UW-Madison school psychology students for practicum activities):

Please provide a summary rating of the program's performance in preparing students for practicum 1 2 3 4 5

Indicate how well the program prepares candidates to work with the following populations of students and families using the following rating scale.

- 1 - Unsatisfactory: UW-Madison School Psychology Program provides insufficient instruction to students working with this population
- 2 - Needs improvement: UW-Madison School Psychology Program should provide extra instruction, support, or practice opportunities for students to work with this population

- 3 - Satisfactory: UW-Madison School Psychology Program provides adequate preparations and should continue to support students in working with this population through professional supervision
- 4 - Competent: UW-Madison School Psychology Program trains students well to work with this population
- 5 - Outstanding: UW-Madison School Psychology Program trains students exceptionally well to work with this population
- NA - Not Applicable: This population was available in the current practicum placement

Physical/Mental Disabilities	1	2	3	4	5	NA
Poverty	1	2	3	4	5	NA
Gender and Gender Expression	1	2	3	4	5	NA
Racial/Ethnic Diversity	1	2	3	4	5	NA
Religiosity/Spirituality	1	2	3	4	5	NA
Sexual Orientation	1	2	3	4	5	NA
Linguistic Diversity	1	2	3	4	5	NA

Qualitative Feedback (Please note any additional feedback you would like to share about the UW-Madison School Psychology Program's training & general preparedness of UW-Madison school psychology students for working with diverse populations):

Please rate the supports you have received as a supervisor from UW-Madison's School Psychology Program.

- 1 - Unsatisfactory: UW-Madison School Psychology Program provides insufficient support in this area
- 2 - Needs improvement: UW-Madison School Psychology Program should provide extra support for supervisors in this area
- 3 - Satisfactory: UW-Madison School Psychology Program provides adequate support for supervisors in this
- 4 - Competent: UW-Madison School Psychology Program supports supervisors well in this area
- 5 - Outstanding: UW-Madison School Psychology Program supports supervisors exceptionally well in this area
- NA - Not Applicable: This support was not provided

Communication from UW-Madison supervisors	1	2	3	4	5	NA
Orientation to field activities for students	1	2	3	4	5	NA
Supervisor Orientation	1	2	3	4	5	NA
Use of site visits	1	2	3	4	5	NA
Use of student evaluations	1	2	3	4	5	NA
Level of support from UW-Madison faculty in student supervision	1	2	3	4	5	NA
Response from UW-Madison faculty when remediating or addressing student issues	1	2	3	4	5	NA
Alignment of student assignments to site activities	1	2	3	4	5	NA

Overall expectations for supervision activities	1   2   3   4   5   NA
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Qualitative Feedback (Please note any additional feedback you would like to share about the UW-Madison School Psychology Program’s support of supervisors. How can we better support you?):

In your experience, what are the strongest components of the training program? In what areas are our students best prepared for practicum?

For you, what component of the program is most in need of development? How can we better prepare our students for practicum?

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date

PRACTICUM EXIT FORM  
Practicum Site Feedback Rating Form

Practicum Student Name:	Date Evaluation Completed:
Name of Placement:	Dates of Training Experience this Review Covers:
Beginning Practicum / Field Practicum  (Circle one)	Name of Practicum Placement Supervisor:

Thank you for your hard work this year in practicum! As a practicum student, you are in a unique position to provide us with feedback about your experiences and your perceptions of the practicum placement. We ask that you carefully consider your experiences at your practicum site and provide us with ratings and comments about your experiences. We consider practicum student feedback an important component of determining future practicum placements. You will be rating your field site in three domains: (a) quality of experiences, (b) quality of supervision, and (c) alignment to program requirements.

The following rating scale should be used for evaluation of your practicum placement:

- 1 - Unsatisfactory: The practicum site provided unsatisfactory experience in this area
- 2 - Needs improvement: The practicum site should provide extra instruction, support, or practice opportunities for students in this area
- 3 - Satisfactory: The practicum site provides adequate experience in this area
- 4 - Competent: The practicum site provides good experience in this area
- 5 - Outstanding: The practicum site provides students exceptional experience in this area
- NA - Not Applicable: This experience was not available to you within the site.

Please rate the quality of your experiences in the practicum site placement. Broadly rate the experiences you had to implement, collaborate, or observe the following activities.

Evaluation Items	Rating
Rate the quality of your consultation experiences (e.g., student or classroom level consultation, school problem-solving meetings, school staff collaboration, team meetings) at your practicum site.	1   2   3   4   5   NA
Rate the quality of your intervention experiences (e.g., academic, mental health, behavior, group, individual) at your practicum site.	1   2   3   4   5   NA
Rate the quality of your assessment experiences (e.g., cognitive, academic, social-emotional) at your practicum site.	1   2   3   4   5   NA
Rate how well your experiences at this field site contributed to your understanding of the school psychological service delivery systems.	1   2   3   4   5   NA

Qualitative Feedback (Please note any additional feedback you would like to share about the quality of your clinical experiences at your practicum placement.):

Please rate the quality of supervision at your practicum site placement.

- 1 - Unsatisfactory: The practicum site supervisor provided unsatisfactory supervision
- 2 - Needs improvement: The practicum site supervision should provide extra instruction, support, or practice opportunities for students

- 3 - Satisfactory: The practicum site supervisor provided adequate supervision
- 4 - Competent: The practicum site supervisor provided good supervision
- 5 - Outstanding: The practicum site provided exceptional supervision

Evaluation Items	Rating
Rate the overall quality of positive and constructive feedback from your practicum site supervisor.	1 2 3 4 5 NA
Rate of quality of support provided for clinical activities from your practicum site supervisor (e.g., training, observation, modeling, resources, opportunities to practice clinical skills, gradual independence).	1 2 3 4 5 NA
Rate the quality of communications from your practicum supervisor (e.g., verbal, written).	1 2 3 4 5 NA
Rate the overall quality of supervision from your practicum site supervisor.	1 2 3 4 5 NA

Qualitative Feedback (Please note any additional feedback you would like to share about quality of supervision you received at your practicum site):



Please rate the alignment of program requirements and your practicum site.

- 1 - Unsatisfactory: The practicum site did not allow for this requirement to be met
- 2 - Needs improvement: The practicum site should provide additional opportunities for this requirement to be met
- 3 - Satisfactory: The practicum site supervisor provided adequate opportunities to meet this requirement
- 4 - Competent: The practicum site supervisor provided good opportunities for me to meet this requirement
- 5 - Outstanding: The practicum site provided exceptional opportunities for me to meet this requirement.

Evaluation Items	Rating
At your site, how was your experience meeting your hours requirement for the semester? (i.e., 300 hours total for field; 4 hours/week for beginning practicum)	1 2 3 4 5 NA
At your site, how was your experience meeting your supervision requirement for the semester? (i.e., 2 hours/week for field; weekly supervision for beginning practicum)	1 2 3 4 5 NA
At your site, how aligned was your field planning form to the activities experienced at your field site?	1 2 3 4 5 NA
At your site, how aligned were your class assignments to your practicum site experiences?	1 2 3 4 5 NA

Qualitative Feedback (Please note any additional feedback you would like to share about how your practicum placement was aligned to the program's practicum requirements and expectations):

In your experience, what are the strengths of the practicum placement? In what areas did you experience the most growth (e.g., clinical skill, school systems, working with specific demographic populations) that you want us to be aware of as we decide future placements at this site?

For you, what areas is the practicum placement most in need of development? As we decide future placements at this site, what was the most challenging aspect of being placed at this site?

Please provide a summary rating of the practicum site in preparing students for practice in school psychology 1 2 3 4 5

## 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](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 be 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 it is 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.