

PSY 662 SCHOOL PSYCHOLOGY
PRACTICUM HANDBOOK
WESTERN KENTUCKY UNIVERSITY
2020-2021



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I. Introduction

This handbook is to provide guidelines for practicum supervisors and graduate students participating in the PSY 662 - School Psychology Practicum at Western Kentucky University. The School Psychology Program at WKU encompasses a three-year program of graduate study developed to meet requirements of Kentucky's Education Professional Standards Board and national standards promoted by the professional organizations (i.e., National Association of School Psychologists; Council for the Accreditation of Educator Preparation). This two-semester, school-based practicum is designed to provide students with an orientation to schools, the educational process, and the role of a school psychologist. This 3-credit hour/semester experience includes 1-3 days/week in the schools and university supervision/seminar.

The WKU School Psychology Program emphasizes the importance of being familiar with educational settings and professional practice. PSY 662 builds on prior experience. During the first year of the graduate program, students become familiar with the educational process through coursework, practicum experiences, and class discussion. They obtain assessment skills, knowledge of interdisciplinary team functioning, and familiarity with the operations of schools and curriculum.

II. Purpose of Practicum

The school-based practicum is designed for students in the second year of their program. The purpose of this practicum experience is to provide graduate students with additional exposure to school-based service across NASP's 10 domains of practice. This planned sequence of activities is designed to develop and evaluate the student's mastery of distinct professional skills.

These activities take place across the second academic year in the school psychology program (August - May) and, at a *minimum*, involve a placement consisting of one school day per week. As per Kentucky's Education Professional Standards Board requirements, a **total of 200 documented hours (minimum)** in a variety of diverse and focused practicum experiences in Primary-Grade 12 school settings are needed prior to internship. As such, students should obtain a minimum of 100 hours for the practicum experience each semester. Please note, students are **strongly encouraged** to spend more than 200 hours in their placement. Due to University holidays, school district holidays, and other events (e.g., sickness, attending a professional conference), a student may not be able to attend practicum each and every week. Students may need to schedule additional days in the school setting during the semester or during times outside the University's semester (e.g., December, January, or May). **It is the student's responsibility to clear any "extra" days with both the Field and University supervisors.** Students are expected to attend their practicum placement each week of the University semester that the public schools are in session. Students *cannot* stop attending practicum simply because the minimum number of hours have been achieved.

The graduate student receives three-hours credit each semester. Suggested activities for each semester are outlined on pages 8 and 9 of this handbook. Individual student plans

should be developed with these experiences in mind as well as in consideration of the prior experiences of the graduate student. These recommended activities are designed to fulfill the goals outlined below. They are also designed to contribute to the development of the expected outcomes of program graduates outlined in the *Handbook for Graduate Students in School Psychology*.

Goals of School-Based Practicum Experiences

1. To gain an overview of the public school as an organization (e.g., policies, personnel), including its relationship to other agencies.
2. To develop familiarity with classroom environments and sensitivity to student diversity.
3. To refine and gain additional experience in assessment and intervention strategies for a wide range of academic and behavioral concerns for students in both general and special education.
4. To provide an opportunity to refine consultation skills with parents, teachers, special service personnel, school administrators, and personnel from other community agencies.
5. To develop an understanding of the role of preventive mental health in school programs.
6. To gain experience with the interdisciplinary team approach.
7. To gain experience with data-based decision-making as part of the problem solving and intervention process.
8. To observe and reflect on how federal and state legislation/initiatives, special education regulations, and the local district's policies and procedures impact the practice of special education and school psychology.
9. To engage in the legal and ethical professional practice of school psychology according to state and national laws and ethics codes (e.g., IDEA-04, KY Administrative Regulations - Special Education Programs, NASP's Principles for Professional Ethics, Professional Code Of Ethics For Kentucky School Certified Personnel).

III. Role of the Field Supervisor

The Field Supervisor is the on-site supervising school psychologist. This person must hold a valid School Psychology certificate from the state's Department of Education and has at least two years experience, post internship, as a school psychologist. This practicing professional is the graduate student's mentor and professional role model. As such, s/he is responsible for familiarizing the student with the daily activities of the practicing school psychologist and planning a sequence of activities that will orient the student to his/her school district's policies and procedures.

Field Supervisor Responsibilities

1. Provide opportunities for a variety of activities and experiences that will orient the student

to the school district. **The graduate student is not attending practicum solely to help the supervisor with testing.** Suggestions for a varied experience are outlined in the section, “School-Based Practicum Activities,” on pages 8 and 9.

2. Be a role model by allowing the graduate student to observe activities performed by the Field Supervisor. This would typically also include discussion of the observed activities and procedures.
3. Provide supervision and monitoring for the activities planned. Field Supervisors will meet with their student for a minimum of two meetings a month for no less than a total of two hours per month. ***Weekly, face-to-face meetings are recommended and preferred.*** The WKU School Psychology Training Program accepts responsibility for training students in the basic activities required for test administration, observation techniques, written communication of test interpretation, and development of intervention plans. The Field Supervisor will need to assist the graduate student in utilizing these skills within their setting. For example, this type of assistance might include orientation to preferred report writing formats and preferred types of observation techniques. *Any deficiencies or weaknesses noted by the Field Supervisor should be reported immediately to the University Supervisor.* The University Supervisor will be responsible for overseeing any remedial training. Specific supervision responsibilities of the Field Supervisor will include the following:
 - Approval of all protocols or written products submitted to the supervisor such as written reports of test results, observations, and background/record reviews.
 - Attendance at any due process meetings in which the graduate student is an active participant as opposed to an observer.
 - Review all daily log forms and sign each form. This is to ensure accuracy of the student reports to the University Supervisor and to provide a quick periodic review of activities for the Field Supervisor.
 - Provide feedback to the student and the University Supervisor regarding student performance. The University Supervisor is available to assist in this process and should be informed of, and possibly involved in, any corrective feedback provided to the student. This is critical in instances when corrective feedback involves significant errors in judgment, unethical conduct, significant problems noted in assessment skills or other gross errors in the performance of the student's role.
4. Assist in grade determination by evaluating the graduate student's performance at the end of each semester. This evaluation will be shared with the student and will consist of a written evaluation form and a recommendation of the student's grade to the University Supervisor.

IV. Role of the University Supervisor

The University Supervisor is the school psychology faculty member at WKU responsible for supervision of the school-based practicum. She is the liaison between the school district and the other School Psychology program faculty.

University Supervisor Responsibilities

1. Provide the School Psychology Practicum Handbook to Field Supervisors and graduate students. Additionally, the University Supervisor will ensure that these guidelines are mutually agreeable to the Field Supervisor.
2. Assist the Field Supervisor in planning activities so that the practicum experience meets the needs of the training program, school district, and graduate student.
3. Discuss and evaluate the graduate student's progress and needs with the Field Supervisor. The University Supervisor will initiate phone, in-person, or email contacts with the Field Supervisor at least on a quarterly basis. If necessary or requested, the frequency of contacts will be increased. The University Supervisor will meet with practicum students weekly. In addition, the University Supervisor will review the graduate student's school-based practicum logs and the Field Supervisor's evaluations. Each graduate student's performance and progress will be relayed to the program faculty for incorporation in the evaluation of the graduate student's overall progress in the School Psychology program.
4. Assist the Field Supervisor if ethical concerns, complaints, or other issues arise. All attempts are made to ensure that the graduate student is appropriately prepared for the school-based practicum. If deficiencies are noted, remedial plans should be developed in collaboration between the University and Field Supervisors.
5. Designate the final grade for each semester of the school-based practicum. This grade is arrived at through discussion with the Field Supervisor, review of practicum logs and student activities, practicum meeting activities, and review of evaluation forms completed by the Field Supervisor.

V. Role of the Practicum Student

Graduate students who have successfully completed the first year of the school psychology program are eligible to participate in the school-based practicum experience if they are making satisfactory progress. The school psychology graduate student is a representative of WKU and the school psychology profession. As such, each student has the responsibility to perform at the highest level of functioning at all times including adherence to the professional codes of conduct and ethics of psychologists. Practicum students must also exhibit good professional skills, professional conduct, professional attire, and appropriate interpersonal skills.

The University Supervisor and the Field Supervisor will plan the practicum requirements in conjunction with the graduate student. The practicum requirements may require some flexibility dependent on the individual graduate student's background and the needs of the school district. However, the student's practicum should always consist of a variety of activities and exposure to a broad range of roles such as those listed in the section, "School-Based Practicum Activities," on pages 8 and 9.

Required Student Responsibilities

1. Complete School-Based Practicum Log Sheets (see p. 12-13) for all related activities. A blank log sheet is on page 14. Once a sheet is completed it should be shared with the Field Supervisor who will initial it prior to the student submitting it to the University Supervisor.

Log sheets must be turned in to the University Supervisor on a monthly basis. In addition to the log sheets, a monthly summary must be submitted (p. 15). At the end of a semester, grades will not be assigned unless all log sheets have been submitted. Students should also retain a copy of each log for his or her own record.

2. Complete all reports and paperwork in a timely fashion. All written products or protocols should be completed or returned by the next time the student returns to the practicum placement. Report writing may be considered a "take home" assignment. However, that is up to the individual Field Supervisor. Typically, a public-school student's file should not leave the school premises with a practicum student. In such a case, or under other circumstances (e.g., limited access to materials needed for writing reports such as test manuals or computer scoring programs), the student should be provided with the opportunity to work with those materials on site.
3. Participate in supervision with the Field Supervisor and the University Supervisor. The process of supervision requires that the student and the supervisor assume mutual responsibility for assuring that student and program needs are being met. The graduate student must take responsibility for informing the Field Supervisor of his or her perceived level of competency in the activities and experiences. In all cases, the student should be guided by, "**If you don't know or are unsure - ASK!**" Field Supervisors will not be able to meet the graduate student's individual needs unless they are known. In addition, the graduate student will need to inform the Field Supervisor of his/her comfort level in performing certain activities, or perceived needs for support and guidance when engaging in a new activity. The student must also accept responsibility for bringing up concerns, problems, or issues encountered as well as monitoring the proportion of time engaged in different activities to ensure that the goals of the school-based practicum are being achieved. It is the student's responsibility to make sure the required hours of supervision are being obtained from the Field Supervisor.
4. Complete activities as assigned by the Field Supervisor and University faculty. These activities should be completed in a timely manner with a high quality of effort or work.
5. Participate in progress evaluations at the end of each semester. This will involve reviewing the graduate student's progress toward the goals of the school-based practicum and discussing the progress with the University Supervisor and the Field Supervisor.
6. Display professional behavior at all times. This includes professional attire, adherence to professional ethics, adherence to policies and procedures of the practicum site, and other work-related behaviors (punctuality, cordial working relationships, receptiveness to supervision, etc.). The graduate student should approach his/her placement site as if he/she is an employee of that district. (How well you do on practicum will often influence future employment!)
7. Students are required to have professional liability insurance while on their school-based practicum. Insurance can be purchased through NASP-affiliated companies. **Proof of insurance must be submitted to the University supervisor at the beginning of the fall semester.**

8. Attend and participate in all class meetings.

9. Monitor relationships with others. Relationships with Pupils: Practicum students are expected to maintain strictly professional relationships with both the children they serve, as well as all other children in the school district. Providing children with gifts, money, automobile rides, or other special favors should be strictly avoided unless approval is obtained from the Field Supervisor, and this would only be in unusual circumstances. Even the appearance, let alone the reality, of inappropriate romantic or sexual behavior with pupils should be avoided under all circumstances. Avoid hugging, tickling, or otherwise physically touching all pupils beyond a simple handshake or handhold to escort young children. Do not place children in your lap. If a distressed child cannot be consoled verbally, escort them to a supportive service professional or other available staff member. Leave the office door partially open when you are alone with a pupil about whose behavior or intentions you may be unsure. Never be hesitant to ask another adult to sit in with you. Report any concerns in this area to either supervisor immediately.

Relationships with Supervisors: Practicum students are expected to maintain strictly professional relationships with their supervisors, and the same holds for supervisors with their students. It is a violation of the NASP Principles for Professional Ethics for supervisors to engage in sexual relationships with supervisees. Enjoy one another's company, share lunch or an after-work beverage, but always keep it professional. Relationships with non-supervisory staff members are at your own risk.

VI. School-Based Practicum Activities

POSSIBLE SCHOOL-BASED PRACTICUM ACTIVITIES - **FIRST SEMESTER**

I. Exposure to a variety of activities, experiences, and diversity within educational settings

- A. Observe and interact with various people such as the: school psychologist, general education classroom teacher, resource room teacher, self-contained classroom teacher, family resource personnel, speech and language pathologist, occupational therapist, physical therapist, school counselor or social worker, administrator, parent of a child with a disability, etc. Ensure exposure to students and families of diverse backgrounds.
- B. Attend special education/due process meetings (Admissions and Release Committee meetings, IEP, Parent Conference, Teacher Conference, Child Study/Pre-referral/RTI Team).
- C. Observe or participate in the Response to Intervention (RTI), pre-referral, and referral-placement process. *If possible, the Field Supervisor selects at least one case/referral that the graduate student can observe from the initial problem-solving/referral stage through to the ARC/IEP meeting, as applicable.* This may be a case in which the student minimally participates (e.g., conducts classroom observation).
- D. Observe the forms and process of Infinite Campus (or similar electronic record keeping systems).

II. Development of Assessment Skills

Assessment activities can include: record reviews, administration and interpretation of intellectual measures, achievement measures, systematic classroom observations, rating scales, and/or parent and teacher interviews. Graduate students might be expected to assess students' academic achievement skills through the use brief fluency measures (e.g., DIBELS or AIMSweb) and/or standardized academic achievement tests. Students should be involved in various data-based assessment activities and with the provision of feedback to parents and teachers. For example, the student may conduct a systematic classroom observation or give an intelligence test as part of a case referral conducted by the Field Supervisor and then discuss those results with the teacher and/or parent. A functional behavioral assessment will also be required as part of PSY 561.

III. Development of Counseling Skills

As part of PSY 545, each graduate student may be expected to conduct interviews or counseling sessions with a student from his/her practicum site. The instructor for PSY 545 will take responsibility for supervision of the case; however, the student will also keep the Field and University Supervisors informed. Students may also help the Field Supervisor with counseling cases or groups through observing, co-facilitating, developing materials, etc.

IV. Development of Professional Writing Skills

Written communication skills are considered to be an important part of the role of a school psychologist. Each student should provide written results for all measures administered and all observations conducted on individual children.

V. Development of Professionalism

Each student will conduct themselves in a professional and ethical manner in all activities connected with the school-based practicum.

POSSIBLE SCHOOL-BASED PRACTICUM ACTIVITIES - SECOND SEMESTER

First semester activities (p. 6) should continue as appropriate. These activities should be considered as an extension or continuation of the activities from the first semester.

I. Exposure to a variety of activities, experiences, and diversity in educational settings

Activities suggested for the first semester are continued during the second semester so that each graduate student has had the opportunity to observe in classrooms at all levels (preschool, kindergarten, primary block, elementary grades, middle school and high school) and all types of classes (regular education, special education, Chapter I, other programs) and with various professionals. Ensure exposure to students and families of diverse backgrounds.

II. Participation in Education/RTI/Due Process Meetings

The graduate student should be actively involved in various special education, RTI, or due process meetings. This might include reporting assessment findings, development of interventions, evaluating interventions, etc.

III. Assessment Activities

If deemed appropriate by the Field Supervisor, students should work up to the completion of all assessment activities needed to complete an entire case from RTI tiers to referral to ARC/IEP meeting.

IV. Development of Consultation Skills

As part of PSY 645, each student will (with their Field supervisor) seek a consultation case where he or she will consult with a parent or teacher about a child with a behavioral or academic difficulty. The instructor for PSY 645 will take responsibility for supervision of the consultation case; however, the student will also keep the Field and University Supervisors informed of all aspects of the consultation process.

V. Development of Professional Writing Skills

It is expected that the student will write an integrated report for an assigned case by the second semester.

VI. Development of Professionalism

Each student will conduct themselves in a professional and ethical manner in all activities connected with the school-based practicum.

NOTE: Progress through the practicum activities should be individualized according to individual students' skills and needs. It is expected that as time goes on, a student will become increasingly independent. Some students may be completing full cases independently during their first semester, some may not. Both the supervisor and the student are strongly encouraged to communicate early and often about expectations, experiences, and needs.

Required activities to be completed through PSY 662

While each student will have a unique experience based on individual skill development and district opportunities, there are some activities that all students should complete. Below is a list of 10 activities which should be completed during practicum. These activities are intended to support and enhance the school-based experience. Some will be completed within the school, and some may be completed outside. Students must complete all 10 activities by the end of the spring semester. To stay on track, five activities should be completed in each semester. Activities can be completed in any order. All additional forms needed to document completion can be found on Blackboard.

Required Activities:

1. Record a 3-minute elevator pitch about what school psychology is and what a school psychologist does.
2. Participate in a parent-teacher conference and complete a participation form.
3. Visit at least one community agency serving children in your district and complete a participation form.
4. Pick one case from practicum and identify parent strengths, unique factors, how parent could support issue for child, etc. Complete the documentation form.
5. Analyze the demographics of your district by completing the documentation form.
6. Identify and discuss a current issue affecting students, families, or the provision of school psychological services within your district and propose one possible solution.
7. Complete an assessment of your own professional development across NASP's domains of practice.
8. Develop a Praxis Study/Completion Timeline.
9. Conduct an interview with a related professional about how he or she works with the school psychologist in your district.
10. Participate in one activity to increase awareness of school psychology (does not need to be during SPAW) and complete the documentation form.

Course-based assignments to be completed at practicum

Below are the basic descriptions of the course-based assignments to be completed by the student during the practicum year. Additional details and documents will be provided by course instructors. *The information provided here is an attempt to inform supervisors and students early about requirements so that they may seek out appropriate cases.* If you have any questions, concerns, or ideas please contact the University Supervisor

Fall Semester:

1. Practice different types of **systematic classroom observations**. This assignment simply requires the graduate student to observe in a classroom for a while. The teacher does not have to do anything and no individual child contact is to be made.

2. Conduct a **classroom environmental analysis**. This assignment also requires the graduate student to observe in a classroom. Here, the student is watching for instructional variables (e.g., pace of instruction, engagement of students), behavioral management strategies used by the teacher, and setting variables (e.g., room arrangement, posted rules). Again, the teacher does not have to do anything and no individual child contact is to be made. The graduate student's write-up is only seen by me (not the teacher). *This assignment is usually completed in conjunction with the systematic observation assignment.*

3. Conduct a **functional behavioral assessment**. This requires the practicum supervisor to assist in selecting an appropriate student (any age preschool through high school). The student can be regular or special education. It is recommended that the FBA be conducted with a "real" concern but one that is not urgent because it will take until the end of the semester to finalize the report. Parent permission is required. It is also helpful if the student's teacher would likely be cooperative in working with the practicum student. The final report will be given to the practicum supervisor to use as he/she wishes. Sometimes the practicum supervisor will have the grad student review the report with the parent. That is not required on my part but it is a good experience for the grad student.

4. **Psychotherapy case**. Trainees will conduct individual or group therapy for a *minimum* of four sessions. Practicum students will work in conjunction with their supervisor to determine an appropriate case based on interest, experience, and school need. The student can be regular or special education. Trainees must gather data to document need for services through any (or all) of the following methods: structured interviews with student, parent, and/or teacher(s), direct observations, administration and interpretation of rating scales to student, parent, and/or teacher(s), review of records. *All sessions must be audio recorded and a signed consent indicating awareness of recording is required.* Students will complete reflections for each session and present their case to the class.

Spring Semester:

Consultation case. Students will use a general 4-stage/interview direct behavioral consultation framework. Each student needs to get consent from the parent/caregiver.

Consultation Report. 200pts. total.

The consultation report will follow the template given in class. Each report should have the following sections:

1. Identifying information (20 pts)
2. Reason for referral (20 pts)
3. Interviews (20 pts)
4. Behavioral, Academic assessments used with tabled, graphed data and summary (20 pts)
5. Hypothesis statement (20 pts)
6. Recommendations and goals with measureable outcomes (20 pts)
7. An intervention plan (20 pts)
8. An intervention monitoring plan (20 pts)
9. Evaluation of the intervention. (20 pts)
10. Intervention Rating Profile-15 (20pts)

Problem Identification Interview Data and Initial Summary:

1. Identifying information (20 pts)
2. Reason for referral (20 pts)
3. Interviews (20 pts)

Problem Analysis Data and Initial Summary:

4. Behavioral, academic assessments used with tabled or graphed data and summary (20 pts)
5. Hypothesis statement (20 pts)
6. Recommendations and goals with measureable outcomes (20 pts)

Plan Implementation and Initial Summary Due:

7. An intervention plan (20 pts)
8. An intervention monitoring plan (20 pts)

Final Consultation Report (Plan Evaluation):

9. Evaluation of the intervention. (20 pts)
10. Intervention Rating Profile-15 (20pts)

VII. Suggestions for Remote/Virtual Activities

If your school district participates in virtual/remote instruction, below are some possible activities for practicum students to still get experience and contribute in non-traditional ways. The Field Supervisor and practicum student should work together to select activities that are appropriate based on individual student performance and needs of the district.

- Provide emotional support to students or families via zoom. Practicum students could conduct brief check-ins or connect families with resources.
- Academic tutoring via zoom. Practicum students could provide academic tutoring or academic interventions.
- Shadow other professionals (i.e., observe virtual work of teachers, SLPs, administration, etc.).
- Observe parent-teacher meetings, teacher team meetings, school board meetings.
- Review report writing or other written communication feedback via zoom (may be easier to be looking at the same document on different screens and make changes easily and quickly!).
- Develop workshops/PDs/in-service trainings needed for school (may be timely or for future use).
- See below table put together by the Innovations in Practica and Internships Team from NASP's Graduate Education Committee for additional ideas across NASP domains.

POSSIBLE FIELD EXPERIENCES DURING DISTANCE LEARNING	
NASP Domain	Activity
1. Data-based decision-making and accountability	<ul style="list-style-type: none"> → Record reviews → Interview parents, teachers, and students → Administer rating scales or gather social/emotional history remotely → Write reports or analyze/critic previously written reports → Participate in or facilitate virtual IEP/504/MTSS meetings → Analyze and graph data → Review resources on setting appropriate academic and behavioral expectations for when students have missed several months of school
2. Consultation and collaboration	<ul style="list-style-type: none"> → Remote consultation with parents to develop behavior interventions → Consult with teachers on techniques for engaging students in virtual classes → Collaboration with teachers on instructional technology, online instructional resources and social-emotional learning
3. Academic interventions and instructional supports	<ul style="list-style-type: none"> → Work with administrators and teachers to analyze CBM data

	<ul style="list-style-type: none"> → Evaluate web-based academic curriculum → Develop handouts or list of existing resources for parents to support online learning → Help conduct virtual CBMs (e.g., benchmarking and/or progress monitoring the full student body or targeted populations) → Participate or lead virtual academic groups, including tiered intervention and delivery of special education services (with interventionist and/or special education teacher support)
4. Mental and behavioral services and interventions	<ul style="list-style-type: none"> → Evaluate web-based SEL curriculums → Implement telehealth group interventions (e.g., mindfulness, coping skills, executive skills) as approved by the LEA and with adequate technology, training and supervision → Implement individual social/emotional interventions approved by the LEA after careful planning for appropriate supervision → Consultation with parent/guardian to develop behavior intervention and/or set up effective remote learning environment → Analyze/critic previously conducted FBAs, and subsequently developed BIPs
5. School-wide practices to promote learning	<ul style="list-style-type: none"> → Research school demographics: ratio of students to school psychologist; other services providers on campus; population of students (e.g., ethnicity, SES, ELL, SPED, 504) → Review district website/report card → Examine school data to evaluate outcomes of instructional or intervention services → Prepare professional development trainings for school personnel (teachers, support staff or administrators) → Work with the school psychologist to develop a school website page focused on instructional and mental health resources
6. Services to promote safe and supportive schools	<ul style="list-style-type: none"> → Review the crisis plan and risk assessment protocols at the school → Participate in webinars on supporting SEL needs of staff and students returning to school after COVID-19 closures

	<ul style="list-style-type: none"> → Work with supervisor to develop plans for supporting returning staff and students
7. Family, school, and community collaboration	<ul style="list-style-type: none"> → Drive through school neighborhood → Research community services (e.g., mental health, Boys & Girls Clubs) → Develop/share handouts or other online resources with parents/guardians → Conduct consultation with parents about behavioral intervention or setting up remote learning environment
8. Equitable practices for diverse students populations	<ul style="list-style-type: none"> → Participate in webinars on equitable practices for online learning (e.g., access to computers and internet) → Review resources on setting appropriate academic and behavioral expectations when students have missed several months of school
9. Research and evidence-based practice	<ul style="list-style-type: none"> → Conduct a research project on some aspect of distance learning being implemented by district → Research issues of interest to the district that would assist with future decision-making → Assist the district with evaluating and/or improving accountability measures (i.e., instructional support, climate teams, program evaluation)
10. Legal, ethical, and professional practice	<ul style="list-style-type: none"> → Interview (phone or video platform) the school psychologist and other relevant professionals (e.g., administrator, school nurse, special education teacher(s), counselor, bilingual instructor, social worker) → Review professional and ethical standards for telehealth and teleassessment → Review federal/state and professional association guidelines for adhering to IDEA and 504 regulations during extended school closings → Participate in virtual staff meetings → Participate in weekly supervision with field supervisor university supervisors, as required by training program

VIII. Guidelines for Completing School-Based Practicum Logs

As part of the school psychology program evaluation plan, students must complete a log of time spent in field placements and document the activities in which they have participated. The Activity Codes designated on the Practicum Log Form are designed to be consistent with the NASP training standards and provide information to the university supervisor so that activities can be appropriately monitored. It is essential that this form be completed accurately and in a timely fashion. The following is a discussion of the Activity Codes to help explain the codes. Activities listed are not exhaustive but are provided to illustrate the range of activities that can be included in that code.

You are encouraged to add some detail to these codes for your personal record keeping and to be able to recall specific activities. For example, you may have multiple DI (direct intervention) activities ongoing at the same time. You could put a unique code (activity, child's first name or initials, school initials) in parentheses beside the code. For example, RE (CBM norms-Valley elem.); DI (Counseling-Sally-Greenwood H.S.); CC (Jones preschool teacher interview-Billy).

AS – Assessment Activities: This area is a broad category that encompasses all activities related to assessment for making data based decisions about children. Assessment activities would include formal (standardized testing) and informal (interview, record reviews) testing, group and individual strategies, and materials and information collected from all parties (parents, teachers and child). All activities included in special education assessments and other referrals (gifted, CBM, preschool screening) would be coded here, including meetings to determine placement/IEP and to reevaluate placement.

DI – Direct Intervention Activities: This code should be used for intervention activities that are for the most part directly under the school psychologist's control as opposed to the CC code below which captures activities that are more indirect in nature. FBA's, positive behavior support plans, counseling (individual or group), classroom activities, and various interventions that are more directly guided and implemented by the school psychologist are examples for this category.

CC- Consultation & Collaboration: This code would include implementing the consultation model as well as consulting, conferring, and collaborating with others. Meetings with teachers and parents (e.g., child study, RTI, parent request - not due process meetings), developing data-based interventions, providing education and information to parents or staff (e.g., professional development, workshops, parent trainings) and meetings with professionals from outside agencies.

PD Professional Growth & Development: This code should be used for both formal and informal means of obtaining professional development. Activities in this area should result in a change in knowledge, behavior or skills. Formal types of professional development would include workshops, conferences, meetings of professional organizations, and internship or practicum meetings on campus. Informal types of professional development would include consultations with professionals other than your primary supervisor, and guidance provided by other professionals more indirectly related to the professional of school psychology (e.g., assistive technology consultation).

RE – Research & Program Evaluation: This code should represent activities that would include planning and conducting research of your own (e.g., specialist project) or for the school district (e.g., analyzing behavior infractions on buses, scholarly research/literature review on effective preschool screening practices, literature review of a new measurement tool or procedure, researching evidenced based practices/programs). Program evaluation activities may range from formal to informal and from whole program to a specific aspect of a program. Examples of program evaluation activities include conducting needs assessments, evaluating group behavior management strategies (e.g., classroom, lunchroom, transitioning to busses) and survey development.

SO – School Organization/Policy/Climate: This code is reserved for activities that provide knowledge about the school district’s policies, procedures and practices. This would include new personnel orientation meetings and procedural knowledge about how to do various activities within the district (e.g., making home visits, reporting child abuse, filling out mileage forms, reporting/recording sick, professional, and personal days). Observing various activities or programs in the schools (e.g., job coaching, vocational program, peer mentoring, gifted program, Title 1 program), shadowing different professionals (e.g., principal, counselor, teacher, special education teacher), and reviewing district policies and curricula would be included in this category.

SU – Supervision: This should be used to document your supervision time with your primary supervisor. You may receive supervision by other school psychologists or from other professionals (special education staff). That time should be logged under the PD code above. This category should be only for time with your primary supervisor. Supervision would include providing support and guidance on the development of professional skills, behavior and image as well as feedback and guidance on the performance of job activities.

MO – Miscellaneous Other: This code should be used for activities which are important for your functioning within the school district and take up time, yet they are not a substantive school psychology professional activity. Such activities as driving time, clerical duties, lunch with coworkers and casual discussions with colleagues would be included in this category.

NOTE: The codes noted above are not necessarily discrete and there will be activities where you could designate more than one code. However, only one code should be designated per activity. Keep in mind that while you will be engaged in a variety of activities across the year, some activities will be more frequent than others. The student should monitor activities across areas. An absence of hours in any activity suggests experiences should be planned for that area.

The following two pages contain the Practicum Log and the Summary of Practicum Activities. The Practicum Log needs to be completed each day the student is on practicum. The form should be initialed by the on-site supervisor when completely filled out or at the end of each month. A separate Practicum Log sheet should be kept for University Supervision times to be initialed by the University Supervisor. The student should also summarize and document each month’s activities on the Summary of Practicum Activities form. (The same form will be used all year – hours are added each month in the appropriate row.) The student should make a copy of the form at the end of each month for the University supervisor but should retain the original.

PSY 662 – Field-Based Practicum Log

Name: _____

Supervisor's Initials: _____

Activity Codes:

AS – Assessment Activities (e.g., observations, testing, report writing, record reviews, interviews, CBM, preschool screenings, and other related activities).

DI - Direct Intervention Activities (e.g., individual counseling, groups, FBA and intervention activities, and other related activities).

CC - Consultation & Collaboration (e.g., meetings with teachers or parents, observations, developing interventions, analysis of data, and other related activities).

PD - Professional Growth & Development (e.g., workshops, conferences, university supervision, professional meetings, and other related activities).

RE – Research & Program Evaluation (e.g., planning and conducting research, specialist project, and program evaluation activities).

SO - School Organization/Policy/Climate (e.g., shadowing supervisor and other school personnel, reading policy & procedures manual, and other related activities).

SU - Supervision (e.g., supervision time with primary school psychology supervisor or university supervisor).

MO - Miscellaneous other activities (e.g., driving time, clerical/organizational activities, lunch with co-workers or students, discussions with colleagues).

Hours in Settings: Indicate the number of hours spent in each setting or, if working on student-related activities elsewhere, use the grade of the student (e.g., if at the office writing a report on 2nd grader, indicate those hours as being in the Elementary setting). Not all of your “Total Hours” will necessarily be counted as setting specific, such as many of the activities in the Miscellaneous category. PR = Preschool; EL = Elementary (K-5); MS = Middle School (6-8); HS = High School (9-12).

Date:	/	/	Hrs	Date:	/	/	Hrs	Date:	/	/	Hrs	Date:	/	/	Hrs
Total Hours:				Total Hours:				Total Hours:				Total Hours:			
Hours in Settings: PR _____				Hours in Settings: PR _____				Hours in Settings: PR _____				Hours in Settings: PR _____			
EL_____ MS_____ HS_____				EL_____ MS_____ HS_____				EL_____ MS_____ HS_____				EL_____ MS_____ HS_____			

Note: Use a minimum of 15-minute blocks of time. (15 minutes = .25 hours; 30 minutes = .5 hours; 45 minutes = .75 hours)

Total Hours (this sheet): _____

SUMMARY OF PSY 662 SCHOOL-BASED PRACTICUM ACTIVITIES
(Hours per month)

Practicum Site: _____

Name: _____

<u>Month</u>	<u>Assessment Activities</u> (AS)	<u>Direct Intervention Activities</u> (DI)	<u>Consultation & Collaboration</u> (CC)	<u>Professional Growth & Development</u> (PD)	<u>Research & Program Evaluation</u> (RE)	<u>School Organization/Policy/Climate</u> (SO)	<u>Supervision</u> (SU)	<u>Miscellaneous Other Activities</u> (MO)	<u>Running Total</u>
August									
September									
October									
November									
December									
January									
February									
March									
April									
May									

Yearly Totals _____