

PSY 662 SCHOOL PSYCHOLOGY
PRACTICUM HANDBOOK
WESTERN KENTUCKY UNIVERSITY
2013-2014



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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; National Council for Accreditation in Teacher Education). The school-based practicum is designed to provide students with an orientation to schools, the educational process, and to the role of a school psychologist.

The WKU School Psychology Program emphasizes the importance of being familiar with educational settings and professional practice. 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

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 schools, the educational and special educational process, assessment activities, the development and implementation of interventions, and the professional role of the school psychologist. This planned sequence 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 strive to obtain a minimum of 100 hours for the practicum experience each semester. 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., 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 two-hours credit each semester. Suggested activities for each semester are outlined on pages 6 and 7 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 purposes and 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 societal 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 have opportunities to see 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 (i.e., IDEA-04, KY Administrative Regulations - Special Education Programs, NASP's Principles for Professional Ethics, Professional Code Of Ethics For Kentucky School Certified Personnel).

III. 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, he/she 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 6 and 7.

2. Provide 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 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. University Supervisor

The University Supervisor is the school psychology faculty member at WKU responsible for supervision of the school-based practicum. He 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 the 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. Student Responsibilities

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 6 and 7.

Required Student Responsibilities

1. Complete School-Based Practicum Log Sheets (see p. 11) for all related activities. Pages 9-10 give an explanation for completing the form. 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. 12). At the end of a semester, grades will not be assigned unless all log sheets have been submitted.

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 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.
5. Students are required to complete the *Field Work Summary* form at the end of each semester (see p. 8).
6. 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.
7. 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!)
8. 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 should be submitted to the University supervisor early Fall semester.

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, parent of a child with a disability, etc. Ensure exposure to students and families of diverse backgrounds. Document diversity experiences on the *Field Work Summary* form on page 8 of this Handbook and turn in at the end of each semester.
- 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) 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, intellectual measures, achievement measures, systematic classroom observations, behavior 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.

III. Development of Counseling Skills

As part of Psy 545, Clinical Child Psychology, each graduate student may be expected to conduct individual or group sessions with a student or students from her practicum site. The instructor for Psy 545 will take responsibility for supervision of the assignment; however, the student will also keep her Field and University Supervisors informed of all aspects of the process.

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.

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. Document diversity experiences on the *Field Work Summary* form on p. 8 and turn in at the end of each semester.

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. Observe the forms and process of Infinite Campus.

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, Consultation, each student will (with their Field supervisor) seek a consultation case where 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 her 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.

Field Work Summary *(College of Education Version)*

WKU CLASS _____
Year/Semester _____

WKU ID# _____ **Last Name** _____ **First Name** _____

Certification Area:	<input type="checkbox"/> P-5	<input type="checkbox"/> P-12	<input type="checkbox"/> 5-12	<input type="checkbox"/> Middle Grades	<input type="checkbox"/> Secondary	Major: _____
	<input type="checkbox"/> IECE	<input type="checkbox"/> K-12 EXED LBD/MSD	<input type="checkbox"/> School Counseling	<input type="checkbox"/> School Psychology		

School District Name _____ **School/Program Location: City, State** _____

Supervisor's Name _____ **School/Program Location: County** _____

School Bldgs. You Were In: _____ **School/Program Location: Zip Code** _____

FIELD HOURS _____ **GRADE LEVELS:** _____

TYPES OF EXPERIENCES (CHECK all that apply)		CONTEXT (CHECK all that apply)		TYPES OF STUDENTS (CHECK all that apply)		ETHNICITY OF STUDENTS (CHECK all that apply)	
Observed	<input type="checkbox"/>	Inclusive classroom	<input type="checkbox"/>	Physically Impaired	<input type="checkbox"/>	Caucasian	<input type="checkbox"/>
Provided teacher support (research, bulletin board, supervised field trip, graded/filed, ran errands)	<input type="checkbox"/>	Resource room	<input type="checkbox"/>	Learning Disability	<input type="checkbox"/>	African American	<input type="checkbox"/>
		Collaboration	<input type="checkbox"/>	Intellectual Disability	<input type="checkbox"/>	Native American/American Indian	<input type="checkbox"/>
		Pullout programs	<input type="checkbox"/>	Emotional Behavior Disorder	<input type="checkbox"/>	Latino/Hispanic American	<input type="checkbox"/>
Tutored/direct intervention	<input type="checkbox"/>	Tutorial/enrichment	<input type="checkbox"/>	Gifted	<input type="checkbox"/>	Asian American	<input type="checkbox"/>
Taught lessons	<input type="checkbox"/>	Clinic/lab	<input type="checkbox"/>	English Language Learner	<input type="checkbox"/>	Other	<input type="checkbox"/>
Interviewed	<input type="checkbox"/>	Self-contained classroom	<input type="checkbox"/>	Visually Impaired	<input type="checkbox"/>		
Consulted	<input type="checkbox"/>	Community-based	<input type="checkbox"/>	Hearing Impaired	<input type="checkbox"/>		
Administered assessment	<input type="checkbox"/>	Home-based	<input type="checkbox"/>	Speech/Language Delayed	<input type="checkbox"/>		
Provided family support	<input type="checkbox"/>	Hospital	<input type="checkbox"/>	Developmentally Delayed	<input type="checkbox"/>		
Instructional assistive technology support	<input type="checkbox"/>	Residential	<input type="checkbox"/>	Autism Spectrum Disorder	<input type="checkbox"/>		
		Alternative program	<input type="checkbox"/>	Other Health Impaired	<input type="checkbox"/>		

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 code of your own making (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 (if not a working lunch) 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 – School-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).

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

Date: / /	Hrs	Date: / /	Hrs	Date: / /	Hrs	Date: / /	Hrs	Date: / /	Hrs
Evening		Evening		Evening		Evening		Evening	
Total Hours:		Total Hours:		Total Hours:		Total Hours:		Total Hours:	

Total Hours:

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)
August								
September								
October								
November								
December								
January								
February								
March								
April								
May								

Yearly Totals _____