NSU
NOVA SOUTHEASTERN
UNIVERSITY
College of Psychology

Doctoral Program in School Psychology

HANDBOOK OF FIELD-BASED TRAINING EXPERIENCES IN SCHOOL PSYCHOLOGY

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Introduction

The *Handbook of Field-Based Training Experiences in School Psychology* was prepared to assist doctoral students in school psychology at the College of Psychology at Nova Southeastern University (NSU) as they engage in practicum training. Candidates should consult the *Doctoral Program in School Psychology Policies and Procedures Handbook* for general guidelines and policies of the program.

To prepare candidates adequately to meet the current and future expectations of the field, the program recognizes the need for school psychologists who are leaders and are accomplished in prevention, assessment, consultation, and intervention at the individual and systems levels. It is the school psychologist's expertise in assessment, viewed in its broadest context, which guides the practicing professional in providing the most effective services. That is, assessment, directly linked to intervention for the purposes of both prevention and remediation of student difficulties, is the key to meeting the complex needs of schools today. Consequently, candidates are prepared to offer a broad continuum of innovative, evidence-based, and individually-targeted services. Training builds upon a foundation of scientific knowledge and develops the skills necessary for professional competence. It prepares candidates to be lifelong learners as well as interpreters and utilizers of research through mentorship in the process of scientific investigation and evaluation. Intensive, sequential, field-based experiences are designed to provide candidates the opportunities to apply and to integrate methods of prevention, psychological assessment, consultation, and intervention. The program emphasizes the importance of delivering school psychological services within a collaborative framework. Candidates learn to view problems from a systems perspective, focusing on the dynamic interrelationships among learners, families, schools, and communities. Training emphasizes an awareness of, sensitivity to, and respect for diversity and individual differences within the context of each of these systems. Awareness of these unique differences is emphasized in every domain of practice. Development of technological competencies is similarly woven throughout the curriculum to train school psychologists to deliver services in the most efficient and student-centered manner.

Program Goals and Objectives
The doctoral curriculum in school psychology has been organized as a developmental, sequential set of courses and field experiences which are broad and general in scope and which actualize the tripartite goals of the program. The four primary goals of the program are for candidates to demonstrate competency in *(1) assessment, consultation, and intervention utilizing evidence-based and innovative techniques matched with diverse populations; (2) the ability to evaluate and to utilize relevant scientific findings to inform professional practice; (3) developing a professional identity as a school psychologist through leadership, advocacy, ethical practice, and service in meeting the needs of diverse populations;* and *(4) the knowledge, understanding, and competency regarding the behavioral science foundations of the discipline of psychology and the specialty area of school psychology.* Graduates will be prepared to provide a comprehensive range of school psychological services that positively impact the educational and social-emotional needs of the individuals they serve and to assume leadership roles in the field. The applied experiences that are associated with each of these broad program goals are provided below.

PURPOSE

As part of the applied field-based requirements of the doctoral program in school psychology at Nova Southeastern University, candidates must successfully complete three years of practica which are linked to the curriculum. These practica include Foundations I, II, & III; School-Based I & II; and Advanced Assessment and Interventions I, II, & III. In addition, candidates must complete a minimum of 600 hours in a PK-12 setting at the internship level. The final training year culminates in the doctoral internship. These experiences take place during each year of the curriculum, thus allowing candidates to bridge the gap between theoretical foundations and applied professional practice. As candidates learn theories and techniques within the classroom, they begin to practice and to apply these skills under close supervision. The goal of the field-based phase of training is to provide supervised experiences that will enhance the development of each candidate's knowledge and skills as they develop a professional identity as a health service provider. Field-based experiences were designed based upon the standards set forth by the American Psychological Association (APA), the National Association of School Psychologists (NASP), and the Florida Department of Education (DOE).

PRACTICA

The practicum sequence is intended to provide the candidate with exposure to a broad range of school psychological service delivery models and closely supervised assessment, consultation, and intervention experiences. Practicum settings include placements at the Mailman Segal Center for Human Development (MSC), the University School of Nova Southeastern University, and the School-related Psychological Assessments and Clinical Interventions (SPACI) Clinic in the Psychology Services Center (PSC), all on the NSU campus and closely supervised by program faculty. In addition, each summer, candidates are placed in the Summer Reading Explorers Program (SREP) serving diverse children from failing schools as part of a service and research grant addressing needs of children at-risk for academic failure. Additional practicum experiences may include local school districts, clinics, and agencies in the community. These practicum settings provide candidates the opportunity to work with a diverse range of clients and problems.

Candidates begin practicum training during the first semester of graduate education and are required to engage in three years of applied experiences which occur in a developmentally and sequentially organized fashion. Each practicum experience allows candidates to bridge the gap between theoretical foundations and applied clinical practice. As candidates learn skills in the classroom, they engage in the application of these skills in applied settings under close supervision, both on-site as well as in consultation with program faculty in the classroom. The goal of the practica is to provide supervised applied experiences with a focus on practice-informed-by-science that will enhance knowledge and skills of candidates as they develop professional identities as health service providers.

APPLYING FOR PRACTICA

Administrators and/or faculty of the doctoral program in school psychology will approve the candidate's readiness for practicum based upon grades, professional behavior, and completion of the annual Student Survey. In order to progress through the program, and to be eligible for practica, all candidates must attain minimum levels of achievement (MLA) of 80% or higher on each assessment of competence. Any candidate who obtains a score lower than 80% is required to engage in a remediation process with the instructor to attain the MLA. **School psychology candidates who do not meet the minimum requirements will be advised and remediated as appropriate.**

Practicum placement procedures vary depending on setting. Candidates must abide by the differing guidelines. **Certain sites may require students to complete a security clearance, which may include, but not be limited to, a background screening and fingerprinting.** Candidates are responsible for the cost of their own fingerprinting and background checks for practica and internships. Candidates with any concerns about this issue should seek advisement at the beginning of their graduate education.

Candidates are not eligible for practicum if they have not completed prerequisite courses, have not attained the MLA of 80%, are on academic probation, or have been deemed not ready based upon the Annual Review process or the determination of the Professional Standing Committee (PSC) within the college. Such evaluation would follow written referral by members of the faculty or university staff, a determination of sufficient concern by the faculty mentor and program director based upon Annual Review, or a finding by the Professional Standing Committee (PSC) that the candidate is not ready for practicum. Such findings will include specific, required remedial actions.

To be eligible to register for practicum, candidates must have successfully completed or be co-enrolled in the following course work:

Practicum in School Psychology: School Based I & II
To be eligible to register for the school-based practicum candidates must have successfully completed earning a grade of 'B" or higher, or be co-enrolled in the following courses:

> PSY 8100 – Development: Child and Adolescent
> PSY 8110 – Psychology of Exceptional and At-Risk Children
> PSY 8115 – Child and Adolescent Psychopathology
> PSY 8135 – Organization and Operation of Schools
> PSY 8150 – Counseling Theories and Techniques
> PSY 8190 – Practicum in School Psychology: Foundations I
> PSY 8195 – Practicum in School Psychology: Foundations II
> PSY 8197 – Practicum in School Psychology: Foundations III
> PSY 8165 – Applied Behavioral Assessment and Intervention
> PSY 8255 – School Consultation Skills
> PSY 8270 – Ethical, Legal, and Professional Issues for School Psychologists
> PSY 4442 – Evidence-Based Treatment of Emotional and Behavioral Disorders of
>   Children and Adolescents

Practicum in School Psychology: Advanced Assessment & Interventions I, II, & III
To be eligible to register for these practica, candidates must have been matriculated and have successfully completed earning a grade of "B" or higher or be co-enrolled in the following course work:

> PSY 8290 – Practicum in School Psychology: School-Based I
> PSY 8295 – Practicum in School Psychology: School-Based II
> PSY 8182 – Cognitive Assessment I: Theory, Research, and Practice with Lab
> PSY 8184 – Cognitive Assessment II: Linking Assessment to Intervention
> PSY 8280 – Academic Assessment for Intervention
> PSY 8286 – Assessment of Personality and Social-emotional Functioning for
>   Intervention
> PSY 8292 – Comprehensive Data-Based Decision-Making: Integrated Report

PRACTICUM IN SCHOOL PSYCHOLOGY: FOUNDATIONS I, II, AND III

In this first year practicum, candidates complete 540 hours over the course of three semesters (i.e., a minimum of 12 hours per week, 25% of which should be direct client contact). The purpose of this practicum is to provide candidates with an introductory field-based experience linked to a university seminar in which candidates engage in applied experiences necessary for providing school psychological services.

Practicum in School Psychology – Foundations I: Public Schools
During the first semester of graduate education in Foundations I, candidates are expected to gain an understanding of the roles and functions of school psychologists practicing in PK-12 settings, as they complete a minimum of 4 hours per week within the public schools. Here, they observe school psychologists engaging in a variety of activities including: conducting psychological screenings and assessments; consulting with teachers and other school personnel, as well as parents; developing, implementing, monitoring and evaluating evidenced-based and individualized interventions; participating in child study/intervention assistance team meetings; and providing feedback and consultation to parents and school personnel. Candidates are introduced to the role of the school psychologist in mental health and in crisis response through participation in Red Cross Disaster Response Training and disaster response.

Practicum in School Psychology – Foundations I and II: Mailman Segal Center
In Foundations I and II at the Mailman Segal Center, candidates are expected to develop their knowledge and skills in working with young children as well as those with developmental disorders (i.e., 8 hours per week for semester one; 12 hours per week for semester two). Through a field placement in a preschool which provides services to typically developing children (birth-5), as well as children diagnosed with autistic spectrum disorder, candidates develop an understanding of how to create and to support nurturing environments to foster optimal academic, behavioral, and social emotional developmental outcomes. Moreover, candidates learn about specialized programs for children with disabilities, including the role of the various specialists and team members. Candidates develop skills in interviewing and collaborating with parents and teachers; reviewing the literature to design and to deliver in-service presentations on relevant and

timely topics to stakeholders; conducting various observations for the purposes of educational planning, intervention monitoring, and evaluation; supporting teacher instruction and behavioral intervention in the classroom; and administering and scoring preschool screeners and assessments (e.g., Battelle Developmental Inventory) to children.

Practicum in School Psychology – Foundations III: Summer Camp **and** *School-related Psychological Assessment and Clinical Interventions (SPACI) Clinic*
During the summer semester of the first year, candidates are expected to develop more advanced understanding and practice in creating and supporting effective learning environments and multi-tiered systems of supports (MTSS) within school and out of school settings (afterschool and summer camp settings) by completing a minimum of 120 hours in the field (i.e., approximately 8 hours per week for 15 weeks). Under close supervision, candidates conduct universal screenings and other assessments of diverse young children to determine intervention needs; score screening instruments and organize data for tier II decision-making; implement small-group targeted evidence-based literacy interventions; provide behavioral supports for children who are not engaging effectively in small group instruction; assess intervention integrity for tier I and tier II small group programming; and conduct post intervention assessments.

For all practicum courses in the Foundations sequence, in addition to the supervision provided by the supervisor at the practicum site, candidates participate in a seminar/group case consultation course conducted by a school psychology program faculty member. Through integration and consideration of content and skills addressed in first year coursework, assigned course readings, and discussion of field-experiences, candidates receive input regarding their practicum experiences, which serves to strengthen their professional identity as health service providers, and serves to provide practice in and support of their efficacy in the delivery of school psychological services.

PRACTICUM IN SCHOOL PSYCHOLOGY: SCHOOL BASED I AND II

During the second year of coursework, candidates are required to complete two semesters of school-based practica, totaling a minimum of 450 hours (i.e., 15 hours per week, 50% of which should be direct client contact) required at the NSU University School (USchool). This practicum is designed as an integrative experience to blend theory with practice in serving children and adolescents, as well as key stakeholders in their environments. With foundational coursework complete, candidates begin to demonstrate assessment and intervention competencies as they work in school settings to deliver psychological services under close supervision. Practicum responsibilities may include individual and small-group counseling and/or skills training; consultation with parents, teachers, and/or other school personnel; teacher in-service training; parent conferencing/training; progress monitoring; individual and large group assessment; involvement in the exceptional student education process; and other experiences relevant to the practicum setting. By using an evidence-informed problem-solving model, candidates engage in data-based decision making and hypothesis generation and testing, as well as intervention development, implementation, monitoring, and evaluation at individual and group levels. Further, they are required to apply ethical and legal professional standards, and to integrate technology and research-informed practices as they work in their assigned schools.

In addition to the supervision provided by the supervisor at the practicum site, candidates participate in a group case consultation course during each semester of practicum by a school psychology program faculty member. This weekly, three-hour group case consultation session provides input to students regarding their practicum experiences, strengthens their professional identity as an emerging school psychologist, and serves to support their efficacy in the delivery of school psychological services.

Also during the fall and winter semesters of Year 2, candidates will begin his or her work at the School-related Psychological Assessment and Clinical Interventions (SPACI) Clinic. Here, they shadow a third-year student on clinical cases and participate in parent and child interviews, assessments, interventions, school observations, etc.

PRACTICUM IN SCHOOL PSYCHOLOGY: ADVANCED ASSESSMENT AND INTERVENTIONS I, II, AND III

During the third year of coursework, candidates are required to enroll in a three credit-hour course for three semesters entitled Advanced Assessment and Interventions (AA&I) I, II, and III. This 720-hour (minimum, 50% of which should be direct client contact) practicum provides a mechanism for candidates to apply further the techniques of assessment, consultation, and direct intervention and to expand experiences in clinic settings and/or community agencies.

During the summer semester in AA&I, candidates return to the Summer Reading Explorers Enhanced Reading Services camp. Here, candidates serve as supervisors of program interventionists and assessment staff, assess integrity of intervention implementation, consult with staff and parents regarding child behavior and academic difficulties, engage in decision-making regarding grouping of students for intervention and progress monitoring, and conduct group parent engagement activities to foster literacy development in the home.

During the winter semester in AA&I, each candidate will be assigned assessment/intervention cases in the SPACI clinic. For each case, candidates will conduct/review developmental and social histories and access available school and community resources to determine appropriate assessment instruments to be used with each case. They will administer, score, and interpret traditional assessment measures as well as utilize functional assessments and progress monitoring techniques and behavioral observations as appropriate. Candidates will integrate assessment data and provide verbal and written feedback to parents and teachers, when appropriate, based on findings. Based on assessment results, candidates will make initial recommendations, identify school and community resources to assist the client/family, and make referrals to agencies as appropriate. They will provide recommendations to schools and other agencies for cognitive and academic goals, and they will provide recommendations on methods of monitoring progress toward the accomplishment of goals. The candidate will integrate progress-monitoring data and their analysis of the data with assessment data from the comprehensive evaluation when finalizing a comprehensive written psychological report and when providing additional recommendations to parents and key stakeholders.

In addition, candidates will be assigned to select, to complete, and to evaluate academic and/or behavioral interventions with selected cases. Based on available assessment data and a collaborative problem-solving process, each candidate will identify behavioral or academic areas to target with individual, direct intervention. The interventions can be academic or behavioral but must be based on the individual needs of the students and evidence-based practices. The candidate will select appropriate progress monitoring tools to use to collect baseline data and to measure response to the intervention and progress toward a predetermined goal. The candidate will design and deliver the interventions. Frequent, targeted progress monitoring will take place throughout the delivery of the intervention and will guide each candidate's data-based decision making.

During the completion of AA&I II and III, candidates continue to see cases at the SPACI clinic and may return to the USchool or another agency in the community for more advanced experiences. During the winter semester, candidates extend their placement at SPACI or the USchool, ChildNet, or other community agency. For example, during this practicum, candidates may develop advanced psychotherapy skills in working with specialized populations (e.g., autism spectrum disorders, emotionally and behaviorally disturbed, chronically abused), or further enhance their psychological assessment skills with difficult and diverse cases. These decisions are based upon candidate interests, goals, and skills.

During their third year of practicum, students display the capacity to work more independently, albeit always under close supervision. Candidates further develop competencies in the areas of prevention, assessment, consultation, and intervention with expanded populations in varied settings. Peer consultation/supervision with advanced students, as well as doctoral and post-doctoral interns occurs during an additional component during this year of training. By the end of the third year of practicum, candidates are expected to possess readiness for internship through their knowledge and skills.

In all instances, practicum experiences are integrated with other elements of the program and candidates have continuing opportunities to discuss their practicum experiences in a variety of ways. In addition to on-site supervision, all candidates engage in weekly case consultation/review with a faculty member within the context of a formal course. In the event of challenges during the completion of practica, candidates first consult with the site supervisor/faculty member, and can also contact the Program Director or Program Administrator in person, via telephone, or E-mail regarding their practicum experiences or problems.

CERTIFICATION IN SCHOOL PSYCHOLOGY

Candidates seeking initial certification as a school psychologist must complete 1200 hours in a PK-12 school setting in order to be considered a Florida Department of Education (DOE) "completer," and to be eligible for certification in the state of Florida and many other states. **All candidates are required to complete at least 600 hours in a PK-12 setting prior to graduation, which will allow them to be eligible for national certification as school psychologist (NCSP) by the National Association of School Psychologists (NASP).** The school-based hours may be obtained during the completion of the 2000-hour doctoral internship, a 1200-hour internship, or an elective 600-hour internship in school psychology. Alternatively, a candidate my complete an elective internship in school psychology within an approved PK-12 school setting during their fourth year of study, prior to applying for a doctoral-level internship. Supervision must be provided by a psychologist holding the appropriate state psychology credential for practice in the internship setting.

DOCTORAL INTERNSHIP IN SCHOOL PSYCHOLOGY

The final field-based training experience of the doctoral program requires the completion of a 2000-hour, 12-month culminating professional practice experience under the supervision of a licensed psychologist (which must be verified prior to accepting an internship offer). This 2000-hour internship may occur full-time over 52 weeks, or half-time over two consecutive years. The internship experience enables candidates to demonstrate required competencies and to refine skills in prevention, assessment, consultation, and intervention, preparing them for independent functioning as a health service provider.

Pre-requisite Courses for the Doctoral Internship

Completion of all coursework, including *PSY 8205 Directed Study*, is required in order to begin the doctoral internship. It is the candidate's responsibility to investigate and to apply for internship opportunities. Prior to submitting the application, the Program Director will verify the candidate's eligibility to apply for an internship based upon *Annual Review*. Because of the competitive nature involved in the process of obtaining an internship, each candidate is required to apply to multiple settings as advised by faculty and administrators. To accept an internship placement, a candidate must be in good academic standing and have successfully completed all academic requirements as described above.

Candidates are referred to the *Doctoral Program in School Psychology Internship Application Guidelines* for additional information regarding the internship application process.

POST-DOCTORAL RESIDENCY

Candidates are strongly encouraged to apply for and to obtain an appropriate, 2000-hour post-doctoral residency to focus on specific areas of subspecialty interest and to make them eligible for licensure in states which require a post-doctoral residency. While this is not a degree requirement, the program strongly encourages its graduates to obtain licensure as a psychologist.

ETHICAL BEHAVIOR

Candidates, faculty, and staff are responsible for abiding by the ethical principles of the American Psychological Association (APA), the National Association of School Psychologists (NASP), the State Board of Education, rule 6B-1.001, FAC, and the State of Florida Statutes for Licensed Psychologists (Title XXXII, Chapter 490) and must conduct themselves in accordance with those principles. Internet links to the *American Psychological Association Ethical Principles of Psychologists and Code of Conduct*, the National Association of School Psychologists *Guidelines for the Provision of School Psychological Services*, and *Principles for Professional Ethics*, the *Code of Ethics of the Education Profession in Florida* as well as the *State of Florida Statutes for Licensed Psychologists* (Title XXXII, Chapter 490) are available at the end of this document in Appendix M. Candidates are responsible for reading, understanding, and being prepared to utilize the information gleaned from these documents prior to their field-based training experiences. In conjunction with the initiation of the first field-based training experience, all candidates will complete NSU didactics in the Health Information Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA) in addition to watching a personal safety video entitled "Some Common Sense Safety Issues." Additionally, candidates must adhere to policies, procedures, rules and regulations of the agency/school where his or her practicum/internship will be completed.

CORE PERFORMANCE STANDARDS FOR ADMISSION AND PROGRESS

The standards required for admission are designed to protect the safety and well-being of clients whom its graduates will eventually serve in applied settings. Candidates for the degree must possess with or without reasonable accommodation(s), multiple abilities and skills including intellectual, conceptual, integrative, and quantitative abilities; and interpersonal, communication, behavioral, and personal skills and attributes including empathy, emotional self-awareness, and emotional maturity.

Candidates in professional psychology programs (at the doctoral, internship, and/or postdoctoral levels) should be aware that faculty, training staff, supervisors, and administrators have a professional, ethical, and potentially legal obligation to assess competence in the areas of emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice and to ensure—insofar as possible—that the candidates who complete the program are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, the program strives not to advance, to recommend, or to graduate candidates with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

Within a developmental framework, and with due regard for the inherent power difference between candidates and faculty, candidates must realize that their faculty, training staff, and supervisors will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, comprehensive examinations, and related program requirements. These evaluative

areas include, but are not limited to, demonstration of interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and resolution of issues or problems that interfere with professional development or functioning. Evaluation and remediation of these issues may be accomplished by such activities as assessing constructive responses to feedback from supervisors or program faculty, successful completion of remediation plans, participation in personal therapy in order to resolve issues or problems, etc.

This policy is applicable to settings and contexts in which evaluation would appropriately occur (e.g., coursework, practica, supervision), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts; social network postings). However, irrespective of setting or context, when a candidate's conduct clearly and demonstrably impacts program performance, development, or functioning; raises questions of an ethical nature; represents a risk to public safety; or damages the representation of psychology to the profession or public, appropriate representatives of the program may review such conduct within the context of the program and the Center's evaluation processes.

(Adapted from the comprehensive evaluation of the student-trainee competence in professional psychology programs. Retrieved from http://www.psychtrainingcouncils.org/NCSPP-CCTCmodelStudentCompetency.pdf)

PROFESSIONAL BEHAVIOR

Professional functioning as a school psychologist includes a number of specific, observable behaviors. These behaviors fall into three broad categories and include the following:

1. Professional Behavior
    a. Demonstrates dependability (e.g., punctuality in submitting papers and assignments, meeting with clients, etc.)
    b. Accepts responsibility for one's own work (e.g., presenting passages as one's own from the internet or other source is plagiarism)
    c. Follows through and completes tasks
    d. Seeks guidance from appropriate sources

2. Intrapersonal Behavior
    a. Displays mature and appropriate behavior
    b. Demonstrates ability to function independently
    c. Exhibits usual and customary judgment and discretion in both student and professional activities
    d. Presents a generally respectful and non-hostile attitude
    e. Participates in activities that are pursuant to professional development
    f. Develops intrinsic criteria to evaluate own performance

3. Interpersonal Behavior
    a. Cooperates with and is respectful of others
    b. Gives, accepts, and utilizes feedback effectively
    c. Develops and maintains positive relationships with peers and faculty
    d. Develops satisfactory working relationships with supervisors and advisors
    e. Respects human diversity
    f. Communicates appropriately and affectively
    g. Demonstrates ethical responsibility
    h. Adapts well to new situations

Information regarding professional behavior and appropriate conduct for the College of Psychology can be found in the *Doctoral Program in School Psychology Policies and Procedures Handbook*. Information on the review process for alleged violations of the University Student Code of Conduct, including academic standards and ethical standards for field placements are reviewed in the section titled *Professional Standing Committee*.

PROFESSIONAL LIABILITY INSURANCE

All school psychology candidates are required to carry professional liability insurance through the university. Candidates are required to enroll in the plan at the time of each registration. The college/student professional liability insurance policy provides coverage while the candidate is attending Nova Southeastern University and while he or she is functioning in approved college activities. This policy does not provide coverage for non-approved or non-center-related activities. Candidates are encouraged to obtain their own professional liability insurance in addition to that provided by the university. Such coverage can be purchased through professional associations or obtained privately.

Practica Procedures

Clinics/agencies/school districts that participate in the practicum program are selected because of their program's interest in the professional preparation of school psychologists. Moreover, they have staff members who are qualified and willing to accept the responsibility of sharing in the training of candidates. These staff members are not only professionally able, but sensitive to emerging concepts in the field of school psychology.

PRACTICUM PLACEMENT

School psychology candidates must abide by the differing guidelines for practicum placement as designated by the school district/agency that provides the experience. **Candidates will be required to complete a security clearance, which may include, but not be limited to, a background screening, fingerprinting, and drug testing.** Candidates are responsible for any costs associated with obtaining security clearance.

SUPERVISION

In addition to the supervision provided by the field-based supervisor (who may in some cases be the NSU faculty member) at the practicum site, candidates participate in a group case consultation course during each semester of practicum. This weekly, two (Foundations Practica) or three-hour (School-Based and AA & I) session provides input to candidates regarding their practicum experiences, strengthens their professional identities as emerging health service providers, and serves to support their efficacy in the delivery of school psychological services. Candidates enrolled in practicum are monitored and observed on an ongoing basis by the university course instructor, who addresses individual candidates' needs regarding both their placement and performance.

TRACKING OF PRACTICUM HOURS

Throughout the course of field-based training, candidates' should maintain an on-going record of the number of supervised clinical hours accumulated during both the completion of practica, as well as other supervised field-based experiences. There are a variety of online systems for tracking clinical hours. These include: Time2Track (http://time2track.com/), My Psych Track (https://portal.mypsychtrack.com/), and PsyKey https://portal.mypsychtrack.com/. Candidates are advised to research these systems and to consult with colleagues to determine the system that will work best for them. No matter what tracking system the candidate chooses to utilize, it is important to capture data regarding all field-based experiences upon entry into graduate studies, and ensure that the information is accurate, comprehensive, and consistent with that required for submission to the APPIC portal. For a detailed description regarding categories of experiences, refer to the section entitled "Documentation of Practicum Hours" in Appendix A.

Candidates will submit weekly practicum logs to their instructor for approval. Signed logs are submitted to the program office at the end of the semester. The field-based/faculty supervisor reviews the candidates logs monthly to verify completion of the activities listed and to ensure that candidates are completing the minimum required practicum hours. It is important to note that the time requirements listed for each practicum setting are minimum expectations. Some sites may require more hours, specific days of the week, evening hours, weekends, time when class is not in session or during holidays, specific course work, and other training requirements.

All practica include class consultation/seminar hours within the total hours required of the practica. Hours spent discussing student cases/clients are counted as group supervision. Hours spent discussing client care but not directly related to specific clients are considered Didactic Training/Seminars/Grand Rounds.

For School-based and AA & I practica, 50% of hours must be direct client contact. Other hours include: individual and group supervision, didactic training, support activities (e.g., scoring, interpreting, report writing, peer consultation (scoring of others' protocols), researching and planning interventions, attending school meetings, etc.).

Year	Semesters	Practicum Series	Practicum Setting	Number of Hours
1st	• Fall, • Winter • Summer	Practicum in School Psychology: Foundations I, II, and III	• NSU Mailman Segal Center • Broward County Public Schools • Miami-Dade County Summer Reading Explorers Program • School-related Psychological Assessments and Clinical Interventions Clinic (SPACI)	480
2nd	• Fall • Winter	Practicum in School Psychology: School-Based I and II	• NSU University School • School-related Psychological Assessments and Clinical Interventions Clinic (SPACI) • Miami-Dade County Summer Reading Explorers Program	450
3rd	• Summer *(of 2nd year)* • Fall • Winter	Practicum in School Psychology: Advanced Assessment and Interventions I, II, and III	• School-related Psychological Assessments and Clinical Interventions Clinic (SPACI) • ChildNet • Miami-Dade County Community Action and Human Services Dept.	720

CLIENT DIVERSITY IN PRACTICUM

The tri-county school districts surrounding the University; Miami-Dade, Broward, and Palm Beach counties, are among the most diverse in the United States. The demographic composition of Miami Dade County Public Schools is 66% Hispanic, 24% African American, 8% Caucasian, 1% Asian, and 1% Other. Broward County Public Schools is 40% African American, 29% Hispanic, 26% Caucasian, 3.5% Asian, and 1.5% Other. Finally, Palm Beach County Public Schools is 34% Caucasian, 29% Hispanic, 29% African American, 3% Asian, and 3% Other. The Summer Reading Explorers Program targets over 2,000 culturally and linguistically diverse young students from at-risk urban communities, many of whom are native Haitian-Creole and Spanish speakers. Moreover, this diversity is present at on-campus sites as well. The Mailman Segal Center (MSC), the on-campus birth through Pre-K4 setting is highly diverse, with 35% of the students identified as Caucasian, 21% African American, 35% Hispanic, 5% Asian, and 5% Multi-Racial. Approximately 25% of the students who attend the University School are from diverse backgrounds, while 80% of the children and families served through ChildNet represent a diverse culture.

PRACTICUM STUDENT EVALUATION

Each candidate will be evaluated to ensure that they maintain the minimum level of achievement (MLA) throughout the curriculum, as well as in the attainment of professional skills and dispositions, as outlined in the Candidate Evaluation Forms (Appendices C, D, and E). It is the candidate's responsibility to ensure that the field-based supervisor completes the evaluation form in the assessment system by the end of each semester.

Each practicum evaluation must be based in part on direct observation of the practicum student and his/her developing skills (either live or electronically).

PRACTICUM SITE EVALUATION

The candidate will complete the *Practicum Site/Supervision Evaluation Form* (Appendix F) at the completion of each semester of practicum as well as a course evaluation of the faculty member for the three hour seminar.

GRADING

Grades will be assigned by the university instructor with input from the field-based supervisor. In order to receive a grade for practicum, candidates must satisfactorily demonstrate all required competencies, complete all course requirements listed in the syllabus, including the minimum number of required practicum hours, and demonstrate satisfactory performance on the candidate evaluation form. The faculty instructor will assign grades according to the following system: A, B, C, and F.

It is the **practicum candidate's responsibility** to engage in and to document the required minimum number of hours each semester in order to obtain a passing grade. Candidates are encouraged to obtain as many hours above the minimum requirement as possible, in order to maximize their experience. Candidates who earn a letter grade of "C" or "F" will be required to repeat the practicum.

EXTENSION OF PRACTICUM EXPERIENCE

At times, candidates may choose to extend a practicum, either to gain additional experience or to follow specific clients. Candidates must obtain permission from their practicum supervisor and submit an agreement form to the Program Office prior to extending their training. The form to extend the practicum placement for the School-related Psychological Assessments and Clinical Interventions Clinic (SPACI) is the *Psychology Services Center Request to Extend Clinical Experience Beyond Practicum* (Appendix I), while the form for any other site is the *Request to Extend Clinical Experience Beyond Practicum* (Appendix H).

DUTIES AND RESPONSIBILITIES OF THE SCHOOL PSYCHOLOGY PRACTICUM COORDINATOR

1. The Practicum Coordinator will develop, maintain, and enhance collaborative field training relationships with a wide variety of internal (NSU-based) as well as community-based practicum sites. These may include public school districts, private schools, community mental health centers, county governments, hospitals, residential treatment facilities, and non-profit agencies, among others.

2. In close collaboration with the candidates, program director, core and associated faculty, and site supervisors, the Practicum Coordinator will facilitate matches appropriate to the candidate's level of training with sites. These matches take into account the candidate's interests and competency levels as well as the experiences available at each training site.

3. The Practicum Coordinator ensures that each practicum site provides training and supervision consistent with the program goals. Field-based training provides supervised experiences that will enhance the development of each candidate's knowledge and skills as he or she develops a professional identity as a health service provider. Field-based experiences were designed based upon the standards set forth by the American Psychological Association (APA), the National Association of School Psychologists (NASP), and the Florida Department of Education (FLDOE).

4. The Practicum Coordinator ensures that field-based practicum experiences are thoroughly integrated with the curriculum. This integration is accomplished via weekly faculty meetings where challenges in the integration between didactic and field based experiences are addressed regularly. More specifically, accompanying case consultation classes are led by psychologists so that candidates can discuss their practicum experiences and relate these experiences to didactic training. These combined programmatic efforts ensure that practicum

assignments are sequential, cumulative, and graded in complexity so as to prepare candidates effectively for further clinical training and practice in the specialty area of school psychology.

5.   The Practicum Coordinator ensures that each of the three years' of practicum placement training assignments are carefully structured so that the candidate develops progressively more depth and breadth in attainment of clinical competency. Practicum assignments build from observation, shadowing, screening and progress monitoring, as well as educational/behavioral consultation in the first year. In the second year, targeted screening experience leads to comprehensive assessment and psychotherapeutic interventions in school settings or with school-aged clients. During the third year, candidates provide assessment, consultation, and intervention in challenging clinical settings involving children, adolescents, and adults with educationally-related problems/issues.

6.   The Practicum Coordinator reviews the progress of each candidate in each practicum site via regular contacts with the practicum site supervisors, faculty consultants, and the School Psychology Site Manager. End-of-semester evaluations are collected from each practicum site supervisor and constitute a significant contribution to the candidate's grade in the practicum consultation class, as well as a reliable indicator of the candidate's acquisition of key competencies.

7.   The Practicum Coordinator, in consultation with the NSU School Psychology Site Manager, the Site Supervisor, and the Faculty Consultant, will identify problems in candidate progress and will recommend remediation strategies to the Program Director, as specified in the Policy and Procedures Handbook for the Doctoral Program in School Psychology.

8.   The Practicum Coordinator is responsible for ensuring that candidates are placed in organized practicum settings that are clearly committed to the training and supervision of candidates and that utilize adequate numbers of appropriately-credentialed professionals, while providing a wide range of training and educational experiences via the applications of empirically supported intervention procedures. Candidates learn to diagnose/identify problems through psychological assessment and measurement procedures and consultation, to develop coherent case formulations, and to implement a wide variety of intervention strategies. Included in this process is training in empirically supported assessment, consultation, and intervention procedures, as well as training in understanding and attending to the importance of common factors.

9.   The Practicum Coordinator, in consultation with the NSU School Psychology Site Manager, the Site Supervisor, and the Faculty Consultant, monitors practicum site performance as described above via: 1) candidates' verbal and written accounts (monthly mini-reflections and logs) throughout the semester, 2) candidates' completion of a formal written site assessment instrument at the conclusion of the semester, and 3) periodic site visits conducted by the Practicum Coordinator or designee.

DUTIES AND RESPONSIBILITIES OF THE PRACTICUM STUDENT

The school psychology candidate enrolled in practicum is expected to act in a professional manner at all times. He or she is expected to fulfill the following responsibilities:

1.   Complete the Field-Based Supervisor Information Form (Appendix B) (as appropriate) with the field-based supervisor and submit to the program office.

2.   Schedule and perform required field activities at the facility as directed by the field-based supervisor.

3.   Demonstrate competencies associated with the areas described on the evaluation forms.

4.   Maintain a detailed electronic log of all practicum experiences and tasks to be reviewed and signed by the field-based supervisor. Submit approved summary records to the university faculty member as directed. Copies should be kept of all personal documents submitted.

5.   Attend at least 45 minutes of individual supervision with the field-based supervisor per week or its equivalent in groups.

6.   Read assigned textbook chapters and professional journal articles (as applicable).

7.   Confer with the field-based supervisor and NSU faculty member when necessary. If a problem arises at the site that cannot be resolved, discuss this problem with the NSU faculty member and/or program director.

8.   Continuously work to improve his or her performance in response to constructive feedback provided by the field-based supervisor and/or university faculty member.

9.   Candidates evaluate all practicum sites and supervisors each semester to determine the adequacy of supervision, their adherence to program policies, and the appropriateness of the site in meeting the program's training goals and objectives by completing the *Practicum Site/Supervision Evaluation Form* (Appendix F) each semester.

10.   Audio or videotape consultation, assessment, and/or counseling sessions if facility rules and parents/guardians/adult clients allow, with proper informed consent (Appendix N).

11.   Abide by the ethical principles of the American Psychological Association (APA); the National Association of School Psychologists (NASP); the State of Florida statutes for Licensed Psychologists (Title XXXII, Chapter 490); the Florida State Board of Education rule 6B-1.001, FAC; regulations of the Family Educational Rights and Privacy Act (FERPA) when applicable; as well as all district and individual school policies and procedures as applicable. Likewise, as a representative of NSU, the candidate has an obligation to perform at the highest level of functioning and to demonstrate professional behavior as specified in the *Doctoral Program in School*

Psychology Policies and Procedures Handbook at all times.

12. Become familiar with and abide by all state and federal regulations governing the practice of psychology (e.g., abuse reporting requirements; rules governing breaking confidentiality).

13. Engage in at minimum the required hours for practicum and supervision.

14. Must have completed HIPAA training offered through the College of Psychology prior to starting their first semester in the program, as well as any other additional training required by specific practicum sites.

DUTIES AND RESPONSIBILITIES OF THE FIELD-BASED SUPERVISOR

The field-based supervisor, in collaboration with the university faculty member, has the responsibility of monitoring and evaluating student performance in the practicum experience for candidates in the doctoral program. He or she is expected to work continuously to expand and to improve the candidate's clinical skills by providing a range of experiences that foster growth of specified competencies. Therefore, the field-based supervisor has the following duties and responsibilities:

1. Acquaint the candidate with the policies and procedures of the agency.

2. Provide opportunities for the candidate to complete required practicum hours and activities to attain the program goals and objectives.

3. Provide a minimum of 45 minutes of face-to-face supervision weekly (or the equivalent in a group format).

4. Assist the candidate in relating applied experiences to theoretical constructs learned in coursework.

5. Provide candidate with feedback regarding their strengths as well as areas for improvement. When necessary, report conflicts/concerns to the university faculty member and program director.

6. Complete the *Candidate Evaluation Form* (Appendices C, D, and E) which must be based on direct observation (live or electronically) of the candidate, and meet with the candidate to discuss whether he or she has met the minimum required competencies at the end of each semester.

7. Hold a valid license as a psychologist in the State of Florida or be appropriately credentialed for the site with at least one year of employment in the current school district/agency/clinic.

DUTIES AND RESPONSIBILITIES OF THE SITE MANAGER

The site manager's promotion of the practicum program plays a vital role in the success of the candidate's practicum experience. The site manager has the following duties and responsibilities:

1. If applicable, contact representatives from current NSU practicum sites to reevaluate continued interest in the program.

2. Send letters, send e-mails, and make telephone calls to school psychological services/clinic/agency personnel as necessary.

3. Collect practicum applications (if applicable) and complete requests for placement for each school district/clinic/agency and notify candidates of their placements.

4. Meet with candidates to ensure appropriate placements in practicum.

5. Keep faculty abreast of difficulties that candidates experience during the course of their practicum placement.

DUTIES AND RESPONSIBILITIES OF THE NSU FACULTY MEMBER

The NSU faculty member serves as a liaison between the university and the practicum site. He or she has the primary responsibility of helping to structure a beneficial learning experience throughout the practicum. In addition, when appropriate, the faculty member may:

1. Make a telephone contact and/or site visit with each candidate's field-based supervisor as needed.

2. Follow the activities of the candidate enrolled in practicum closely and provide opportunities for the candidate to relate and to discuss his/her experiences/cases at the practicum site and help candidates formulate appropriate case conceptualizations and interventions.

3. As appropriate and relevant, discuss with the candidate ethical standards for professional behavior and legal issues pertaining to school psychologists and the students, families, and schools/agencies that they serve.

4. Monitor assessment and/or intervention skills through role-playing, audiotape/videotape analysis, direct observation (when feasible), and written reports.

5. Review the candidate's electronic log on an ongoing basis and help the candidate to evaluate his or her experiences and to recognize areas of growth and areas where further development is needed.

6.   Either the Practicum Coordinator or the NSU Faculty Member will visit and complete the Rubric for Practicum Site Visit (Appendix G) at least annually and engage in regular communication with the site supervisor.

Internship Procedures

ELIGIBILITY FOR INTERNSHIP

Candidate eligibility for the doctoral internship **application** process is determined prior to the start of the fall application season, the year preceding the potential participation. Faculty and/or administrators of the doctoral program in school psychology will approve the candidate's readiness for internship during annual review. This review includes performance in applied settings, grades, on-going work on the Directed Study, professional behavior, completion of the annual Student Survey, and attainment of minimum levels of achievement (MLA) in the completion of curricular requirements. Satisfactory **completion of all coursework, along with final approval of the capstone Directed Study, is required in order to begin the doctoral psychology internship.** Moreover, in order to be deemed eligible to **begin** the doctoral internship, students must meet the 80% MLA and achieve an overall grade point average (GPA) of at least 3.0. **Candidates who do not meet the minimum requirements will be advised and remediated as appropriate prior to beginning internship.**

It is the candidate's responsibility to investigate and to apply for multiple internship opportunities. Prior to initiating the application process, candidates must be deemed eligible to apply. The Program Office will verify the candidate's eligibility to accept and subsequently, to begin, an internship based upon the *Annual Review* process. Because of the competitive nature of obtaining an internship, each candidate is required to apply to multiple settings as advised by faculty and administrators.

To accept an internship placement, a candidate must be in good academic standing and have successfully completed all academic requirements as described above**.** If the candidate has had any legal involvement of any type, even if the charge was expunged from his/her record, it must be acknowledged on the APPIC application. Candidates should contact the Director of the School Psychology Doctoral Program to discuss further if this is a concern in order to be sufficiently prepared to discuss on the application and during the interview process. Ongoing disclosure is required of all candidates enrolled in any academic program in the Center.

SELECTION OF INTERNSHIP SITES

During the fourth year of the doctoral program, school psychology candidates must complete a supervised school psychology doctoral internship. Doctoral interns engage in a 2000-hour, culminating professional practice experience under the supervision of a licensed psychologist. The 2000-hour internship may occur full-time over one year, or half-time over two consecutive years.

Candidates seeking initial certification as a school psychologist must complete 1200 hours in a PK-12 school setting in order to be considered a Florida Department of Education (DOE) "completer." **All candidates are required to complete at least 600 internship hours in a PK-12 setting prior to degree conferral.** The school-based hours may be obtained during the completion of the 2000-hour doctoral internship. Alternatively, a candidate may complete an

elective internship (600 or 1200 hours) in school psychology within an approved PK-12 school setting during their fourth year of study, prior to applying for a doctoral-level internship. Supervision must be provided by a psychologist holding the appropriate state psychology credential for practice in the internship setting.

Licensure and certification requirements vary from state to state. Candidates are advised to consult relevant state licensure and certification requirements when researching internship sites.

Application to an APA-approved internship should begin with review of the Association of Psychology Postdoctoral and Internship Centers (APPIC) Directory, which can be found online at http://www.appic.org/directory/. In addition, a list of APA-approved doctoral internship sites is published annually in the *American Psychologist*. More specifically, the Joint Committee on Internships for the APA Council of Directors of School Psychology Programs (CDSPP), Division 16 of APA, and the National Association of School Psychologists (NASP) publish an annual Directory of Internships for Doctoral Students in School Psychology that can be found at http://www.ed.psu.edu/educ/epcse/school-psychology/internship-directory.

Internship applications for the APPIC match are typically submitted between November 1st and December 15th of the year prior to the start of internship. Selected applicants are invited for interview during the months of December and January. Following the interview process, applicants submit a rank ordered list of the sites where they interviewed and are notified whether they have been matched to a site on "Match Day," which occurs in February each year.

If candidates are not matched through the APPIC process, they may participate in the second phase of the match and/or pursue a non-APPIC approved internship. This internship option should be a 12-month, 2000-hour experience with supervision by a licensed psychologist. Application to all doctoral internship sites must be discussed with the candidate's faculty advisor and approved by the Program Director. If the candidate is pursuing an internship outside of APPIC, he/she should work closely with his/her faculty mentor in selecting the internship sites to which he/she will apply. However, it is ultimately the candidate's responsibility to research sites and to develop a strong application in order to obtain the internship placement. Once a final list of application sites is determined by the candidate with the faculty mentor, he/she should submit the list to the Program Director for final approval.

Doctoral candidates considering the completion of an internship within a public school system in Florida are encouraged to utilize the resources available through the Florida Association of School Psychologists (FASP). This information is located on the Training and Credentialing portion of the FASP website: http://fasp.org/PDF_Files/Training_Credentialing/FASP_Intership_Guide.pdf.

School districts located within the state of Florida are strongly encouraged to follow the FASP *Internship Standardization Process*. The guidelines surrounding this process are posted on the FASP website annually. In summary, candidates submit their application materials in January and complete interviews in late January and throughout the month of February. Notification of interns who have been selected by a school district typically occurs on the first Monday in March referred to as "Call Day."

In circumstances where either an APA-accredited or an APPIC-listed internship is not obtained, the following criteria, modified based upon the Council of Directors of School Psychology Programs (CDSPP) Doctoral Level Internship Guidelines, should be utilized in determining the appropriateness of the setting. Prior to application to a non-accredited site, the Program Director must approve application.

1. The doctoral internship should be part of an organized training program designed to provide the intern with a coherent, planned, programmed sequence of training experiences, the primary focus and purpose of which is to assure breadth and quality of training.

2. At least 25% of the intern's time during the internship (whether full-time or part-time) must be in direct client contact.

3. The internship agency must have a written statement, brochure, or website, which describes the goals and content of the internship, states clear expectations for the quantity and quality of the intern's work, and is made available to prospective interns.

4. Interns receive a formal, written evaluation following the completion of each grading period (at minimum). Ongoing communication between the internship site and the university is crucial.

5. Due process procedures are made available to the intern prior to the beginning of the training period. If such procedures are initiated, the director of the school psychology program in which the intern is enrolled is notified by the supervisor at the internship site.

6. The internship experience must include a minimum of 2000 hours to be completed within 12 months. Alternatively, the internship can be completed part-time over 24 months.

7. Upon successful completion of the internship, the agency issues the intern with written documentation (e.g., a certificate, letter, or "Certificate of Completion").

8. The internship agency must have a designated staff psychologist, appropriately credentialed for the setting, who is responsible for the integrity and quality of the training program.

9. The agency must have two or more psychologists on staff as supervisors, at least one of whom is licensed. The internship must provide training in a range of assessment and treatment activities conducted directly with clients/students seeking psychological services.

10. The internship must include a minimum of two hours per week (regardless of whether the internship is completed in one year or two) of regularly scheduled, formal, face-to-face individual supervision by a doctoral level psychologist licensed for practice at the

independent level, with the specific intent of dealing with psychological services rendered directly by the intern.

11. The internship must include at least two additional hours per week in learning activities such as case conferences involving a case in which the intern was actively involved, seminars dealing with clinical issues, co-therapy including discussion, group supervision, direct involvement in research, or additional individual supervision. These learning activities should be supervised by a doctoral level psychologist who is either licensed for practice at the independent level or certified by the state department of education to practice as a school psychologist in schools.

12. The training must be at the post-practicum level.

13. The internship agency must have a minimum of two interns at the internship level of training during the applicant's training period.

14. The trainee must have a title such as "intern," "resident," "fellow," or other designation of trainee status.

15. The intern should be afforded the opportunity to engage in research.

16. Internship supervision may be provided through synchronous audio and video format where the supervisor is not in the same physical facility as the intern. Supervision through electronic means may not account for more than one hour (50%) of the minimum required two weekly hours of individual supervision, and two hours (50%) of the minimum required four total weekly hours of supervision. The use of telesupervision should be consistent with the program's overall model and philosophy of training, with assurance that relationships between supervisors and trainees are established prior to engaging in telesupervision.

Obtaining an internship and ensuring that the internship meets licensure/certification requirements for the state(s) in which the candidate wishes to obtain credentialing is the candidate's responsibility.

INTERNSHIP PLACEMENT

Application for internship in school psychology is a **competitive** process and candidates are required to apply to at least 15 sites. Candidates are strongly encouraged to attend all meetings led by faculty to prepare for the process, read the *Doctoral Program in School Psychology Internship Application Guidelines* document, and read the book entitled *Internships in Psychology: The APAGS Workbook for Writing Successful Applications and Finding the Right Fit* (Williams-Nickelson, Prinstein, & Keilin, 2012) to assist in this process.

Internship sites typically require candidates to complete a security clearance, which may include, but not be limited to, a background screening and fingerprinting. Candidates are

responsible for any costs associated with obtaining security clearance.

It is important to note that candidates will participate in a university-based consultation course (in addition to the site-based supervision) during the completion of the doctoral internship.

SUMMARY RECORD

Candidates are required to keep a detailed internship summary record of all assessment, intervention, consultation, and supervision activities at the initiation of their internship. Candidates are to utilize an online system as discussed previously to maintain a comprehensive log of these experiences. Entries should be made on a continuous basis to ensure accurate recording of experiences. Records are to be kept in a digital format and submitted to the university instructor monthly. Candidates will be provided feedback regarding the adequacy of the entries in the document in terms of comprehensiveness of experiences and practice opportunities. In addition, a hard copy of the completed record, signed by the field-based supervisor, is to be submitted to the university instructor at the conclusion of the internship experience. The Post Internship Survey (Appendix L).

SITE VISITS

Face-to-face or telephone meetings between the university instructor, field-based supervisor, and intern will occur as appropriate for the purpose of discussing the intern's progress. More frequent site visits, phone calls, and/or email correspondence will be scheduled for candidates in the event of specific concerns. In those instances where the internship is outside the state of Florida, telephone contacts, email, and/or U.S. mail may be substituted for face-to-face meetings.

LICENSURE AND CERTIFICATION

School psychologists are certified in 43 of the 50 states by the Department of Education (DOE) as a professional educator to provide school psychological services in public, private, or charter schools. Certification in school psychology can occur at either the specialist or doctoral level. Licensure requirements in school psychology vary from state-to-state. Florida is one of approximately 10 states that credentials school psychologists for independent practice at the specialist level. Licensure requirements include three years of supervised experience as a school psychologist and a passing score of 165 on the School Psychology specialty area exam on the Praxis II National School Psychology Specialty Examination. School psychologists holding the doctoral degree in psychology are eligible for the general psychology licensure available in every state. Requirements for this license include a doctoral degree in psychology, 2 years of supervised experience as a psychologist (half of which may be satisfied by the completion of a doctoral internship), a passing score on the national Examination for Professional Practice in Psychology (EPPP), and completion of the specific requirements designated within each state. The following links provide detailed information regarding the specific requirements of licensure and certification in Florida:

- Steps to certification for Florida educators:
  http://www.fldoe.org/edcert/pathways.asp

- Specialization requirements for Certification in School Psychology:
  http://www.fldoe.org/edcert/rules/6A-4-0311.asp

- Information regarding the National Certification Program for School Psychologists (NCSP):
  http://www.nasponline.org/certification/index.aspx

- For information regarding licensure:
  http://www.doh.state.fl.us/MQA/index.html

- For information regarding general psychology licensure:
  http://www.doh.state.fl.us/mqa/psychology/psy_lic-ppy.html
  http://www.asppb.net/i4a/pages/index.cfm?pageid=3479

The reader is also referred to the *Doctoral Program in School Psychology Internship Application Guidelines*, which provides a comprehensive overview of issues to consider in the areas of licensure and certification.

GRADING

Grades will be assigned on a Pass/Fail basis by the university instructor with input from the field-based supervisor. Grades will not be posted until all relevant paperwork and evaluations have been submitted to the university instructor.

A school psychology candidate who falls below the minimum acceptable levels as described above at any point during the internship experience is required to work with the field-based supervisor and university instructor to develop a written remediation plan addressing areas of weakness. Any candidate who is dismissed, resigns from, or fails internship must complete an additional internship year and follow an individualized remediation plan developed by the field-based supervisor and university instructor and/or core university faculty who oversee internship in order to receive his or her degree.

APPENDICES

DOCUMENTATION OF PRACTICUM HOURS

- It is very important that all practicum hours are carefully documented.

- Review your hours with your supervisor on a regular basis.

- When calculating practicum hours, you should do your best to provide an *exact* number of hours accumulated and number of clients seen though there will be times when your "best estimate: will be called for.

- Each activity should only be recorded in one section. You may have some experiences that could potentially fall under more than one category, but you must select the *one* category that you feel best captures the experience.

ASSESSMENT AND INTERVENTION

I.   Direct Service

This refers to face-to-face intervention and assessment experiences. Candidates should only count the time spent in the presence of their client(s) in this category. These types of activities fall under "Support Activities" and should be recorded in their appropriate categories under this heading.

   a. ***Individual Therapy:*** Face-to-face time with clients or patients engaged in psychosocial treatment. This may include relationship issues (where significant players are not present), treatment of disorders (e.g., mood disorders such as depression, substance abuse disorders such as alcohol abuse, anxiety disorders such as agoraphobia, V-codes, etc.). The key to this category is that it reflects time spent with an individual in the delivery of some form of psychosocial treatment. A 45 to 50 minute individual therapy session counts as one (1) hour of face-to-face individual therapy. Teaching a basic skill or academic or socio-emotional intervention to an individual student can be documented here.

   b. ***Career Counseling:*** May involve discussing the results of assessment (e.g., Strong-Campbell Interest Inventory) as they relate to various career issues/decisions. Also acceptable is discussion of career plans and means to achieve career-related goals (e.g., schooling, financial concerns related to developing a career or switching careers).

   c. ***Group Therapy:*** Simply the time spent delivering group therapy – acting as a group therapist or co-therapist. Most groups run about 90 minutes; therefore, count a 90-minute group session as 1.5 hours of face-to-face group therapy. Teaching a basic skill or academic or socio-emotional intervention to a group of students could be documented here.
   Class mindfulness training at University School goes here if the students learn, practice, and receive feedback on the skill.

d. *Family Therapy:* This is distinguished by the presence of at least two (2) individuals who are married or a parent (or legal guardian) and child dealing with family relationship issues. This sub-category may also include unmarried couples who have offspring or adopted/foster children. Legally defined marriage or legally defined guardianship and/or blood relations characterize this category.

e. *Couples Therapy:* This sub-category is most appropriately used to represent time spent in therapy with couples (typically unmarried dyads) dealing with issues relevant to the couple's relationship.

II.   School Counseling Interventions

A general recommendation is that when the intervention takes place in the school setting and is for the management of school-related problems, the intervention should be listed under this school counseling subheading. However, candidates may wish to categorize a service differently depending upon what they want to emphasize. Experiences can only be counted once.

a. *School Consultation:* This involves work with schools on a variety of issues that may represent the results of formal child assessment (including behavioral observations, IQ testing, achievement testing, ADHD assessment, etc.) and subsequent treatment recommendations or indicated changes in teaching strategy. Often parents of guardian(s) are present when recommendations and diagnoses are presented along with the special education teacher, school principal, and classroom teacher (e.g., an IEP meeting). Hours spent while in a consulting role on school issues with school personnel (e.g., teachers) or parents belong here. The client (individual, family, or organization) or agent of the client (e.g., parent or teacher) must be present in order to log as consultation. If the consultation is conducted with professionals regarding coordination of care (e.g., speech and language therapist or occupational therapist) WITHOUT the client/patient or agent present, it should be counted as a support activity (per the APPI directions). This distinction is important because direct service is only face-to-face intervention and assessment experiences in the presence of the client.

b. *School (direct intervention):* This category is reserved for trainees who have delivered psychosocial/behavioral interventions within a school context or even in the student's home if they are directly related to the management of school-related problems.

III.   Other Psychological Interventions

a. *Sports Psychology/Performance Enhancement:* Reserved for interventions related to psychological functioning within a specific sport or performance domain. The goal of interventions is to increase performance.

b. ***Medical/Health Related:*** A subcategory devoted to health psychology. May include biofeedback, treatment compliance issues, lifestyle issues, genetic counseling, stress-management/relaxation exercises, etc.

c. ***Intake/Structured Interview:*** Includes time spent in clinical interviews (open, semi-structured, or structured) where diagnostic impressions and the presenting problem or chief complaint are identified. Family, work, substance use, health, social and developmental history are part of this interview. Also, demographic information (e.g., marital status, number of children, ethnicity, etc.), past/current treatment history and outcomes, medication use, level of functioning, social support, life stressors, etc. are all important areas to include in most interviews. The preparation/writing of the intake report should be included in the Clinical Writing/Progress Notes subcategory.

d. ***Substance Abuse Intervention:*** Simply the hours spent delivering psychosocial interventions relating to substance abuse treatment. This can include a number of intervention areas such as health concerns/detox concerns, problem solving, situation projection and role-play, identification of triggers, reduction of craving, developing a healthy social support network, referral to legal experts, adjustment to a substance-free lifestyle/relationship, etc.

e. ***Milieu Therapy:*** Typically refers to inpatient settings where patients are receiving a form of therapy through the active participation of unit staff and active participation of patients in unit activities.

f. ***Treatment Planning with Client:*** May include time spent in developing a formal contract for therapy, discussion of treatment options, progress assessment, etc. This activity occurs in the initial stage of treatment (sometimes the first session but usually in session two or three), and it may be revisited as progress is assessed and course of treatment is evaluated.

g. ***Consultation:*** Can be characterized as a helping, problem-solving process involving a help giver (the consultant), a help seeker (the consultee), and another (the client, organization, etc.). This voluntary, triadic relationship involves mutual involvement on the part of both the consultant and consultee in an attempt to solve the current work-related problem in a way that it not only stays solved, but that future problems may be avoided and/or more efficiently handled (prevention). (Parson, 1999, p.13). In many practicum settings, consultation may take place between the consultant and the candidate with the aim of improving service to a client, but the client may or may not be present for the consultation. Examples of individuals one may receive consultation from are other mental health professionals, medical staff (including psychiatrists), family members, peers, correction agents, etc. Providing information regarding intervention and/or child progress to parents also falls under this category. *Time spent discussion a case with your Supervisor is almost never counted as "Consultation" but rather is "Supervision."*

NOTE: Distinction from supervision – Typically related to consultation is that the consultee has the power or the decision-making ability to decide not to use the consultant's feedback, suggestions, or recommendations. A consultant does not usually have evaluative power regarding the student, whereas a supervisor does have evaluative obligations.

IV. **Other Psychological Experiences with Students or Organizations**

    a. *Supervision of Other Students:* A sub-category reserved for students who are enrolled in or have completed instruction in supervision and are being supervised by a doctoral-level supervisor. These individuals may provide supervision to M.S., Psy.S., or Psy.D. practicum students and count their time spent in this activity here.

    b. *Program Development/Outreach Programming:* In general, this includes any time spent in the development and/or delivery of community- or agency-based treatment programs (e.g., developing a caregiver supportive treatment, sexual abstinence programs, parenting programs, programs directed toward the reduction of domestic violence, and community outreach including any type of community psychoeducation). Planning an academic or social skills intervention for a larger group, class, or school could be documented here.

    c. *Outcome Assessment of Programs or Projects:* Typically a research-oriented activity involving some type of pre/post-assessment (or time series design) and an analysis of change or effectiveness within the context of an existing psychosocial program.

    d. *System Intervention/Organizational Consultation/Performance Improvement:* This sub-category is a little vague; however, it involves time spent in clinical activities relevant to professional organizations (where the organization is the client). In this case, the school could be the client. For example, if an organization contracts to have a trainee assess potential job applicants or employees being considered for advancement or reorganization. Another example is attending school meetings for the purposes of school-wide planning (e.g., crisis team planning, etc.).

    e. *Other:* A sub-category created to allow for clinical experience related to Assessment and Intervention that does not have a sub-category already identified in this domain. Observations of classrooms and children for the purpose of understanding disabilities and services should be recorded here.

V. **Psychological Assessment Experience**
A psychological instrument used to evaluate a client. Various types of assessments are intelligence assessments such as the WAIS-III; personality assessments such as the MMPI-2; career assessments such as the Strong Interest Inventory; structured assessments such as the SCID-I; or AODA assessments such as the ASI, etc. Make sure to record the specific assessments administered and the number of each administered. Also be sure to record if you scored the instrument, if you interpreted the instrument, if you incorporated it into a

report, as well as the time spent giving feedback to a client on their assessment scores. There are separate sections for each activity on the hours documentation sheet. This category includes any assessment experience, excluding practice administrations (for example, you should NOT count administrations that you gave to classmates in an assessment class).

a. ***Psychodynamic Test Administration:*** Any time spent administering a psychodynamic instrument (e.g., MMPI, MCMI, CPI, PAI, SCL-90-R, HRSD, BDI-II, STAI, Rorschach, etc.). Technically, the SCL-90-R, BDI-II, STAI, and HRSD are symptom inventories, not diagnostic instruments; however, they are traditionally included as part of a diagnostic interview and it can be argued that the time spent delivering these instruments may be included here. Using oral, written, or projective methods as a diagnostic procedure. Include symptom assessment, projectives, personality, objective measures, achievement, intelligence, and career assessment. Also includes providing feedback to clients/patients. In PSYKey, there is a separate category called "Assessment Feedback."

b. ***Neuropsychological Assessment:*** Any time spent administering neuropsychological assessments – may include IQ, TPT, Trails, NCSE, Finger-Tapping, various tests of aphasia or apraxia, personality testing, MicroCog, NEPSY, Bailey, Grip Strength, Fingertip Writing, Visual Field confrontation, observational assessment, assessment of premorbid functioning, etc. An assessment of how a client's brain structurally functions. Include intellectual assessment in this category only when it was administered in the context of neuropsychological assessment involving evaluation of multiple cognitive, sensory, and motor functions. Only include intelligence testing here if the test was administered in the context of a neuropsychological assessment.

c. ***Other:*** Conducting observation as part of testing or as an assessment method.

SUPPORT ACTIVITIES

Time spent gathering information about the client, but not in the actual presence of the client. For example, time spent on chart review, writing process notes, consulting with other professionals about cases, video/audio tape review, time spent planning interventions, interpreting assessments, report writing, etc. In addition, it includes hours spent at a practicum setting in didactic training (e.g., grand rounds, seminars).

I.   Assessment Report Writing
Writing reports on administered assessments.

II.   Case Conferences
Bring together key parties in order to mutually agree upon goals and strategies to achieve them.

III. Case Management
A collaborative process of assessment, care planning, facilitation, and advocacy for options and services to meet an individual's mental health needs.

IV. Chart Review
Reviewing patient or client charts. Review child records in a school.

V. Clinical Writing/Progress Notes
Writing treatment progress notes, or other clinical writing. Writing up skills group summaries.

VI. Coordinate Community Resources
Assisting a client in locating and/or securing community resources.

VII. Grand Rounds
Presenting the medical problems and treatment of a particular patient to an audience.

VIII. Observation
Observing other trained individuals perform therapeutic activities.

IX. Phone Session
Psychotherapy conducted over the phone.

X. Professional Consultation
Consulting with another professional regarding a case or clients.

XI. Psychoeducational Group/Workshop
Group that focuses on educating clients about their disorders and ways of coping.

XII. Psychological Assessment Scoring/Interpretation
Scoring and/or interpreting psychological assessments.

XIII. Seminars/Didactic Training
Any training involving seminars or lectures. "Didactic" means "intended to teach." This category is activity aimed at teaching. This includes practicum class time not designated to reviewing specific cases.

XIV. Video-Audio-Digital Recording Review
Reviewing video or audio recordings.

XV. Support-Other
Classroom support at Baudhuin when not working directly with a child/group of children in teaching/practicing specific skills.

SUPERVISION

Supervision is divided into one-on-one, group, and peer supervision/consultation. Supervision provided to less advanced students is considered "Supervision of Other Students" and does not fall into the supervision category. Group supervision is considered to be actual hours of group focus on specific cases. Practicum classes often incorporate both didactic and experiential components in the course activity. While the didactic portion is excellent training, it should not be recorded as a supervision activity; it should instead be counted as a support activity. This may necessitate breaking the hours spent in a practicum course into case conference, supervision, and didactic activities by actual course hours. Time spent presenting a case should be recorded as "Group Supervision" if your supervisor is present. But if you present on a topic using examples of cases, it is a didactic activity. Similarly, Grand Rounds that consists of in-service education on specific topics would NOT be considered supervision for the purposes of documenting practicum hours, but would be considered a support activity. All time spent discussing cases with your supervisor falls under the appropriate supervision category (i.e., 1:1 or group supervision, etc.).

I. **Supervision 1:1**
   Regularly scheduled face-to-face individual supervision with specific intent of overseeing the psychological services rendered by the student. "Supervision is an intervention provided by a more senior member of the profession to a more junior member or members of that same profession. This relationship is evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the more junior person(s), monitoring the quality of professional services offered to the client(s) she/he/they see(s), and serving as a gatekeeper of those who are to enter the profession" (Bernard & Goodyear, 1998). The ability to evaluate, to assume responsibility for client care, and to hold accountability highlight the significant differences between supervision and consultation. The supervisor has this, and the consultant does not.

II. **Peer Supervision**
    May be regularly scheduled face-to-face supervision with peers (i.e. doctoral-level practicum students or masters-level practicum students) with specific intent of overseeing the psychological services rendered by the student. Students should not confuse "Peer Supervision" with "Supervision of Other Students." A site supervisor must be available to consult and supervise the peer-supervision group. Though the site supervisor does not need to physically be in the room with the peer supervision group, ALL decision regarding cases must be supervised by the site supervisor.

III. **Practicum Class**
     Time spent while in practicum class will most often be divided into many different categories. It is your job to determine how each class time was spent. For example, time presenting a case would go under "Group Supervision." Time spent discussing how hours should be recorded, receiving training on how to construct a treatment plan, or discussing class readings, etc. should be recorded under "Didactic Training."

IV. **Supervision of Other Students**
When a doctoral-level student provides supervision to a masters-level student, or a masters-level student provides supervision to a bachelors-level student. Supervision provided to less advanced students should be counted in "Other Psychological Experience with Students and/or Organizations," NOT under supervision. This activity is separate, but often confused with "Peer Supervision." "Peer Supervision" is when several individuals who are at the same level of training, such as a group of masters students, get together to provide supervision of cases. (See definition of "Peer Supervision" above).

INTEGRATED REPORTS

Integrated Report includes a history, an interview, and at least two (2) of the following: objective and/or projective personality assessments, intellectual, cognitive, and/or neuropsychological assessment. These are synthesized into a comprehensive report providing an overall picture of the patient. As long as there are at least two assessment tools being integrated, it is an integrated report. The tools may or may not be in the same "category".

SPECIFIC TO SPACI CLINIC PRACTICUM

1. When you have peer supervision – when you and your second-year mentor meet to discuss the case – that is logged as "Peer Supervision."

2. During sessions with actual clients, if you are only observing the activity being delivered by the second-year mentor, this is logged as "Observation" under Support Activities. This is for observing trained individuals perform therapeutic activities.

3. During sessions with actual clients, if you are actually administering a test or part of a test, you record the exact amount of time as "Psychodiagnostic Test Administration" under "Psychological Assessment Experience."

4. During sessions with actual clients, if you are providing testing or behavior support, you record this as "Other" under "Psychological Assessment Experience."

5. If you are meeting with the second-year student engaged in the scoring of the assessments, this is listed under "Support Activities" as "Psychological Assessment Scoring/ Interpretation."

6. If you are meeting with the second-year student engaged in chart review or the writing of notes, you list this under "Support Activities" as "Clinical Writing/Progress Notes." The support activity of "Chart Review" can also be used if you are reviewing the chart, reviewing the client's record, reviewing the client's school cum folder, etc.

7. If you are observing the child and taking behavioral notes, data, etc., then you can count it as "Assessment–Other." This is a direct hour. This is what is used when conducting an observation as part of testing or as an assessment method.

8. If you are only observing the trainee conducting the measure without collecting observation data on the child, then it is a supportive/indirect activity – "Observation" – for observing other trained individuals perform therapeutic activities.

**Nova Southeastern University
Doctoral Program in School Psychology**

FIELD-BASED SUPERVISOR INFORMATION FORM
Please provide the program office with a copy of your curriculum vitae or resumé.

Practicum Student/Intern Information	
Name	
Course Number/Title	
Date	
Field-Based Supervisor Information	
Name & Title	
Business Address	
City, State, Zip	
Work Phone	
E-Mail Address	
Degree and Content Area	
Current DOE Certifications (if applicable)	
Years as a School Psychologist/Psychologist	
Years in Current School District or Agency	
Licensed as a School Psychologist / State	☐Yes – License # _____ ☐No
Licensed as a Psychologist / State	☐Yes – License # _____ ☐No
ESOL Endorsement	☐Yes ☐No
Clinical Educator Training	☐Yes ☐No

Race (check one)	☐African-American/Black	☐Caucasian
	☐Hispanic/Latino	☐Asian/Pacific Islander
	☐American Indian/Alaska Native	☐Multiethnic
	☐None of Above	
Subject to American with Disabilities Act	☐Yes ☐No	
Foreign National	☐Yes ☐No	
If the answer to any of the following items is yes, complete the CoA Abbreviated Curriculum Vitae:		
Member of Professional Society(ies)	☐Yes ☐No	
Author(s)/Co-author(s) of papers at professional meetings (i.e., FASP/ NASP/APA)	☐Yes ☐No	
Author(s)/Co-author(s) of articles in professional/ scientific journals	☐Yes ☐No	
Recipients of grants or contracts	☐Yes ☐No	

		Candidate's Name	
NOVA SOUTHEASTER UNIVERSITY *Beyond the Classroom*	**Candidate Evaluation Form Foundation Practica I, II, & III**	Field-Based Supervisor's Name	
		Today's Date	
		Term	

Directions to the On-Site Supervisor: On the following items, please rate the candidate's **Professional Behaviors and Skills** based on professional standards, *taking into consideration the candidate's level of training*. If the candidate has not had an opportunity to demonstrate a skill, please rate the item NA. **Each practicum evaluation must be based in part on <u>direct observation</u> of the practicum student and his/her developing skills (either live or electronically).**

Key to Ratings: NA= No Opportunity 1=Strongly Disagree   2=Disagree   3=Neutral, Neither Agree Nor Disagree   4=Agree   5=Strongly Agree

Goal 1: To provide candidates with comprehensive training in evidence-based practices in assessment, consultation, and intervention with diverse populations

Objective 1.1 – Demonstrate competence in assessment with diverse populations
DOE 2 Knowledge of Data-Based Decision-Making; NASP Standard II and VII

Assesses academic environments and identifies variables that may interfere with student learning and behavior	NA	1	2	3	4	5
Correctly administers and scores various assessment and universal screening measures to children from diverse backgrounds	NA	1	2	3	4	5
Demonstrates skills in using psychological and educational assessment data for intervention planning	NA	1	2	3	4	5
Selects and uses data collection methods, and integrates technology as appropriate, to measure response to, progress in, and outcome of services	NA	1	2	3	4	5
Utilizes technology for data collection and scoring as appropriate	NA	1	2	3	4	5

Objective 1.2 – Demonstrate competence in consultation with diverse clients and stakeholders
DOE 9 Knowledge of Consultation, Collaboration, and Problem-solving; NASP Standard III, IV, VI, & VII

Demonstrates understanding of the manner in which school psychologists work with families, school personnel, colleagues, and community agencies to identify and meet students' academic, behavioral, and social-emotional needs	NA	1	2	3	4	5
Models positive interactions and facilitates communication and collaboration that support families and foster optimal outcomes for children and adolescents	NA	1	2	3	4	5
Applies knowledge of family systems and family influences on child development to relate effectively with parents and other stakeholders	NA	1	2	3	4	5
Identifies relevant cultural issues and contexts that impact family-school partnerships and uses this knowledge as the basis for collaboration with team members to support children	NA	1	2	3	4	5

Objective 1.3 – Demonstrate competence in implementing evidence-based and innovative intervention strategies with diverse populations
DOE 5 Knowledge of Curricula and Instruction, 8 Knowledge of Evidence-Based Interventions; NASP Standard IV: Element 4.1, 4.2, VII

Demonstrates understanding of components of effective instruction and alternative instructional methodologies used with students with different abilities, disabilities, strengths and needs	NA	1	2	3	4	5
Identifies and uses, as appropriate, screening and prevention methods to address academic difficulties	NA	1	2	3	4	5
Demonstrates understanding of research about advances in curriculum and instruction and the application of this knowledge in discussing individual and class-wide student learning needs	NA	1	2	3	4	5
Identifies evidence-based strategies and interventions to enhance student learning and achievement	NA	1	2	3	4	5
Identifies and uses, when appropriate, behavioral intervention strategies to support students as needed	NA	1	2	3	4	5

Goal 2: To provide candidates with the training to evaluate scientific findings and to evaluate professional practice *NASP Standard VIII: Element 8.1*						
Objective 2.1 – Demonstrate competence in critically reviewing the empirical literature to inform practice						
Applies evidence of critical review and evaluation of research when presenting information to parents, teachers, and other stakeholders (e.g., child study meetings, in-service presentations, etc.)	NA	1	2	3	4	5
Objective 2.2 – Utilize empirical inquiry and data-based decision-making to inform practice						
Uses systematic data collection and analysis procedures to allow for the evaluation of academic and behavioral intervention outcomes	NA	1	2	3	4	5
Uses data to monitor intervention progress and fidelity of implementation in order to inform decision-making regarding interventions/services that support academic functioning	NA	1	2	3	4	5
Goal 3: To facilitate in candidates a professional identify that includes ethical practice as well as leadership, advocacy, and service in meeting the needs of diverse populations *DOE 10 Knowledge of Professional Psychology; NASP Standard VIII: Element 8.2*						
Objective 3.1 – Demonstrate adherence to ethical and legal guidelines in all aspects of professional work						
Maintains honesty, professional responsibility, and integrity in all professional interactions	NA	1	2	3	4	5
Adheres to standards regarding privileged communication, confidentiality, and privacy	NA	1	2	3	4	5
Demonstrates a working knowledge of the content of and abides by the ethical codes, professional standards, laws, and regulations pertinent to the delivery of services	NA	1	2	3	4	5
Complies with all clinic, school, agency, and/or district policies and regulations, as well as state and federal laws applicable to school psychologists	NA	1	2	3	4	5
Maintains clear and accurate records	NA	1	2	3	4	5
Objective 3.2 – Demonstrate professional identity as a health service provider through leadership, advocacy, and service in the profession with an emphasis on continuous improvement and lifelong learning						
Demonstrates initiative and self-motivation in scheduling and completing required activities	NA	1	2	3	4	5
Negotiates differences, handles conflict satisfactorily, and maintains a professional relationship with supervisor	NA	1	2	3	4	5
Uses data from his/her learning environments (e.g. supervisor and stakeholder feedback) as a basis for reflecting upon and modifying professional practices as appropriate	NA	1	2	3	4	5
Actively seeks knowledge and skills in areas in which he/she lacks training and expertise for the purpose of improving practice	NA	1	2	3	4	5

Assessment of Dispositions and Professional Behaviors

Directions to the On-Site Supervisor: Please place an "X" in the column appropriate to the practicum student's current level of functioning in each of the required areas.

2010 FEAPs	Not Met	Met	Exceeded
a.2.d Respects students' cultural, linguistic and family background *FPEC 2.4, 7.1*; CF Category 2 Demonstrated Mutually Respectful Communication	Little or no evidence was provided that the candidate demonstrated awareness, sensitivity, and respect for all individual differences. The candidate did not demonstrate tolerance and appreciation for students and other educators.	The candidate demonstrated awareness, sensitivity, and respect for all individual differences. The candidate demonstrated tolerance and appreciation for students and other educators.	The candidate demonstrated awareness, sensitivity, and respect for all individual differences. The candidate demonstrated tolerance and appreciation for students and other educators. The candidate included all students in all class activities.
a.2.e Models clear, acceptable oral and written communication skills *FPEC 2.5*; CF Category 2 Demonstrated Mutually Respectful Communication	Little or no evidence was provided that the candidate maintained standards of respectful verbal and written communication during all professional activities. The candidate may have used informal language that was not indicative of formal college communication.	The candidate maintained standards of respectful verbal and written communication during all professional activities.	The candidate maintained standards of respectful verbal and written communication to students and other educators during all professional activities. The candidate indicated the importance of modeling to help all students develop clear and acceptable oral and written communication skills.
a.2.e Models clear, acceptable oral and written communication skills *FPEC 2.5*; CF 4 Demonstrated Cooperative Behavior	Little or no evidence was provided that the candidate was receptive to, or used, feedback from supervisors.	The candidate effectively incorporated and used feedback from supervisors.	The candidate was receptive to and effectively incorporated and used feedback from supervisors and indicated how the feedback would contribute to improve student learning outcomes.
a.2.f. Maintains a climate of openness, inquiry, fairness and support; *FPEC 2.6*; CF Category 1 Demonstrated Understanding That All Children Can Learn	Little or no evidence was provided that the candidate believed that all students could learn.	The candidate demonstrated a belief that all students could learn by encouraging participation of all students and by working with stakeholders to provide opportunities for all students to succeed.	The candidate demonstrated multiple times that he/she evidenced a belief that all students could learn. The candidate either directly or indirectly assisted stakeholders to improve student learning outcomes.

2010 FEAPs	Not Met	Met	Exceeded
a.3.a. Delivers engaging and challenging lessons (or consults with teachers to do so) *FPEC 3.1*; CF Category 1 Demonstrated Understanding That All Children Can Learn; CF Category 5: Demonstrated Fairness	Little or no evidence was provided that the candidate demonstrated the responsibility to work with teachers to develop and deliver engaging and challenging lessons as a responsibility to encourage all students to learn.	The candidate demonstrated the responsibility to work with teachers to develop and deliver engaging and challenging lessons as a responsibility to encourage all students to learn.	The candidate demonstrated the responsibility to work with teachers to develop and deliver engaging and challenging lessons as a responsibility to encourage all students to learn through the development of lessons that incorporated content of interest for the learning group and which included activities that promoted higher order thinking skills.
a.3.g Applies (demonstrates knowledge of) varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding; *FPEC 1.4, 3.7, 8.5;* CF Category 1 Demonstrated Understanding That All Children Can Learn; CF Category 5: Demonstrated Fairness	Little or no evidence was provided that the candidate applied (or demonstrated knowledge of) varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding. The candidate did not demonstrate an understanding of the need to use different technologies to provide learning opportunities for all students.	The candidate applied (or demonstrated knowledge of) varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding. The candidate demonstrated an understanding of the need to seek different technologies to provide learning opportunities for all students.	The candidate applied (or demonstrated knowledge of) varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding. The candidate demonstrated an understanding of the need to seek different technologies to provide learning opportunities for all students.
b.5.c. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement *FPEC 5.3*; CF Category 4: Demonstrated Cooperative Behavior	Little or no evidence was provided that the candidate worked collaboratively with school stakeholders to improve the educational experiences with students.	The candidate worked collaboratively with school stakeholders to improve the educational experiences with students.	The candidate provided multiple examples of working collaboratively and enthusiastically with school stakeholders to improve the educational experiences with students.
b.5.e Engages in targeted professional growth opportunities and reflective practices *FPEC 5.5, 5.7*	During post-observation discussions, little or no evidence was provided that the candidate reflected regularly upon his/her own practice and modifies behavior based upon that reflection.	During post-observation discussions, the candidate reflected upon his/her own practice and discussed with the supervisor how the behavior was modified based upon that reflection.	During post-observation discussions, the candidate shared multiple examples with the supervisor of reflection upon his/her own practice and the resulting modifications of behavior.

2010 FEAPs	Not Met	Met	Exceeded
b.6.2 2. Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public and the education profession. *FPEC 6.1, 6.2, 6.3, 6.4, 6.5*; CF Category 3: Demonstrated Ethical Behavior; CF Category 5: Demonstrated Fairness	The candidate demonstrated behaviors that did not support the university, local, state, and national codes of ethics or principles of professional conduct (e.g., the candidate broke local school or district rules by arriving to class late, by not notifying the clinical instructor of an absence ahead of time, by not preparing for class, by not completing assessments ethically, by not treating all students fairly, etc.).	The candidate abided by all local, state, and national codes of ethics or principles of professional conduct during the field or clinical experience. If there was a minor infraction, the candidate corrected this behavior, discussed it with the clinical instructor, and discussed it with the university supervisor.	The candidate abided by the local, state, and national codes of ethics or principles of professional conduct during the field or clinical experience and addressed ethics and principles of professional conduct during discussions with the supervisor.

Supervisor Comments:

Candidate Comments:

I, the practicum supervisor, reviewed this evaluation with the aforementioned candidate.

Supervisor Signature: _____ **Date:** _____

Candidate Signature: _____ **Date:** _____

	Candidate Evaluation Form **School-Based Practica** **I ☐ II ☐**	Candidate's Name	
		Field-Based Supervisor's Name	
		Today's Date	
		Term	

Directions to the On-Site Supervisor: On the following items, please rate the candidate's **Professional Behaviors and Skills** based on professional standards, *taking into consideration the candidate's level of training*. If the candidate has not had an opportunity to demonstrate a skill, please rate the item NA. **Each practicum evaluation must be based in part on direct observation of the practicum student and his/her developing skills (either live or electronically).**

Key to Ratings: NA= No Opportunity   1=Strongly Disagree   2=Disagree   3=Neutral, Neither Agree Nor Disagree
4=Agree   5=Strongly Agree

Note: In total, candidates must attain an average rating of "4" or 80% for each competency measured. Add total points for each item, divide by the total possible points and multiply 100 to obtain total score. Do not provide a score for items rated as NA.

GOAL 1: Candidates will demonstrate competency in assessment, consultation, and intervention utilizing evidence-based and innovative techniques matched with diverse populations.

Objective 1.1 – Candidates will demonstrate competence in assessment with diverse populations.

1. Utilizes a variety of assessment methods (e.g., review of records, test administration, behavioral assessment, curriculum-based measurement, interviews, and/or observations) that take into account factors related to culture, context, and individual differences	NA	1	2	3	4	5
2. Selects assessment activities that address referral questions and consider the needs of specialized populations (e.g., culturally, ethnically, and linguistically-diverse students; students with disabilities; preschool children)	NA	1	2	3	4	5
3. Correctly administers and scores measures of cognitive functioning, academic achievement, psychological processes, social-emotional functioning, and behavioral functioning	NA	1	2	3	4	5
4. Determines the validity of assessment results based on conditions of the evaluation	NA	1	2	3	4	5
5. Demonstrates skills in using psychological and educational assessment data to identify student strengths, as well as characteristics of various disabilities and disorders	NA	1	2	3	4	5
6. Selects and uses data collection methods, and integrates technology as appropriate, to measure response to, progress in, and outcome of services	NA	1	2	3	4	5
7. Accurately analyzes, interprets, and integrates data from multiple sources	NA	1	2	3	4	5
8. Utilizes technology for data collection, scoring, and interpretation as appropriate	NA	1	2	3	4	5
9. Provides personalized, collaborative, and culturally-informed evaluation feedback to clients, families, and other stakeholders	NA	1	2	3	4	5
10. Varies communication in assessment and feedback according to the diverse needs of participants	NA	1	2	3	4	5
11. Translates assessment and data collection results into recommendations for interventions that are empirically supported and designed to meet the needs unique to the individual, to the context, and to relevant diversity characteristics	NA	1	2	3	4	5
12. Prepares written reports that: 1) summarize assessment results for stakeholders and 2) reflect appropriate recommendations and intervention planning based on assessment results	NA	1	2	3	4	5

Objective 1.2 – Candidates will demonstrate competence in consultation and collaboration with diverse clients and stakeholders.						
Competency 5: Candidates will competently utilize <u>varied methods</u> of consultation, collaboration, and communication with <u>diverse stakeholders</u> and students.						
13. Utilizes varied methods of consultation, collaboration, and communication, applicable to diverse stakeholders and students to promote effective service delivery	NA	1	2	3	4	5
14. Selects and applies methods of consultation, collaboration, and problem-solving to address academic, behavioral, and social-emotional difficulties	NA	1	2	3	4	5
15. Consults and collaborates with and supports colleagues from other disciplines to promote academic, behavioral, and social-emotional development	NA	1	2	3	4	5
16. Consults and collaborates with stakeholders to promote and to implement effective programs/services that result in healthy and violence-free school climates (e.g., readiness; attendance; dropout, bullying, and suicide prevention)	NA	1	2	3	4	5
17. Models positive interactions and facilitates communication and collaboration that support families and foster optimal outcomes for children and adolescents	NA	1	2	3	4	5
18. Applies knowledge of family systems and family influences on child development to relate effectively with parents and other stakeholders	NA	1	2	3	4	5
19. Utilizes knowledge of multicultural consultation with consultees and clients from diverse cultural, ethnic, linguistic, and experiential backgrounds	NA	1	2	3	4	5
20. Works to support parents to facilitate collaboration between schools, parents, and community agencies in addressing student needs	NA	1	2	3	4	5
*Objective 1.3 – **Candidates will demonstrate competence in selecting, implementing, and evaluating the effects of evidence-based and innovative intervention strategies with diverse populations.***						
Competency 6: Candidates will select appropriately, implement with fidelity, and monitor progress of evidence-based and/or innovative <u>interventions</u> for a variety of problems with diverse populations in **educational** settings.						
22. Applies knowledge of family systems and family, home, and community factors that work to support social and behavioral functioning and mental health when conceptualizing a student's needs and when designing and implementing interventions	NA	1	2	3	4	5
23. Utilizes a variety of clinical intervention and relationship-building skills (e.g., listening, empathy, establishing therapeutic alliance, etc.) when working with diverse students and families	NA	1	2	3	4	5
24. Conceptualizes client difficulties utilizing a relevant theoretical model and incorporating client's unique history, as well as ethnic, linguistic, and cultural background	NA	1	2	3	4	5
25. Utilizes case conceptualization when making recommendations and designing interventions	NA	1	2	3	4	5
26. Identifies and uses, as appropriate, screening and prevention methods to address academic difficulties	NA	1	2	3	4	5
27. Identifies and uses, as appropriate, screening and prevention methods to address behavioral and social emotional difficulties	NA	1	2	3	4	5
28. Identifies and uses, as appropriate, evidence-based strategies and interventions to enhance student learning and achievement	NA	1	2	3	4	5
29. Identifies and uses, as appropriate, evidence-based and innovative techniques of individual counseling with diverse clients	NA	1	2	3	4	5
30. Identifies and uses, as appropriate, evidence-based and innovative techniques of group counseling with diverse clients	NA	1	2	3	4	5
31. Identifies and uses, as appropriate, evidence-based and innovative techniques of family counseling with diverse clients	NA	1	2	3	4	5
32. Identifies and uses, as appropriate, evidence-based and innovative curricula/strategies to enhance cognitive, behavioral, and social-emotional functioning in students (e.g., executive functioning, social skills training, problem-solving skills, etc.)	NA	1	2	3	4	5
33. Identifies and uses, as appropriate, behavioral principles and problem-solving strategies when developing and implementing home and school interventions for clients	NA	1	2	3	4	5

34. Identifies and uses, as appropriate, school-wide screening, prevention, and intervention methods that address bullying, violence, and suicide	NA	1	2	3	4	5
35. Identifies and uses, as appropriate, techniques for threat and suicide assessment, as well as crisis intervention	NA	1	2	3	4	5
36. Applies knowledge of technology resources for students when providing recommendations and when designing and implementing interventions	NA	1	2	3	4	5
GOAL 2: Candidates will demonstrate competency in the ability to evaluate and to utilize relevant scientific findings to inform professional practice.						
Objective 2.1 – Candidates will demonstrate competence in <u>critically reviewing</u> the empirical literature to inform professional practice with diverse populations.						
37. Applies skills in evaluating and applying research involving diverse populations when selecting and using assessment techniques and published tests	NA	1	2	3	4	5
38. Applies evidence of critical review and evaluation of research when presenting information to parents, teachers, and other stakeholders	NA	1	2	3	4	5
39. Selects/implements evidence-based strategies and best practices based upon critical review of the literature to address behavioral and social-emotional functioning needs of students	NA	1	2	3	4	5
40. Selects/implements evidence-based strategies and best practices based upon critical review of the literature to address cognitive and academic needs of students	NA	1	2	3	4	5
41. Assists in applying research and professional knowledge to the development of policies and practices in areas such as creating safe and violence-free schools, retention and drop-out prevention programs, home-school partnerships, etc.	NA	1	2	3	4	5
Objective 2.2 – Candidates will <u>utilize</u> empirical inquiry and data-based decision making to inform professional practice in school based-educational settings as well as related clinical settings.						
Competency 12: Candidates will use a systematic data collection and analysis process to guide assessment and intervention in <u>educational settings</u>.						
42. Uses systematic data collection and analysis procedures to allow for the evaluation of behavioral and social-emotional intervention outcomes	NA	1	2	3	4	5
43. Uses systematic data collection and analysis procedures to allow for the evaluation of academic intervention outcomes	NA	1	2	3	4	5
44. Uses data to monitor intervention progress and fidelity of implementation in order to inform decision-making regarding interventions/services that support behavioral and social-emotional functioning	NA	1	2	3	4	5
45. Uses data to monitor intervention progress and fidelity of implementation in order to inform decision-making regarding interventions/services that support academic and cognitive functioning	NA	1	2	3	4	5
46. Employs knowledge and skills in measurement and various data collection and analysis procedures to assist stakeholders in the interpretation of student, school, and/or district outcome data	NA	1	2	3	4	5
47. Bases practice on sound research and applies knowledge base and creative thinking to all aspects of work	NA	1	2	3	4	5
GOAL 3: Candidates will demonstrate a professional identity as a school psychologist through leadership, advocacy, ethical practice, and service in meeting the needs of diverse populations.						
Objective 3.1 – Candidates will demonstrate adherence to ethical and legal guidelines in all aspects of professional work.						
Competency 17: Candidates will display behaviors that comply with ethical and legal practice in professional work in <u>educational settings</u>.						
48. Maintains honesty, professional responsibility, and integrity in all professional interactions	NA	1	2	3	4	5
49. Adheres to standards regarding privileged communication, confidentiality, and privacy	NA	1	2	3	4	5
50. Demonstrates a working knowledge of the content of and abides by the ethical codes, professional standards, laws, and regulations pertinent to the delivery of services	NA	1	2	3	4	5
51. Complies with all clinic, school, agency, and/or district policies and regulations, as well as state and federal laws applicable to school psychologists	NA	1	2	3	4	5

52. Evaluates relevant ethical dimensions of situations and exhibits a well-developed ability to reason about ethical issues	NA	1	2	3	4	5
53. Consistently acts in ways to understand and to safeguard the welfare of others	NA	1	2	3	4	5
Objective 3.2 - Candidates will demonstrate professional identify as a health service provider through leadership, advocacy, and service with an emphasis on continuous improvement and lifelong learning.						
54. Negotiates differences, handles conflict satisfactorily, and maintains a professional relationship with supervisor	NA	1	2	3	4	5
55. Recognizes the importance of consistent professional self-care and plans and behaves accordingly	NA	1	2	3	4	5
56. Keeps abreast of new developments and best practices in prevention, assessment, consultation, intervention, and other relevant subject matter through reading of literature, professional conference attendance, etc.	NA	1	2	3	4	5
57. Uses data from his/her learning environments (e.g., research, assessment, consultation cases, supervisor feedback) as a basis for reflecting upon and modifying professional practices as appropriate	NA	1	2	3	4	5
58. Works as a reflective practitioner and develops the skills to recognize problems in his/her professional functioning, to research solutions, and to evaluate outcomes	NA	1	2	3	4	5
59. Recognizes his/her own limitations and biases, as well as those areas of skill and expertise	NA	1	2	3	4	5
60. Actively seeks knowledge and skills in areas in which he/she lacks training and expertise for the purpose of improving practice	NA	1	2	3	4	5
61. Advocates for school psychologists' professional roles to enhance the learning and mental health of students	NA	1	2	3	4	5

PART II FEAP Assessment

Directions to the Observer: Please rate the Intern by circling the appropriate response on the following items.
Key to Ratings: 0=No Opportunity 1=Strongly Disagree 2=Disagree 3=Neutral, Neither Agree Nor Disagree 4=Agree 5=Strongly Agree

FEAP a.1. Quality of Instruction: Instructional Design and Lesson Planning; FEAP a.3. Quality of Instruction: Instructional Delivery and Facilitation; FEAP a.4. Quality of Instruction: Assessment

1. Uses multiple sources of data, including classroom, district, and state assessments, to design and plan instruction and interventions that are aligned with school improvement priorities and other mandates (FEAP a.1.a; FEAP a.3.h; SSPEM Domain B.2)	NA	1	2	3	4	5
2. Works with team and team members to identify, problem-solve, and plan academic, behavioral, and health interventions (FEAP a.1.c; FEAP a.1.f; SSPEM Domain B.1)	NA	1	2	3	4	5
3. Uses available school data and collects additional student data (e.g., screening, progress monitoring, and diagnostic assessment) relevant to informing problem identification, problem analysis, and intervention design (FEAP a.1.d; FEAP a.1.e; FEAP a.4.a; SSPEM Domain A.1)	NA	1	2	3	4	5
4. Uses individual and group data to monitor student progress, evaluate the effectiveness of academic and behavioral instruction/intervention, and modify interventions based on student data (FEAP a.1.e; FEAP a.4.c; SSPEM Domain A.3)	NA	1	2	3	4	5

FEAP a.2. Quality of Instruction The Learning Environment; Quality of Instruction: Instructional Delivery and Facilitation; FEAP a.4. Quality of Instruction: Assessment; FEAP b.5 Continuous Improvement, Responsibility and Ethics- Continuous Professional improvement

5. Demonstrates reliable recordkeeping skills; demonstrates coherent, professional written/oral communication; adapts communication style and content to a variety of audiences; establishes rapport and is an active listener. (FEAP a.2.a; SSPEM Domain E.4)	NA	1	2	3	4	5
6. Facilitates the development of MTSS at the school level by planning and implementing interventions whose intensity matches student, group, or school needs (FEAP a.2.b; SSPEM Domain C.1)	NA	1	2	3	4	5
7. Interacts with school personnel to promote and implement school-wide positive behavior supports (FEAP a.2.b; FEAP a.2.h; SSPEM Domain D.1)	NA	1	2	3	4	5
8. Interacts with school personnel to promote and implement effective programs/services that result in a healthy and violence-free school climate (i.e., readiness, school failure, attendance, dropout, bullying, child abuse, youth suicide, school violence (FEAP a.2.b; SSPEM Domain D.3)	NA	1	2	3	4	5
9. Consults with school staff and students to identify strengths and weaknesses as part of problem-solving and intervention planning to increase student engagement (FEAP a.2.d; FEAP a.2.f; FEAP a.3.a; SSPEM Domain D.2)	NA	1	2	3	4	5
10. Identifies relevant cultural issues and contexts that impact family-school partnerships and uses this knowledge as the basis for problem-solving related to prevention and intervention (FEAP a.2.d; SSPEM Domain D.2 and D.4)	NA	1	2	3	4	5
11. Provides feedback on student performance and other assessment data to stakeholders (students, teachers, parents, administrators, school teams) and presents data in a way that is understandable and relevant to stakeholder interest/needs (FEAP a.2.e; FEAP a.4.e; SSPEM Domain A.4)	NA	1	2	3	4	5
12. Incorporates evidence-based practices in the implementation of interventions for individual students and targeted groups (FEAPa.2.h; FEAP b.5.b; SSPEM Domain C.3)	NA	1	2	3	4	5
13. Collaborates in crisis planning, prevention, response, and recovery and/or collaborates in implementing/ evaluating programs (FEAP a.2; NSU l; SSPEM Domain D.5)	NA	1	2	3	4	5

FEAP a.3. Quality of Instruction: Instructional Delivery and Facilitation; FEAP a.4. Quality of Instruction: Assessment

14. Analyzes, integrates, and interprets data from multiple sources at the individual and group level, and uses the data to inform decisions (FEAP a.3.c; FEAP a.4.a; SSPEM Domain A.2)	NA	1	2	3	4	5

FEAP b.5. Continuous Improvement, Responsibility and Ethics – Continuous Professional Improvement						
15. Maintains a plan for continuous professional growth and skill development aligned with performance evaluation outcomes and personal/professional goals (FEAP b.5.a; SSPEM Domain E.1)	NA	1	2	3	4	5
16. Applies evidence-based and best practices when developing and planning instruction and intervention (FEAP b.5.b; SSPEM Domain B.3)	NA	1	2	3	4	5
17. Develops a support plan that reflects the goals of student/client systems and supports the goal (FEAP b.5.d; SSPEM Domain B.4)	NA	1	2	3	4	5
18. Engages families, community, and educational stakeholders when planning and designing instruction and interventions. Parent input is valued and incorporated into plans (FEAP b.5.d; SSPEM Domain B.5)	NA	1	2	3	4	5
19. Consults and collaborates at the individual, family, and group levels to plan, implement, and evaluate academic, social-emotional/ behavioral, and health services (FEAP b.5.d; SSPEM Domain C.2)	NA	1	2	3	4	5
20. Participates in professional learning opportunities consistent with the professional growth plan and uses feedback from supervisor and/or colleagues for skill enhancement (FEAP b.5.e; SSPEM Domain E.2)	NA	1	2	3	4	5
21. Integrates and applies acquired knowledge and training into professional practice (FEAP b.5.f; SSPEM Domain E.3)	NA	1	2	3	4	5
22. Uses technology appropriately and effectively to enhance professional productivity in accessing student records, recordkeeping, conducting research and communicating with others; and to monitor and to evaluate intervention outcomes (NSU b.5.g)	NA	1	2	3	4	5
23. Evaluates the ethical dilemmas of a situation and exhibits a well-developed ability to reason about ethical issues (NSU b.5.h)	NA	1	2	3	4	5
FEAP b.6. Continuous Improvement, Responsibility, and Ethics - Ethics						
24. Adheres to professional standards, ethics and practices, maintains accurate, timely, and confidential records, and complies with relevant laws, rules, guidelines, and policies at the national, state, and local levels (FEAP 2.b.6.a; SSPEM Domain E.5)	NA	1	2	3	4	5

Assessment of Dispositions and Professional Behaviors

Directions to the On-Site Supervisor: Please place an "X" in the column appropriate to the practicum student's current level of functioning in each of the required areas.

2010 FEAPs	Not Met	Met	Exceeded
a.2.d Respects students' cultural, linguistic and family background *FPEC 2.4, 7.1*; CF Category 2 Demonstrated Mutually Respectful Communication	Little or no evidence was provided that the candidate demonstrated awareness, sensitivity, and respect for all individual differences. The candidate did not demonstrate tolerance and appreciation for students and other educators.	The candidate demonstrated awareness, sensitivity, and respect for all individual differences. The candidate demonstrated tolerance and appreciation for students and other educators.	The candidate demonstrated awareness, sensitivity, and respect for all individual differences. The candidate demonstrated tolerance and appreciation for students and other educators. The candidate included all students in all class activities.
a.2.e Models clear, acceptable oral and written communication skills *FPEC 2.5*; CF Category 2 Demonstrated Mutually Respectful Communication	Little or no evidence was provided that the candidate maintained standards of respectful verbal and written communication during all professional activities. The candidate may have used informal language that was not indicative of formal college communication.	The candidate maintained standards of respectful verbal and written communication during all professional activities.	The candidate maintained standards of respectful verbal and written communication to students and other educators during all professional activities. The candidate indicated the importance of modeling to help all students develop clear and acceptable oral and written communication skills.
a.2.e Models clear, acceptable oral and written communication skills *FPEC 2.5*; CF 4 Demonstrated Cooperative Behavior	Little or no evidence was provided that the candidate was receptive to, or used, feedback from supervisors.	The candidate effectively incorporated and used feedback from supervisors.	The candidate was receptive to and effectively incorporated and used feedback from supervisors and indicated how the feedback would contribute to improve student learning outcomes.
a.2.e Models clear, acceptable oral and written communication skills *FPEC 2.5*; CF Category 2 Demonstrated Mutually Respectful Communication	Little or no evidence was provided that the candidate demonstrated written communication skills in standard English. Written communication in classroom communications or postings or e-mail communications did not indicate proofreading or attention to grammar, spelling, or standard writing mechanics.	The candidate demonstrated written communication skills in standard English. Communications were almost error-free.	The candidate demonstrated written communication skills in standard English. Attention to grammar, spelling, and standard writing mechanics contributed to effective communication. Obvious attention to proofreading was evident in the sense that communications were error-free.

2010 FEAPs	Not Met	Met	Exceeded
a.2.f. Maintains a climate of openness, inquiry, fairness and support; *FPEC 2.6*; CF Category 1 Demonstrated Understanding That All Children Can Learn	Little or no evidence was provided that the candidate believed that all students could learn.	The candidate demonstrated a belief that all students could learn by encouraging participation of all students and by working with stakeholders to provide opportunities for all students to succeed.	The candidate demonstrated multiple times that he/she evidenced a belief that all students could learn. The candidate either directly or indirectly assisted stakeholders to improve student learning outcomes.
a.3.a. Delivers engaging and challenging lessons (or consults with teachers to do so) *FPEC 3.1*; CF Category 1 Demonstrated Understanding That All Children Can Learn; CF Category 5: Demonstrated Fairness	Little or no evidence was provided that the candidate demonstrated the responsibility to work with teachers to develop and deliver engaging and challenging lessons as a responsibility to encourage all students to learn.	The candidate demonstrated the responsibility to work with teachers to develop and deliver engaging and challenging lessons as a responsibility to encourage all students to learn.	The candidate demonstrated the responsibility to work with teachers to develop and deliver engaging and challenging lessons as a responsibility to encourage all students to learn through the development of lessons that incorporated content of interest for the learning group and which included activities that promoted higher order thinking skills.
a.3.g Applies (demonstrates knowledge of) varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding; *FPEC 1.4, 3.7, 8.5;* CF Category 1 Demonstrated Understanding That All Children Can Learn; CF Category 5: Demonstrated Fairness	Little or no evidence was provided that the candidate applied (or demonstrated knowledge of) varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding. The candidate did not demonstrate an understanding of the need to use different technologies to provide learning opportunities for all students.	The candidate applied (or demonstrated knowledge of) varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding. The candidate demonstrated an understanding of the need to seek different technologies to provide learning opportunities for all students.	The candidate applied (or demonstrated knowledge of) varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding. The candidate demonstrated an understanding of the need to seek different technologies to provide learning opportunities for all students.
b.5.c. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement *FPEC 5.3*; CF Category 4: Demonstrated Cooperative Behavior	Little or no evidence was provided that the candidate worked collaboratively with school stakeholders to improve the educational experiences with students.	The candidate worked collaboratively with school stakeholders to improve the educational experiences with students.	The candidate provided multiple examples of working collaboratively and enthusiastically with school stakeholders to improve the educational experiences with students.

2010 FEAPs	Not Met	Met	Exceeded
b.5.e Engages in targeted professional growth opportunities and reflective practices *FPEC 5.5, 5.7*	During post-observation discussions, little or no evidence was provided that the candidate reflected regularly upon his/her own practice and modifies behavior based upon that reflection.	During post-observation discussions, the candidate reflected upon his/her own practice and discussed with the supervisor how the behavior was modified based upon that reflection.	During post-observation discussions, the candidate shared multiple examples with the supervisor of reflection upon his/her own practice and the resulting modifications of behavior.

Supervisor Comments:

Candidate Comments:

I, the practicum supervisor, reviewed this evaluation with the aforementioned candidate.

Supervisor Signature: _____ **Date:** _____

Candidate Signature: _____ **Date:** _____

![NSU Nova Southeastern University — Beyond the Classroom]	**Candidate Evaluation Form** **Advanced Assessment and Interventions Practica** I ☐ II ☐ III ☐ **Elective Practicum IV ☐**	**Candidate's Name**
		Field-Based Supervisor's Name
		Today's Date
		Term

Directions to the On-Site Supervisor: On the following items, please rate the candidate's **Professional Behaviors and Skills** based on professional standards, *taking into consideration the candidate's level of training*. If the candidate has not had an opportunity to demonstrate a skill, please rate the item NA. **Each practicum evaluation must be based in part on direct observation of the practicum student and his/her developing skills (either live or electronically).**

Key to Ratings: NA= No Opportunity 1=Strongly Disagree 2=Disagree 3=Neutral, Neither Agree Nor Disagree 4=Agree 5=Strongly Agree

Note: In total, candidates must attain an average rating of "4" or 80% for each competency measured. Add total points for each item, divide by the total possible points and multiply 100 to obtain total score. Do not provide a score for items rated as NA.

GOAL 1: Candidates will demonstrate competency in assessment, consultation, and intervention utilizing evidence-based and innovative techniques matched with diverse populations.

Objective 1.1 – Candidates will demonstrate competence in assessment with diverse populations.

Competency 3: Candidates will **conduct** comprehensive psychological assessment, which includes selecting, administering, scoring, interpreting data; generating a written report; and providing written and oral feedback. The candidate will use evidence-based and innovative assessments to address a range of clinical and educational questions with diverse populations.

1. Utilizes a variety of assessment methods (e.g., review of records, test administration, behavioral assessment, curriculum-based measurement, interviews, and/or observations) that take into account factors related to culture, context, and individual differences	NA	1	2	3	4	5
2. Selects assessment activities that address referral questions and consider the needs of specialized populations (e.g., culturally, ethnically, and linguistically-diverse students; students with disabilities; preschool children)	NA	1	2	3	4	5
3. Correctly administers and scores measures of cognitive functioning, academic achievement, psychological processes, social-emotional functioning, and behavioral functioning	NA	1	2	3	4	5
4. Determines the validity of assessment results based on conditions of the evaluation	NA	1	2	3	4	5
5. Demonstrates skills in using psychological and educational assessment data to identify student strengths, as well as characteristics of various disabilities and psychiatric disorders	NA	1	2	3	4	5
6. Selects and uses data collection methods, and integrates technology as appropriate, to measure response to, progress in, and outcome of services	NA	1	2	3	4	5
7. Accurately analyzes, interprets, and integrates data from multiple sources	NA	1	2	3	4	5
8. Utilizes technology for data collection, scoring, and interpretation as appropriate	NA	1	2	3	4	5
9. Provides personalized, collaborative, and culturally-informed evaluation feedback to clients, families, and other stakeholders	NA	1	2	3	4	5
10. Varies communication in assessment and feedback according to the diverse needs of participants	NA	1	2	3	4	5
11. Translates assessment and data collection results into recommendations for interventions that are empirically supported and designed to meet the needs unique to the individual, to the context, and to relevant diversity characteristics	NA	1	2	3	4	5
12. Prepares written reports that: 1) summarize assessment results for stakeholders and 2) reflect appropriate recommendations and intervention planning based on assessment results	NA	1	2	3	4	5

Objective 1.2 – Candidates will demonstrate competence in consultation and collaboration with diverse clients and stakeholders.						
13. Utilizes varied methods of consultation, collaboration, and communication, applicable to diverse stakeholders and students to promote effective service delivery	NA	1	2	3	4	5
14. Selects and applies methods of consultation, collaboration, and problem-solving to address academic, behavioral, and social-emotional difficulties	NA	1	2	3	4	5
15. Consults and collaborates with and supports colleagues from other disciplines to promote academic, behavioral, and social-emotional development	NA	1	2	3	4	5
16. Consults and collaborates with stakeholders to promote and to implement effective programs/services that result in healthy and violence-free school climates (e.g., readiness; attendance; dropout, bullying, and suicide prevention)	NA	1	2	3	4	5
17. Models positive interactions and facilitates communication and collaboration that support families and foster optimal outcomes for children and adolescents	NA	1	2	3	4	5
18. Applies knowledge of family systems and family influences on child development to relate effectively with parents and other stakeholders	NA	1	2	3	4	5
19. Utilizes knowledge of multicultural consultation with consultees and clients from diverse cultural, ethnic, linguistic, and experiential backgrounds	NA	1	2	3	4	5
20. Works to support parents to facilitate collaboration between schools, parents, and community agencies in addressing student needs	NA	1	2	3	4	5
21. Identifies relevant cultural issues and contexts that impact family-school partnerships and uses this knowledge as the basis for problem-solving related to prevention and intervention	NA	1	2	3	4	5
Objective 1.3 – Candidates will demonstrate competence in selecting, implementing, and evaluating the effects of evidence-based and innovative intervention strategies with diverse populations.						
Competency 7: Candidates will select appropriately, implement with fidelity, and monitor progress of evidence-based and/or innovative <u>interventions</u> for a variety of problems with diverse populations in **clinical** settings.						
22. Applies knowledge of family systems and family, home, and community factors that work to support social and behavioral functioning and mental health when conceptualizing a student's needs and when designing and implementing interventions	NA	1	2	3	4	5
23. Utilizes a variety of clinical intervention and relationship-building skills (e.g., listening, empathy, establishing therapeutic alliance, etc.) when working with diverse students and families	NA	1	2	3	4	5
24. Conceptualizes client difficulties utilizing a relevant theoretical model and incorporating client's unique history, as well as ethnic, linguistic, and cultural background	NA	1	2	3	4	5
25. Utilizes case conceptualization when making recommendations and designing interventions	NA	1	2	3	4	5
26. Identifies and uses, as appropriate, screening and prevention methods to address academic difficulties	NA	1	2	3	4	5
27. Identifies and uses, as appropriate, screening and prevention methods to address behavioral and social emotional difficulties	NA	1	2	3	4	5
28. Identifies and uses, as appropriate, evidence-based strategies and interventions to enhance student learning and achievement	NA	1	2	3	4	5
29. Identifies and uses, as appropriate, evidence-based and innovative techniques of individual counseling with diverse clients	NA	1	2	3	4	5
30. Identifies and uses, as appropriate, evidence-based and innovative techniques of group counseling with diverse clients	NA	1	2	3	4	5
31. Identifies and uses, as appropriate, evidence-based and innovative techniques of family counseling with diverse clients	NA	1	2	3	4	5
32. Identifies and uses, as appropriate, evidence-based and innovative curricula/strategies to enhance cognitive, behavioral, and social-emotional functioning in students (e.g., executive functioning, social skills training, problem-solving skills, etc.)	NA	1	2	3	4	5
33. Identifies and uses, as appropriate, behavioral principles and problem-solving strategies when developing and implementing home and school interventions for clients	NA	1	2	3	4	5
34. Identifies and uses, as appropriate, school-wide screening, prevention, and intervention methods that address bullying, violence, and suicide	NA	1	2	3	4	5
35. Identifies and uses, as appropriate, techniques for threat and suicide assessment, as well as crisis intervention	NA	1	2	3	4	5

36. Applies knowledge of technology resources for students when providing recommendations and when designing and implementing interventions	NA	1	2	3	4	5

GOAL 2: Candidates will demonstrate competency in the ability to evaluate and to utilize relevant scientific findings to inform professional practice.

Objective 2.1 – Candidates will demonstrate competence in <u>critically reviewing the empirical literature</u> to inform professional practice with diverse populations.

<u>**Competency 9:**</u> Candidates will critically review the literature to <u>guide and to implement empirically based *assessmen*t</u> with <u>diverse populations</u>.

<u>**Competency 10**</u>: Candidates will critically review the literature to <u>guide and to implement empirically based *interventions*</u> with <u>diverse populations</u>.

37. Applies skills in evaluating and applying research involving diverse populations when selecting and using assessment techniques and published tests	NA	1	2	3	4	5
38. Applies evidence of critical review and evaluation of research when presenting information to parents, teachers, and other stakeholders	NA	1	2	3	4	5
39. Selects/implements evidence-based strategies and best practices based upon critical review of the literature to address behavioral and social-emotional functioning needs of students	NA	1	2	3	4	5
40. Selects/implements evidence-based strategies and best practices based upon critical review of the literature to address cognitive and academic needs of students	NA	1	2	3	4	5
41. Assists in applying research and professional knowledge to the development of policies and practices in areas such as creating safe and violence-free schools, retention and drop-out prevention programs, home-school partnerships, etc.	NA	1	2	3	4	5

Objective 2.2 – Candidates will utilize empirical inquiry and data based decision making to inform professional practice in school based-educational settings as well as related clinical settings.

<u>**Competency 13:**</u> Candidates will use a systematic data collection and analysis process to guide *assessment* in <u>clinical settings</u>.

<u>**Competency 14**</u>: Candidates will use a systematic data collection and analysis process to guide *intervention* in <u>clinical settings</u>.

42. Uses systematic data collection and analysis procedures to allow for the evaluation of behavioral and social-emotional intervention outcomes	NA	1	2	3	4	5
43. Uses systematic data collection and analysis procedures to allow for the evaluation of academic intervention outcomes	NA	1	2	3	4	5
44. Uses data to monitor intervention progress and fidelity of implementation in order to inform decision-making regarding interventions/services that support behavioral and social-emotional functioning	NA	1	2	3	4	5
45. Uses data to monitor intervention progress and fidelity of implementation in order to inform decision-making regarding interventions/services that support academic and cognitive functioning	NA	1	2	3	4	5
46. Employs knowledge and skills in measurement and various data collection and analysis procedures to assist stakeholders in the interpretation of student, school, and/or district outcome data	NA	1	2	3	4	5
47. Bases practice on sound research and applies knowledge base and creative thinking to all aspects of work	NA	1	2	3	4	5

GOAL 3: Candidates will demonstrate a professional identity as a school psychologist through leadership, advocacy, ethical practice, and service in meeting the needs of diverse populations.						
Objective 3.1 - Candidates will demonstrate adherence to ethical and legal guidelines in all aspects of professional work.						
Competency 18: Candidates will display behaviors that comply with ethical and legal practice in professional work in <u>clinical settings</u>.						
48. Maintains honesty, professional responsibility, and integrity in all professional interactions	NA	1	2	3	4	5
49. Adheres to standards regarding privileged communication, confidentiality, and privacy	NA	1	2	3	4	5
50. Demonstrates a working knowledge of the content of and abides by the ethical codes, professional standards, laws, and regulations pertinent to the delivery of services	NA	1	2	3	4	5
51. Complies with all clinic, school, agency, and/or district policies and regulations, as well as state and federal laws applicable to school psychologists	NA	1	2	3	4	5
52. Evaluates relevant ethical dimensions of situations and exhibits a well-developed ability to reason about ethical issues	NA	1	2	3	4	5
53. Consistently acts in ways to understand and to safeguard the welfare of others	NA	1	2	3	4	5
Objective 3.2 - **Candidates will demonstrate professional identify as a health service provider through leadership, advocacy, and service with an emphasis on continuous improvement and lifelong learning.**						
54. Negotiates differences, handles conflict satisfactorily, and maintains a professional relationship with supervisor	NA	1	2	3	4	5
55. Recognizes the importance of consistent professional self-care and plans and behaves accordingly	NA	1	2	3	4	5
56. Keeps abreast of new developments and best practices in prevention, assessment, consultation, intervention, and other relevant subject matter through reading of literature, professional conference attendance, etc.	NA	1	2	3	4	5
57. Uses data from his/her learning environments (e.g., research, assessment, consultation cases, supervisor feedback) as a basis for reflecting upon and modifying professional practices as appropriate	NA	1	2	3	4	5
58. Works as a reflective practitioner and develops the skills to recognize problems in his/her professional functioning, to research solutions, and to evaluate outcomes	NA	1	2	3	4	5
59. Recognizes his/her own limitations and biases, as well as those areas of skill and expertise	NA	1	2	3	4	5
60. Actively seeks knowledge and skills in areas in which he/she lacks training and expertise for the purpose of improving practice	NA	1	2	3	4	5
61. Advocates for school psychologists' professional roles to enhance the learning and mental health of students	NA	1	2	3	4	5

Supervisor Comments:

Candidate Comments:

I, the practicum supervisor, reviewed this evaluation with the aforementioned candidate.

Supervisor Signature: _____ **Date:** _____

Candidate Signature: _____ **Date:** _____

Nova Southeastern University – Doctoral Program in School Psychology
PRACTICUM SITE/SUPERVISOR EVALUATION FORM

Name of District/Placement: _____

Name of Field-Based Supervisor:_____

Name of Practicum Instructor: _____

Name of practicum course and course number: _____

Semester and year: _____

This form must be completed by the practicum student at the end of each semester.

I.   Indicate if your **<u>supervisor</u>**:
      a) introduced you to staff members   □Yes □No
      b) acquainted you with the policies and procedures of the district/agency   □Yes □No
      c) provided you with a minimum of 45 minutes of face-to-face
          supervision weekly   □Yes □No
      d) provided constructive feedback during supervision   □Yes □No
      e) provided positive feedback   □Yes □No
      f) identified potential legal and ethical issues   □Yes □No

II.   **Please rate your practicum supervisor in each of the areas listed below using the following rating scale:**

    1=Unsatisfactory   2=Below Average   3=Satisfactory   4=Above Average   5=Excellent

      a) _____ Supervisor's ability to relate effectively to students (attitude; flexibility and openness, interest and enthusiasm and capacity to facilitate student exploration of relevant personal issues).
      b) ____Clarity of objectives for supervision.
      c) ____Clarity of expectations and evaluation criteria.
      d) ____Overall rating of your supervisor

III.   **Using the scale provided below, please place the appropriate number next to each statement:**

    1=Strongly disagree   2=Disagree   3=Somewhat agree   4=Agree   5=Strongly agree
                        N/A=Not applicable

      a) ____I received the amount of supervision specified in my practicum contract.
      b) ____My supervision time was rarely canceled, delayed, or shortened.
      c) ____When my supervision time was canceled, delayed, or shortened, the supervision time was subsequently made up.
      d) ____My written work was carefully reviewed and sufficient feedback was given.
      e) ____My supervisor was open to a range of approaches to treating my cases.

f) ____A sufficient amount of supervision time was spent reviewing taped therapy materials.

g) ____My supervisor remained abreast of my caseload and my clients' progress.

IV.   List the practicum's **<u>supervisor's</u>** most noticeable strengths and areas for improvement:

a) Strengths:

b) Areas for improvement:

V.   Please rate your **<u>practicum site</u>**:
  a) as a learning experience   □Poor □Fair □Good □Very Good □Excellent
  b) the experience in general: □Poor □Fair □Good □Very Good □Excellent

VI.   Please provide a list of strengths of the **<u>practicum setting</u>**?

VII.   Please provide a list of challenges with the **<u>practicum setting</u>**. How can these challenges be rectified?

VIII.   Would you recommend this site for future practicum students?   □Yes   □No
        If no, please describe why.

IX.   Did you feel adequately prepared for this practicum?   □Yes   □No
        If no, what additional training would have been useful?

X. Please rate how well you believe the **<u>practicum experience</u>** prepared you in the areas listed below. If you were placed at more than one setting, please be sure to complete a separate form for each site.

Please use the following scale for your ratings: 1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree N/A=No Opportunity						
	1	**2**	**3**	**4**	**5**	**N/A**
Goal 1: To provide candidates with comprehensive training in evidence-based practices in assessment, consultation, and intervention with diverse populations						
Objective 1 – Demonstrate competence in assessment with diverse populations						
Objective 2 – Demonstrate competence in consultation with diverse clients and stakeholders						
Objective 3 – Demonstrate competence in implementing evidence-based and innovative intervention strategies with diverse populations						
Goal 2: To provide candidates with the training to evaluate scientific findings and to evaluate professional practice						
Objective 1 – Demonstrate competence in critically reviewing the empirical literature to inform practice						
Objective 2 – Utilize empirical inquiry and data-based decision-making to inform practice						
Goal 3: To facilitate in candidates a professional identity that includes ethical practice as well as leadership, advocacy, and service in meeting the needs of diverse populations						
Objective 1 – Demonstrate adherence to clinical and legal guidelines in all aspects of professional work						
Objective 2 – Demonstrate professional identity as a health service provider through leadership, advocacy, and service in the profession with an emphasis on continuous improvement and lifelong learning						

Nova Southeastern University
Doctoral Program in School Psychology
Rubric for Practicum Site Visits

Reviewer: _____   **Date:** _____

Practicum Site: _____

Please using the scale below for your ratings:						
←--1---------------------------------3---------------------------------5--→ Does Not Address Adequately Addresses Fully Addresses						
RUBRIC	**1**	**2**	**3**	**4**	**5**	**N/A**
1. Organized program of training						
2. Licensed psychologist on site 20 hours/week as supervisor						
3. Training in EB assessment methods where applicable						
4. Suitable space for service provision						
5. Suitable space for storing confidential records						
6. Client contact consistent with practicum requirements						
7. Face-to-face supervision by licensed psychologist 45 minutes/week						
8. Opportunities to conduct psychological evaluations						
9. Supervision covers integration of assessment data for diagnostic determinations						
10. Supervision covers use of diagnostic information to inform case conceptualization						
11. Supervision covers conceptual and empirical bases for psychological interventions						
12. Supervision covers effective biopsychosocial report, progress note, psychological evaluation, and other documentation requirements						
13. Supervision covers applicable ethical and legal considerations						

RUBRIC	1	2	3	4	5	N/A
14. Exposure to and training in diversity issues are included in the practicum experience						
15. Training experiences and supervision take into account students' developmental readiness						
16. Supervision includes listening to students' tapes at least once a month on average						

Name Supervisor Interviewed: _____

Comments: _____

_____

_____

_____

_____

_____

_____

_____

Add up the numbers in boxes 1 through 16 and place it in the box below.

Total Score: _____

Nova Southeastern University
Doctoral Program in School Psychology

REQUEST TO EXTEND CLINICAL EXPERIENCE BEYOND PRACTICUM
(Non-NSU Site)

Candidate Name: _____

Current Practicum Site: _____

Date Practicum Terminates: _____

Purpose of extension: _____

_____

Number of clients for whom services will be continued: _____

Name of direct supervisor who will provide supervision beyond practicum: _____

Is this supervisor licensed as a psychologist in the State of Florida? _____

 Is this different supervisor than previously assigned at this site? _____

Other relevant information: _____

_____

_____

_____   _____
Candidate Signature   Date   Program Director/Agency Contact   Date

_____   _____
Supervisor Signature   Date   Site Director Signature
       Date

Additional conditions of approval:

_____

_____

This extension will expire on: _____

_____   _____
Approved by: Director of Training   Date

Nova Southeastern University
Doctoral Program in School Psychology

PSYCHOLOGY SERVICES CENTER
REQUEST TO EXTEND CLINICAL EXPERIENCE BEYOND PRACTICUM

Student Name: _____

Current Practicum Site: _____

Date Practicum Terminates: _____

Purpose of extension: _____

_____

_____

Number of clients for whom services will be continued: _____

Name of direct supervisor who will provide supervision beyond practicum: _____

Is this supervisor licensed as a psychologist in the State of Florida? _____

Is this different supervisor than previously assigned at this site? _____

THIS EXTENSION WILL EXPIRE ON _____.
(Limit of 4 months per extension. If renewal is required, please submit a new form to the Clinical Training Office).

_____   _____
Student Signature   Date

_____   _____
Practicum Supervisor   Date

_____   _____
Program Director   Date

_____   _____
Approved by: Director of Clinical Training   Date

<u>MID-POINT INTERNSHIP PERFORMANCE EVALUATION</u>

To be completed at the mid-point of the internship year.

Name of Intern: _____

Internship Program: _____

Internship Director: _____

Supervisor(s): _____

_____

_____

Nova Southeastern University
Doctoral Program in School Psychology
MID-POINT INTERNSHIP EVALUATION
ASSESSMENT OF COMPETENCY

Please evaluate the performance of our doctoral candidate at the mid-point of your internship program. Evaluate the intern on each of the following areas of competence on a Likert Scale of 1 to 5. Please also provide any comments regarding relative strengths as well as areas for improvement under each assessment of competency. **Each evaluation must be based in part <u>on direct observation</u> of the candidate and his/her developing skills (either live or electronically).**

1.   **<u>Assessment:</u>**

1	2	3	4	5
Poor		Satisfactory		Excellent

Strengths:

Areas for Improvement:

2.   **<u>Consultation:</u>**

1	2	3	4	5
Poor		Satisfactory		Excellent

Strengths:

Areas for Improvement:

3.   **<u>Therapy/intervention skills:</u>**

1	2	3	4	5
Poor		Satisfactory		Excellent

Strengths:

Areas for Improvement:

4.   <u>**Utilizing and evaluating scientific findings to inform professional practice:**</u>

<div align="center">

1	2	3	4	5
Poor		Satisfactory		Excellent

</div>

Strengths:

Areas for Improvement:

5.   <u>**Adherence to ethical and legal guidelines:**</u>

<div align="center">

1	2	3	4	5
Poor		Satisfactory		Excellent

</div>

Strengths:

Areas for Improvement:

6. <u>**Leadership, advocacy, and service in the profession:**</u>

<div align="center">

1	2	3	4	5
Poor		Satisfactory		Excellent

</div>

Strengths:

Areas for Improvement:

7.   <u>**Based on your experience with this Intern, how does her/his training compare with interns from other graduate programs?**</u>

<div align="center">

1	2	3	4	5
Much Less Well Trained	Somewhat Less Well Trained	Similar To Others Trained	Somewhat Better Trained	Much Better Trained

</div>

Strengths:

Areas for Improvement:

8.   **Based on your experience with this Intern up to this point, what suggestions do you have to improve our graduate training program?**

9.   **Other comments about this intern's performance:**

10.   **On the basis of this review, are you willing to indicate at a later time to the National Register, state licensing boards, or other accrediting agencies that the student satisfactorily completed her/his internship under your supervision?**

             _____ Yes   _____ No

11.   **Mid-Point Grade for the Year:**

      _____   **PASS**

      _____   **FAIL**

_____   _____
Supervisor's Signature   Date

_____   _____
Intern's Signature   Date Discussed With Intern

      Return to: **Sarah Valley-Gray, Psy.D., ABPP**
                          Director of Training
                          Nova Southeastern University
                          Center for Psychological Studies
                          3301 College Avenue
                          Ft. Lauderdale, FL 33314

FINAL INTERNSHIP PERFORMANCE EVALUATION

To be completed at the conclusion of the internship year.

Name of Intern: _____

Internship Program: _____

Internship Director: _____

Supervisor(s): _____

_____

_____

Nova Southeastern University
Doctoral Program in School Psychology
FINAL INTERNSHIP EVALUATION
ASSESSMENT OF COMPETENCY

Please evaluate the performance of our doctoral candidate at the end of your internship program. Evaluate the intern on each of the following areas of competence on a Likert Scale of 1 to 5. Please also provide any comments regarding relative strengths as well as areas for improvement under each assessment of competency. **Each evaluation must be based in part <u>on direct observation</u> of the candidate and his/her developing skills (either live or electronically).**

1.   Assessment:

1	2	3	4	5
Poor		Satisfactory		Excellent

Strengths:

Weaknesses:

2.   Consultation:

1	2	3	4	5
Poor		Satisfactory		Excellent

Strengths:

Weaknesses:

3.   Therapy/Intervention Skills:

1	2	3	4	5
Poor		Satisfactory		Excellent

Strengths:

Weaknesses:

4. Utilizing and evaluating scientific findings to inform professional practice:

1	2	3	4	5
Poor		Satisfactory		Excellent

Strengths:

Weaknesses:

5. Adherence to ethical and legal guidelines:

1	2	3	4	5
Poor		Satisfactory		Excellent

Strengths:

Weaknesses:

6. Leadership, advocacy, and service in the profession:

1	2	3	4	5
Poor		Satisfactory		Excellent

Strengths:

Weaknesses:

7. Based on your experience with this Intern, how does his/her training compare with interns from other graduate programs?

1	2	3	4	5
Much Less Well Trained	Somewhat Less Well Trained	Similar to Others Trained	Somewhat Better Trained	Much Better Trained

Strengths:

Weaknesses:

8.   **Based on your experience with this Intern, what suggestions do you have to improve our graduate training program?**

9.   **Other comments about this Intern's performance:**

10.   **On the basis of this review, are you willing to indicate at a later time to the National Register, state licensing boards, or other accrediting agencies that the Intern satisfactorily completed his/her internship under your supervision?**

               _____ YES   _____ NO

11.   **Final Grade for the Year:**

               _____ PASS   _____ FAIL

12.   **Please check the appropriate line below to confirm that the aforementioned Intern has completed a minimum of 2000 hours:**

               _____ YES   _____ NO

13.   **FINAL COMPLETION DATE OF INTERNSHIP: _____**

_____   _____
Supervisor's Signature   **Date**

_____   _____
Intern's Signature   **Date discussed with intern**

          Return form to: Sarah Valley-Gray, Psy.D., ABPP
                                   Director of Training
                                   Nova Southeastern University College of Psychology
                                   3301 College Avenue
                                   Ft. Lauderdale, FL 33314

Nova Southeastern University
Doctoral Program in School Psychology

POST INTERNSHIP SURVEY

1.   **Name:** _____

2.   **Internship Site:** _____

3.   **Internship Site Address:** _____

     _____

     _____

4.   **Patient populations worked with and percentage of internship time devoted to each:**

         Population   *%*
     1.   _____
     2.   _____
     3.   _____
     4.   _____

5.   **Name and Title of Supervisor(s):**

         Name   *Title*
     1.   _____
     2.   _____
     3.   _____

6.   **Dates of Internship:**

     1. Beginning Date: _____
     2. Ending Date: _____
     3. Total Number of Hours Worked: _____

7. **Internship Activities (average hours/week):**

A. Client Contact:

1. Testing: _____hrs/week

2. Psychotherapy: _____hrs/week

3. Consultation/Education: _____hrs/week

4. Other (please specify): _____

_____hrs/week

   a) Supervision _____hrs/week

   b) Case conferences/staffings _____hrs/week

   c) Research _____hrs/week

   d) Supervision of others _____hrs/week

   e) Other (please specify) _____

_____hrs/week

8. **Evaluations**

a) Overall rating of internship a learning experience (circle one):

   1–Poor 2–Fair 3–Good 4–Very Good 5–Excellent

b) Rating of overall quality of supervision (circle one):

   1–Poor 2–Fair 3–Good 4–Very Good 5–Excellent

9. **Comment on the positive aspects of this internship:**

10. **Comment on the negative aspects of this internship:**

11. **Did you feel adequately prepared for this placement?** ☐Yes ☐No
If NO, what specific prior training would have been useful?

12. **Would you recommend this internship to future Nova Southeastern University interns?** ☐Yes ☐No

13. **If YES, what suggestions do you have regarding the application process and/or functioning as an intern?**

14. **My plans are to: (check all that apply)**
    ☐ Complete my program requirements
    ☐ Return to the south Florida area
    ☐ Remain in the area of my internship
    ☐ Relocate to another area (please specify):_____

15. **My address upon completion of internship will be:**

    _____

    _____

    Phone number: _____

    Email: _____

16. **Where are you planning to be employed after internship? (Please specify if Post-doc)**

    Employer name: _____
    Address: _____
    Position/Title: _____
    ☐ Full-time   ☐Part-time

17. Please specify what percentage of your time will be devoted to each of the following settings/activities:

School: _____

Community agency (please specify type): _____

Administrative: _____

Other (please specify): _____

17.   Using the following scale, please rate both your doctoral training at NSU and your internship training regarding your preparation for each of the following activities:

1	2	3	4	5
poor	fair	adequate	good	excellent

	NSU	**INTERNSHIP**
teaching	_____	_____
research	_____	_____
clinical	_____	_____
administrative	_____	_____
supervision	_____	_____
consultation	_____	_____
other (specify)	_____	_____

Student's Signature _____   **Date** _____

Return to: **Director of School Psychology Program**
                Nova Southeastern University
                College of Psychology
                3301 College Avenue
                Ft. Lauderdale, FL 33314

Resources

American Psychological Association Ethical Principles of Psychologists and Code of Conduct
www.apa.org/ethics/code2002.html

National Association of School Psychologists Guidelines for the Provision of School Psychological Services
http://www.nasponline.org/standards/2010standards.aspx

National Association for School Psychologists Principles for Professional Ethics
http://www.nasponline.org/standards/2010standards.aspx

Code of Ethics of the Education Profession in Florida
www.fldoe.org/dpe/publications/ethics.pdf

PSYCHOLOGY SERVICES CENTER
AUTHORIZATION FOR AUDIO/VISUAL RECORDING AND
OBSERVATION FOR SUPVISORY PURPOSES

As a consenting adult, I authorize Nova Southeastern University, Inc. on behalf of its College of Psychology (hereinafter referred to as "NSU-COP") and Psychology Services Center (hereinafter referred to as "PSC") and such clinical faculty, licensed psychologists and students as may be assigned to my (or my child's) treatment to use or disclose the audio/video taping of my (or my child's) therapy sessions for supervisory and/or training purposes.

I understand that the audio/video tape may be viewed in individual and/or small peer group supervision sessions at NSU-COP and/or PSC by clinical faculty and/or licensed psychologists and students as an educational opportunity to help train students.

I also understand that clinical faculty, licensed psychologists and students may observe the therapy sessions by way of closed circuit TV or one-way mirrors, and that I will be notified by me clinical faculty and/or licensed psychologist and/or student in each instance.

I understand that only my (or my child's) first name will be used or my (or my child's) name will not be mentioned during a session.

I understand that the contents of the audio/video tape will remain confidential within the supervision group of students at NSU-COP and/or PSC. I understand that the audio/video tape will be stored in a secure location at NSU-COP and/or PSC.

This authorization shall be in force and effect until the completion of the supervisory and/or training review of this session at which time this authorization to use or disclose this protected health information expires.

I understand that, as set forth in NSU's Notice of Privacy Practices, I have the right to revoke this Authorization, in writing, at any time by sending written notification to:

> Dr. Ana Martinez
> Nova Southeastern University
> College of Psychology
> 3301 College Avenue
> Fort Lauderdale, FL 33314

I understand that if I revoke this authorization, it does not apply to any action NSU, PSC or others have taken in reliance on my authorization before they received my written notice. I understand that information used or disclosed according to this authorization may be subject to re-disclosure and may no longer be protected by federal or state law.
I understand that PSC will not condition my (or my child's) treatment on whether I provide authorization for the requested use or disclosure. I understand I have the right to refuse to initial this authorization.

_____   _____
Signature of Client of Personal Representative   Date

_____   _____
Name of Client or Personal Representative   Description of Personal Representative's Authority
                                                            (if applicable)

Date: April 2003   File in Patient Chart
Revision: May 2015

PSYCHOLOGY SERVICES CENTER
HIPAA AUTHORIZATION FOR USE AND DISCLOSURE OF INFORMATION
FOR EDUCATIONAL AND RELATED PURPOSES
(OTHER THAN FOR TREATMENT AND PAYMENT PURPOSES)

Patient Name (last, first, middle initial): _____ Date of Birth: _____
Patient Address: _____ City: _____ State: _____ Zip: _____
Telephone No: ( ) _____

SPECIFY THE INFORMATION TO BE DISCLOSED: When I sign this Authorization, I authorized Nova Southeastern University, Inc., on behalf of its College of Psychology and the Psychology Services Center (hereinafter referred to as "NSU-COP") to use or disclose the following health information during the term of this Authorization:

- Video tapes/recordings
- Audio tapes/recordings
- Photographs
- X-rays and other diagnostic tests/films
- Medical Record Information (including but not limited to: description of injury or condition, clinical history, family history, patient demographics, test results, patient diagnosis and patient treatment)

I understand and agree that the information I am authorizing to be released may include:
  (1) HIV/AIDS Testing or Treatment (including the fact that an HIV test was ordered, performed or reported, regardless of whether the results of such tests were positive or negative)
  (2) Information about Substance (i.e., alcohol or drug) Abuse
  (3) Information about Abuse of an Adult
  (4) Information about Sexual Assault
  (5) Information about Child Abuse and Neglect
  (6) Information about a Mental Illness or Developmental Disability
  (7) Information about Communicable Diseases
  (8) Information about Venereal Disease(s)
  (9) Information about Genetic Testing

PURPOSE: When I sign this Authorization, I authorize NSU-COP to use and disclose the protected health information listed above for the following purpose:
- Uses/disclosures by NSU students or faculty for classroom activities within NSU for current and future teaching activities within NSU including disclosures by students to faculty for exam purposes;
- To create and present one or more presentation(s), seminars, conferences and meetings;
- To create and publish one or more article(s), textbooks, internet publications, or other publications; and
- Uses and disclosures by NSU students and faculty for psychology clinical competency exams.

RECIPIENT: The following are the people to whom the NSU-COP may disclose my protected health information:
- NSU students or faculty for classroom/exam activities within NSU;
- Attendees at a public conference(s), seminars, or other educational session(s);
- Publishers and readers of an article, textbook, internet publication or other publication(s); and
- NSU students or faculty for psychology clinical competency exam activities.

EFFECTIVE DATE OF AUTHORIZATION:

This authorization shall be in force and effect until the end of the educational purpose at which time this authorization to use or disclose this protected health information expires.

I understand that, as set in NSU's Notice of Privacy Practice, I have the right to revoke this authorization, in writing, at any time by sending written notification to:

> Dr. Ana Martinez
> Nova Southeastern University
> College of Psychology
> 3301 College Avenue
> Fort Lauderdale-Davie, FL 33314

I understand that a revocation is not effective to the extent that NSU-COP has relied on the use or disclosure of the protected health information.

I understand that information used or disclosed pursuant to this authorization may be subject to re-disclosure by the recipient and may no longer be protected by federal or state law.

I understand that NSU-COP will not condition my treatment on whether I provide authorization for the requested use or disclosure.

I understand that I have the right to:

- **Inspect or copy my protected health information to be used or disclosed as permitted under federal law (or state law to the extent the state law provides greater access rights).**
- **Refuse to sign this authorization.**

_____   _____
Signature of Client of Personal Representative   Date

_____   _____
Name of Client or Personal Representative   Description of Personal Representative's Authority
                                                         (if applicable)

Date: April 2003   **File in Patient Chart**
Revision: May 2015

NOTES

NOTES