



# Northeastern

SCHOOL PSYCHOLOGY PROGRAM

PRACTICUM MANUAL

PRACTICUM REQUIREMENTS

AND EVALUATION SYSTEM

Revised 6/09

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## Overview of Practicum

### Basics:

*Pre-Practicum:* As its name denotes, the pre-practicum occurs prior to the practicum and is 75 hours in duration. The pre-practicum is completed during Summer I at the end of the first year. The purpose of the pre-practicum is for students to gain observational experiences and to learn about the school ecology.

*Practicum:* Practicum students are required to attain a *minimum* of 450 hours (i.e., 2 days per week) of field experience in school psychology (*200 hours*, 1 day/week, for students in the PhD and EI Certificate programs). Prior to beginning practicum, students must have a contract signed by their site and Northeastern University. They may request a contract from the main office (see contract request form at the end of this manual). During the practicum, students are expected to demonstrate their skills in the following core areas of school psychology:

- Professional Identity and Professional Behavior
- Assessment
- Counseling
- Consultation and Collaboration
- Prevention
- Culture and Diversity
- Ethical and Legal Issues
- Program Evaluation and Applied Research
- Communication and Information Technology

In regard to the assessment requirements, students should complete at least two comprehensive psycho-educational assessments, and their total number of assessments should be between a minimum of 5 and a maximum of 10. The comprehensive assessments should include multiple reliable and valid methods that assess multiple domains of functioning, and the choice of instruments should be derived from the presenting concerns / referral questions. More detailed guidance can be found in the portfolio guidelines.

### Course Work:

*Our practicum students have already taken the following courses:*

- Clinical Skills in Counseling Psychology
- Introduction to Assessment
- Learning Principles
- Infant, Child & Adol. Development
- Cognitive Assessment
- Child & Adolescent Psychopath.
- School Psychology Seminar
- Understanding Culture and Diversity
- Behavior Management
- Family Counseling and Collaboration
- Neuropsychological and Ecological Perspectives on Cog. Assessment
- Pre-practicum

*During the practicum year students will take the following courses:*

**Fall Semester**

- Personality Assessment\*
- Curriculum Based Assessment\*
- Research Evaluation and Data Analysis
- Practicum Seminar

**Spring Semester**

- School-Based Counseling\*
- Consultation\*
- Learning Problems: Educational, Biological and Ecological Perspectives
- Practicum Seminar

\*Denotes courses that have requirements conducted within the practicum.

For the Personality Assessment course, students need to complete a comprehensive assessment including (a) systematic direct observations (b) teacher, student, and parent interviews, and (c) broad and narrow band rating scales.

For the Curriculum Based Assessment course, students need to (a) conduct a class-wide reading screening and, (b) based on the data, identify a student for a reading intervention, which they will then implement. They also need to identify and assess two students with academic difficulties (i.e., math, spelling, writing).

Consultation and School-Based Counseling occur in the spring.

For the School-Based Counseling course, students (a) need to be able to counsel an individual or group for several weeks and (b) write a series of reports based on the case.

For the Consultation course, students (a) need to identify a teacher who would be willing to meet four times and (b) implement strategies in the classroom.

**In addition to the above requirements, students must meet the following requirements for the portfolio:**

- Counsel three individuals and groups
- Provide consultation to at least two school staff members or parents
- Plan and implement an intervention designed to prevent problems
- Be familiar with and conform to the ethical standards established by the National Association of School Psychologists and the American Psychological Association
- Demonstrate multicultural competencies in all aspects of their practicum

**Field Supervision:**

Field supervisors, who provide practicum supervision and mentoring, must have a Massachusetts educator's licensure (certification) as a school psychologist and a minimum of three years of experience as a school psychologist. Practicum supervision consists of a minimum of one hour per week, in a face-to-face format.

**University Supervision:**

Practicum students are enrolled in a seminar course during the practicum year. A university supervisor, who is a certified school psychologist, instructs this course. The university supervisor

maintains contact with the field supervisor through two site visits and phone calls when necessary. At the end of the practicum year, the field supervisor and university supervisor determine if the student has progressed adequately in core areas and is ready for internship.

**Course Vouchers for Supervisors:**

In recognition of the valuable guidance and supervision, which is given to practicum students, the Bouvé College of Health Sciences at Northeastern University makes available tuition vouchers for field supervisors. A voucher for one course at Northeastern University is available for each NU practicum supervisor. Please see p.11 for procedures and contact information.

***Pre-Practicum***

The pre-practicum occurs prior to the practicum and requires a minimum of 75 hours of school-based experience. The pre-practicum seminar is designed to orient students to the school psychology profession and the practicum. The emphasis of the pre-practicum experience is on observational learning. By means of this course, school psychology graduate students acquire an understanding of the role of the school psychologist and the school environment. School psychology graduate student must complete the entire pre-practicum, and submit the documentation of its successful completion prior to beginning the practicum experience (see the School Psychology Pre-practicum Summary on page 14 of this manual). A Massachusetts licensed school psychologist monitors the field experiences.

The monitoring school psychologist shall make every effort to provide the pre-practicum student with a variety of observational experiences. The observational experiences can include direct observations in the classroom, administration of assessments, teacher and parent consultation meetings, and team meetings. The intent is to familiarize the pre-practicum student with the range of different of school psychological services, and the range of students, who receive services from school psychologists, including students from different cultures, and students with and without disabilities.

The objectives of the pre-practicum are for students to (a) understand the responsibilities and the role of the school psychologist, (b) gain observational experiences pertaining to school psychological services in both general and special education, and (c) understand the ecology of the school environment.

The pre-practicum is completed during Summer Session I at the end of the first year of the program.

## Northeastern University's Minimum Requirements for Satisfactory Completion of the Practicum Experience

The practicum is distinct from and occurs prior to the internship experience. Practicum students are required to attain a *minimum* of 225 hours of field experience in school psychology *each semester* (100 hours for PhD and EI Certificate students) and a *total of 450 hours* (200 hours for PhD and EI Certificate students) over the course of the academic year. A *minimum* of 200 hours (100 hours for PhD and EI Certificate students) of direct experience (not observation) is required in the areas of assessment and intervention. (Download the ‘Practicum Log’ at <http://www.schoolpsychology.neu.edu/current.html> and see the ‘End of Year Practicum Form’ in this manual to see the forms that are used to document these hours.) Students are expected to follow the school calendar of the school district where they are doing their practicum. All students are expected to remain in their practicum placement until the end of their district’s academic year. The expectation is that students will have more direct experience as they become more competent in these areas throughout the academic year. The field supervisor in consultation with university supervisor and the graduate student will determine readiness for direct experiences. In order for graduate students to attain a satisfactory grade in the practicum courses, they must meet the following minimum requirements in the areas of: (a) professional identity and professional behavior, (b) assessment, (c) intervention / prevention, (d) program evaluation and applied research, (e) culture and diversity, (f) ethical and legal issues, and (g) communication and information technology.

### Professional Identity and Behavior

Practicum students are expected to demonstrate commitment to the profession of school psychology and comport themselves in a professional manner. This includes, but is not limited to, seeking out professional development opportunities, joining professional associations, being reliable, promptly completing tasks, having good attendance, and appropriately collaborating and interacting with co-workers and supervisors.

### Assessment

During the 400-hour practicum, students are expected to take primary responsibility for at least two comprehensive assessments of individuals during the school year (see portfolio guidelines for

more detail). In addition, for the curriculum based assessment course in the fall, students need to identify and assess two students with academic difficulties. Also, practicum students are expected to have direct experiences in each of the following areas throughout the year and to become knowledgeable about the strengths and limitations of each of these assessment procedures and tools.

1. Interview teachers, parents, children/adolescents, and other relevant parties.
2. Administer, score, and interpret intelligence tests (e.g., Woodcock-Johnson III, WISC-IV, WPPSI-III, DAS).
3. Evaluate students' academic performance by means of individually-administered norm referenced achievement tests and curriculum based assessment.
4. Evaluate students' behavior functioning using functional behavior assessment (FBA) methods. Based on the results of the FBA, develop a behavior intervention plan.
5. Evaluate students' behavioral and adaptive functioning by means of rating scales (e.g., BASC, CBCL, Vineland, etc.)
6. Evaluate students' socio-emotional functioning through both objective and projective tests.
7. Review relevant permanent products and records about the student (e.g., attendance, handwriting samples, group achievement test scores).
8. Conduct clinical and systematic direct observations of the student in the classroom and/or other relevant settings.

Furthermore, practicum students are expected to have direct experiences in:

1. Developing data-based and practical recommendations based on assessments.
2. Writing case reports.
3. Presenting case reports at a meeting with parents, teachers and/or special education staff members.

### Intervention: Counseling

Practicum students are expected to have direct experience in both individual and group counseling, and provide counseling to at least three students. For the school-based counseling course in the spring, students need to be able to counsel an individual or group for several weeks and write a series of reports based on the case.

Counseling shall include:

1. Assessing the student's problems, the relevant context of the problems, and identifying student's strengths.
2. In collaboration with students and relevant others, developing counseling goals for the student(s).
3. Developing and implementing a theoretically sound and practical counseling plan for the student(s).
4. Evaluating the outcomes of counseling, and if necessary, revising the plan.

In addition, practicum students are expected to keep a written record of the cases that includes progress notes of counseling sessions.

#### Intervention: Consultation and Collaboration

Practicum students are expected to assist in or provide consultation to at least two school staff members or parents during the school year. *For the consultation course, students need to identify a teacher who would be willing to meet four times during the spring semester and implement strategies in the classroom.* Consultation shall involve:

1. Helping the consultee clearly identify problems and factors that might be contributing to the problems.
2. Developing consultation goals in collaboration with the consultee.
3. Developing and facilitating the implementation of a theoretically sound and practical intervention plan.
4. Evaluating the outcomes of and the consultee's satisfaction with consultation, and if necessary adapting the intervention plan.

#### Intervention: Prevention

Practicum students are expected to be involved with the planning and implementing of interventions designed to prevent problems. They should:

1. Develop behavior plans that are proactive (e.g., modifies antecedent conditions)
2. Take a systems and ecological perspective on preventing problems
3. Collaborate with others to develop policies that might prevent problems

4. Take systems and ecological perspectives on planning programs
5. Understand how school level (e.g., resources, climate, policies, procedures) and family level variables (e.g., roles, relationships, structure) influence prevention activities
6. Understands how special educational and general educational services are organized and are related to one another.
7. Use data to monitor student progress and to inform decisions

### Ethical and Legal Issues

Consistent adherence to the ethical standards relevant to the practices of assessment, counseling and consultation is expected. Students will have knowledge of and demonstrate sensitivity to possible cognitive, ethnic, racial, and sexual biases. Graduate students shall be familiar with and conform to the ethical standards established by the National Association of School Psychologists (2000) and the American Psychological Association (2002).

### Culture and Diversity

Practicum students are expected to demonstrate multicultural competencies in all aspects of their practicum experiences. The culturally competent school psychologist is able to sensitively deliver services to students and parents from diverse cultural, racial, and linguistic backgrounds. The three broad-based areas of multicultural competencies include: (a) Attitudes and Beliefs, (b) Knowledge, and (c) Skills.

### Program Evaluation and Applied Research

Practicum students shall use their knowledge about relevant applied research to their assessment and intervention recommendations and practices. Practicum students also shall systematically evaluate the implementation and outcomes of their work.

### Communication and Information Technology

Practicum students shall demonstrate their competence in (a) written communication by means of assessment reports, case summaries and other written documentation provided for the portfolio, (b) oral communication skills by means of reports at team meetings, (c) information technology by

appropriate use of e-mail for communicating with either staff or parents, or the documentation of the use of online resources for locating identifying evidence-based practices.

### Three University/Field Supervisor Contacts

During the practicum year, there will be three contacts between the university supervisor, the field supervisor, and the graduate student for the purpose of discussing the student's progress. The first and last must be face-to-face contacts. At the end of first and last meeting, the three parties will put their initials on a form that documents the occurrence of the meeting (see the "Practicum Documentation Form").

At the first face-to-face meeting, which will occur during the first month of the fall semester, the Northeastern University's school psychology practicum goals are discussed. These training goals can be categorized in seven broad areas: (a) professional identity and professional behavior, (b) assessment, (c) intervention, (d) program evaluation and applied research, (e) culture and diversity, (f) ethical and legal issues, and (g) communication and information technology. A practicum agreement must be signed and completed either prior to or during this meeting (see "Practicum Agreement").

At the mid-year contact, which will occur during the beginning of the spring semester, the field and university supervisors will discuss the graduate student's progress relative to the competency areas. If deficiencies are noted with respect to the practicum setting or the graduate student's progress, a plan is developed in collaboration with the student to address the deficiencies. At the final meeting, the university supervisor and the field-based supervisor will determine whether or not the graduate student has attained the competency level needed to function as an internship student.

### Approval and Location of Practicum

The training director shall approve all practicum placements. No placement shall occur outside of a 40-mile radius of Boston without the written approval of the training director. If a student makes an oral or written commitment to a practicum or an internship site, he / she is ethically obligated to follow through and do her field experience at that site, regardless if a more attractive alternative becomes available at a later date. If a student wants to change a commitment to a field site, he / she needs written approval from the training director.

As a means of expressing our gratitude to our field supervisors, Northeastern University grants a voucher for one course to the *participating school system or agency*. It is necessary to make a written request, on the school systems' (or agency's) letterhead, to obtain the voucher. The request for a voucher should be addressed to:

Mrs. Monique Clarke, Administrative Assistant  
Department of Counseling and applied Educational Psychology  
404 International Village, Northeastern University  
360 Huntington Avenue  
Boston, MA 02115

### Resolving Practicum Problems

Although infrequent, problems and/or conflict can develop during the field experience. Therefore, it is important to have a fair and consistent method that can be utilized in a systematic manner for problem resolution. Either the supervisor or the supervisee can initiate action to resolve the perceived problem.

1. The first step is for the supervisor and supervisee to jointly discuss any emerging concerns in an open and honest fashion. Moreover, it is important that this be done in a timely manner. It also might be advantageous to document the outcomes of the meeting.

2. Should that be insufficient, the university supervisor should become involved to provide assistance. The university supervisor will notify the university's director of fieldwork that concerns have been noted and will specify these concerns. At that time, a plan will be developed by that contains specific goals that are agreed upon in writing by all three parties (i.e., the student, site supervisor, and the university supervisor). A date for a review of the plan will be specified.

3. If resolution/improvement does not occur within the temporal framework agreed upon, the university's director of fieldwork will be requested to mediate. At that time, previous concerns and plans to address the concerns will be reviewed. All parties will then agree on additional specific, written plans and a timely follow-up review date will be established.

4. Finally, if problems continue, the core faculty of the school psychology program will meet to determine an appropriate course of action. Such actions may include changing supervisors, changing sites, repeating the fieldwork experience or the student's termination from the program.

### Essential Paperwork

**Students should retain a copy of all their paperwork for their records. The department will only keep records for seven years.**

- September 30: Student & Supervisor Information Form
- September 30: Practicum Agreement Form
- Last class of the fall semester: Fall Assessment of Practicum Student's Progress (multi-page assessment of your skills rated by field supervisor)
- Logs

The following documents are due on the last class of the spring semester:

- Logs
- End of Year Practicum Form (completed by student).
- Spring Assessment of Practicum Student's Progress (multi-page assessment of your skills rated by field supervisor),
- Assessment of Practicum Field Site (completed by student),
- Assessment of University's Support of the Practicum Experience (completed by field supervisor)
- Satisfaction with the School Psychology Program Questionnaire (completed by student)

The following documents are due no later than June 15. Failure to submit documents by that date can jeopardize approval of internship site.

- Final logs
- Practicum Documentation Form (2 page document with initials verifying 3 contacts & yes/no evaluation of competency areas)
- Internship Clearance Form *with the attachments of your transcript, portfolio ratings, internship placement form*
- Internship Placement Form

### Overview of the School Psychology Practicum Evaluation System

The overarching purpose of the school psychology practicum evaluation system is to provide data so that judgments can be made about different elements of the practicum program. These elements are discussed below. The obtained data are used to assess the graduate student's progress and to further develop and improve the practicum program and the overall school psychology program at Northeastern University.

1. The graduate student's progress with respect to important school psychology knowledge and skills. In this regard, the questionnaire, "Assessment of the Practicum Student's Progress" is completed by the *field supervisor* two times during the course of the practicum experience: immediately *prior* to the end of the fall and spring semesters.

2. The quality of the university's training and supervision. Two questionnaires are used to assess this area. At the end of the practicum experience, the graduate student completes the questionnaire, "Satisfaction With The School Psychology Program". At the end of the practicum

experience, the field supervisor completes the "Assessment of University's Support of the Practicum Experience" questionnaire.

3. The quality of the practicum site's training offerings and supervision. As a means to assessing this area, at the end of the practicum experience, the graduate student completes the questionnaire "Assessment of the Field Site".

School Psychology Pre-Practicum Summary  
Northeastern University

Student: \_\_\_\_\_

Field Supervisor: \_\_\_\_\_

School: \_\_\_\_\_

School System: \_\_\_\_\_

Dates of Pre-Practicum: From \_\_\_\_\_ To \_\_\_\_\_

Total Hours (must equal or exceed 75): \_\_\_\_\_

Description of Pre-Practicum:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Signature of Field Supervisor

Massachusetts School Psychology Licensure # of Field Supervisor

\_\_\_\_\_

**REQUEST for CONTRACT**

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

**Masters**                      **Doctoral**      (circle or underline if you're transmitting via email)

Graduate Program: \_\_\_\_\_

NU Program Director/Advisor: \_\_\_\_\_

**Hospital or School System Affiliate Information**

Name of placement site: (example, Brown Middle School): \_\_\_\_\_

Address: \_\_\_\_\_

City/Town: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Name and title of the person responsible for signing the contract:

(example; John Smith, Counsel for the School Administration)

\_\_\_\_\_

**Site Supervisor Information**

Site Supervisor: \_\_\_\_\_

City/Town: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Phone number: \_\_\_\_\_ Fax number: \_\_\_\_\_

Riders to be Attached: please check (or underline) all that applies

- None
- Practicum Rider
- Internship Rider
- Advanced Fieldwork Rider
- Doctoral Agreement and Rider

*Contracts will be prepared by the Main Office, and then forwarded to University Counsel. After the contract has been signed, the original and a copy will be forwarded to the Affiliate for signature. The affiliate will sign both copies, and return one for our files. A log will be kept in the main office. All contracts will be kept in the main office. Please allow at least two weeks for this process to occur.*

**Please return this completed form to Monique Clarke, in the main office or email: m.clarke@neu.edu**

Assessment of the Practicum Student's Progress

To be completed by the field supervisor after consultation with the practicum student.

Date: \_\_\_\_\_ Graduate Student: \_\_\_\_\_

Field Supervisor: \_\_\_\_\_ Practicum Site: \_\_\_\_\_

Semester (check one): \_\_\_ Fall \_\_\_ Spring

Directions: It is expected that as the year progresses, the practicum student will be ready for and get more opportunities for direct experience in the areas of assessment, counseling and consultation. Therefore, it is also expected that the field supervisor's ratings of the graduate student's knowledge and skills in these areas will increase as the practicum student progresses during the course of the academic year. The field supervisor completes this form after consulting with the graduate student. However, the decision for determining the student's level of competency rests with the supervisor. This form must be returned to the practicum student's university supervisor prior to the end of the semester.

Please provide your estimate of the practicum student's progress in regard to her / his knowledge and skills. Keep in mind that a satisfactory completion of the practicum signifies that the student has completed an important requirement toward qualifying for an internship experience, in which the student will function more independently. Use the following scale: 1 = much below expected level of a practicum student, 2 = below expected level of practicum student, 3 = at the expected level of a practicum student, 4 = above expected level of a practicum student, 5 = much above expected level of a practicum student, NO = no opportunity for student to perform, or NA = no opportunity for supervisor to assess.

Area #1: Professional identity and professional behavior

Ratings (1 = much below expected level, 5 = much above expected level)

- \_\_\_\_\_ 1. Uses theory and research to guide practice
- \_\_\_\_\_ 2. Interacts appropriately with students and their families, and staff
- \_\_\_\_\_ 3. Accurately perceives his / her own strengths and areas needing improvement
- \_\_\_\_\_ 4. Knows when to seek assistance and responds well to feedback
- \_\_\_\_\_ 5. Demonstrates an ability to initiate activities
- \_\_\_\_\_ 6. Arrives to internship site and to meetings on time

- \_\_\_\_\_ 7. Is motivated to improve (e.g., checks his/her work for errors)
- \_\_\_\_\_ 8. Demonstrates empathy by being aware of, understanding, and appreciating the feelings of others
- \_\_\_\_\_ 9. Is able to withstand adverse events and stressful experiences without getting overwhelmed
- \_\_\_\_\_ 10. Has gained the trust of students, parents, and staff

Area #2: Progress in Assessment

A. During this semester, how many individual assessments has the graduate student:

1. observed? \_\_\_\_\_                      2. assisted in? \_\_\_\_\_                      3. conducted? \_\_\_\_\_

B. During this semester, how many assessment reports has the graduate student:

1. written? \_\_\_\_\_                      2. used as a basis for recommendations? \_\_\_\_\_
3. orally presented at a meeting? \_\_\_\_\_

Ratings (1 = much below expected level, 5 = much above expected level)

- \_\_\_\_\_ 1. Interviews (teachers, parents, and students)
- \_\_\_\_\_ 2. Administers, scores and interprets tests of cognitive abilities  
 Indicate which one(s) \_\_\_\_\_
- \_\_\_\_\_ 3. Administers, scores, and interprets measures of academic achievement  
 Indicate which one(s) \_\_\_\_\_
- \_\_\_\_\_ 4. Conducts functional behavior assessments
- \_\_\_\_\_ 5. Uses broad-band rating scales (e.g., Behavior Assessment System for Children, Child Behavior Checklist).  
 Indicate which one(s) \_\_\_\_\_
- \_\_\_\_\_ 6. Uses objective measures of personality (e.g., MMPI-A; Beck Depression Inventory, Children's Depression Inventory, Revised Children's Manifest Anxiety Scale).
- \_\_\_\_\_ 7. Reviews relevant permanent products and records about the student
- \_\_\_\_\_ 8. Conducts systematic direct observation of the student in the classroom and/or other natural settings

- \_\_\_\_\_ 9. Conducts assessments of the instructional and classroom environment, and the match between the curriculum and the student's needs
- \_\_\_\_\_ 10. Generates data-based and practical recommendations as a result of the assessment

Area #3: Progress in Intervention - Counseling

# of students seen in counseling \_\_\_\_\_

# of individual counseling sessions \_\_\_\_\_ Average duration (minutes) \_\_\_\_\_

# of group counseling sessions \_\_\_\_\_ Average duration (minutes) \_\_\_\_\_

Ratings (1 = much below expected level, 5 = much above expected level)

- \_\_\_\_\_ 1. Exhibits a reflective and planned approach to counseling
- \_\_\_\_\_ 2. Uses evidence-based strategies which are appropriate to the needs of the client or student
- \_\_\_\_\_ 3. Demonstrates communication skills (e.g., open-ended questions, reflection of feelings, paraphrasing, and summarization, etc.)
- \_\_\_\_\_ 4. Develops rapport with client
- \_\_\_\_\_ 5. Uses data in making counseling decisions
- \_\_\_\_\_ 6. Is aware of the strengths and limitations of counselling sessions

Area #4: Progress in Intervention – Consultation and Collaboration

# of consultative meetings with teachers \_\_\_\_\_ # of consultative meetings with parents \_\_\_\_\_

Number of consultative meetings with others \_\_\_\_\_

Ratings (1 = much below expected level, 5 = much above expected level)

- \_\_\_\_\_ 1. Assesses and understands constraints and opportunities
- \_\_\_\_\_ 2. Adapts evidence-based and practical interventions for consultee to use
- \_\_\_\_\_ 3. Uses data to plan and evaluate individualized interventions
- \_\_\_\_\_ 4. Develops a collaborative relationship with consultee
- \_\_\_\_\_ 5. Is aware of the strengths and limitations of consultation
- \_\_\_\_\_ 6. Prepares for meetings with consultee

Area #5: Intervention - Prevention

Ratings (1 = much below expected level, 5 = much above expected level)

- \_\_\_\_\_ 1. Develops behavior plans that are proactive (e.g., modifies antecedent conditions)
- \_\_\_\_\_ 2. Takes systems and ecological perspectives on planning programs
- \_\_\_\_\_ 3. Understands how school level (e.g., resources, climate, policies, procedures) and family level variables (e.g., roles, relationships, structure) influence prevention activities
- \_\_\_\_\_ 4. Understands how special educational and general educational services are organized and are related to one another.
- \_\_\_\_\_ 5. Works with others to develop school policies that help prevent problems.
- \_\_\_\_\_ 6. Uses data to monitor student progress and to inform decisions.

**Area #6: Progress in Program Evaluation and Applied Research**

Ratings (1 = much below expected level, 5 = much above expected level)

- \_\_\_\_\_ 1. Seeks opportunities to learn more about evidence-based practices
- \_\_\_\_\_ 2. Shares knowledge about evidence-based practices through presentations, handouts for parents and staff, and other means
- \_\_\_\_\_ Systematically evaluates his / her work with respect to:
  - \_\_\_\_\_ 3. outcomes / goal attainment for students
  - \_\_\_\_\_ 4. implementation (treatment integrity)
  - \_\_\_\_\_ 5. satisfaction of stakeholders (e.g., students, staff, parents)
  - \_\_\_\_\_ 6. group intervention and prevention programs

**Area # 7: Progress in Demonstration of Professional Ethics and Knowledge of Legal Issues**

Ratings (1 = much below expected level, 5 = much above expected level)

- \_\_\_\_\_ 1. Evaluates reliability, validity, and fairness of assessments
- \_\_\_\_\_ 2. Respects racial, sexual, social, and ethnic differences
- \_\_\_\_\_ 3. Be aware of biases
- \_\_\_\_\_ 4. Conforms to ethical standards in assessment, intervention, consultation, evaluation, research, and information technology
- \_\_\_\_\_ 5. Knows major special education laws, including section 504, P.L. 94-142, P.L. 99-457, IDEA (1997), P.L. 101-336, and IDEA (2004)
- \_\_\_\_\_ 6. Knows consequences of not following legal mandates

- \_\_\_\_\_ 7. Informs children, parents, and staff of their legal rights and responsibilities
- \_\_\_\_\_ 8. Conforms to appropriate legal mandates in assessment, intervention, prevention, evaluation, and research activities
- \_\_\_\_\_ 9. Knows public policies that affect the practice of school psychology

Area # 8: Progress in Culture and Diversity

Ratings (1 = much below expected level, 5 = much above expected level)

- \_\_\_\_\_ 1. Is aware of his / her own cultural background and its impact upon practice
- \_\_\_\_\_ 2. Is aware of how culture, family, biology, developmental processes, and the learning environment interact to impact learning
- \_\_\_\_\_ 3. Knows the cultural and social background of the children and families that he / she directly serves
- \_\_\_\_\_ 4. Is sensitive to cultural and diversity issues in assessment, intervention, prevention, evaluation, and research activities
- \_\_\_\_\_ 5. Informs others about the impact of culture and diversity on the functioning of students
- \_\_\_\_\_ 6. Advocates for the needs of individuals with diverse backgrounds

Area # 9: Progress in Communication and Information Technology

Ratings (1 = much below expected level, 5 = much above expected level)

- \_\_\_\_\_ 1. Demonstrates written communication skills by means of assessment and other reports
- \_\_\_\_\_ 2. Demonstrates oral communications skills by means of presentations, such as presentations of assessment reports at team meetings or in-service presentations
- \_\_\_\_\_ 3. Demonstrates appropriate use of e-mail and other communication or presentation media
- \_\_\_\_\_ 4. Is able to critically evaluate information obtained from the Internet
- \_\_\_\_\_ 5. Is able to use information technology to locate evidence-based strategies, help make informed decisions, and solve problems
- \_\_\_\_\_ 6. Makes appropriate use of software to analyze the results of assessments and interventions

Evaluation of Practicum Student's Strengths and Areas Needing Improvement

Please list the graduate student's strengths: \_\_\_\_\_

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Please list the areas needing improvement: \_\_\_\_\_

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Suggestions for improving the graduate student's proficiency:

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\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Date

Satisfaction with The School Psychology Program

To be completed independently both by field supervisor and graduate student

Date: \_\_\_\_\_ Check One: Graduate Student \_\_\_\_ Field Supervisor \_\_\_\_

Directions: Please rate the extent to which you agree or disagree the statements below about Northeastern University's School Psychology Program. When completed, this form should be returned to the Director of Training, Dr. Chieh Li, 203 Lake Hall, Northeastern University, Boston, MA 02115. Use the following scale: 1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree.

Ratings

- \_\_\_\_\_ 1. Incorporates the most promising, recent developments and evidence-based practices of school psychology, psychology, and education into the curriculum.
- \_\_\_\_\_ 2. Promotes awareness and skills with respect to providing ethically and legally appropriate services.
- \_\_\_\_\_ 3. Promotes knowledge and skills with respect to assessment.
- \_\_\_\_\_ 4. Promotes knowledge and skills with respect to intervention/ prevention.
- \_\_\_\_\_ 5. Promotes knowledge and skills with respect to program evaluation and applied research.
- \_\_\_\_\_ 6. Promotes knowledge and skills with respect to providing services to diverse ethnic, cultural, and racial groups.
- \_\_\_\_\_ 7. Promotes knowledge and skills with respect to communication and information technology.
- \_\_\_\_\_ 8. Integrates theoretical knowledge and course work with fieldwork experiences.
- \_\_\_\_\_ 9. Provides ongoing feedback and support to graduate students.
- \_\_\_\_\_ 10. Helps graduate students develop a strong sense of professional identity.
- \_\_\_\_\_ 11. Prepares graduate students to take on leadership roles within educational settings and professional organizations.

Please list the School Psychology Program's strengths: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Suggestions for improving the School Psychology Program: \_\_\_\_\_

\_\_\_\_\_

Assessment of The Practicum Field Site

*(To be completed by the practicum student)*

Directions: Please rate the extent to which your site provided opportunities, prepared you and provided guidance to you in the areas listed below. If you had more than one practicum site, fill out a separate form for each site. When completed, return form to your university supervisor. Use the following scale: 1 = very dissatisfied, 2 = dissatisfied, 3 = neither satisfied nor dissatisfied, 4 = satisfied, 5 = very satisfied.

Date: \_\_\_\_\_ Practicum Site: \_\_\_\_\_ Field Supervisor: \_\_\_\_\_

Rate each areas with respect to the following scale: 1 = very dissatisfied, 2 = dissatisfied, 3 = neither satisfied nor dissatisfied, 4 = satisfied, 5 = very satisfied.

Ratings (1 = very dissatisfied, 5 = very satisfied)

\_\_\_\_\_ 1. Professional Identity and Professional Behavior

What is the field site's strength in this area?

\_\_\_\_\_

What should the field site improve in this area?

\_\_\_\_\_

\_\_\_\_\_ 2. Assessment

What is the field site's strength in this area?

\_\_\_\_\_

What should the field site improve in this area?

\_\_\_\_\_

\_\_\_\_\_ 3. Intervention – Counseling

What is the field site's strength in this area?

\_\_\_\_\_

What should the field site improve in this area?

\_\_\_\_\_

\_\_\_\_\_ 4. Intervention – Consulting

What is the field site's strength in this area?

\_\_\_\_\_

What should the field site improve in this area?

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\_\_\_\_\_ 5. Intervention – Prevention

What is the field site's strength in this area?

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What should the field site improve in this area?

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\_\_\_\_\_ 6. Program Evaluation and Applied Research

What is the field site's strength in this area?

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What should the field site improve in this area?

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\_\_\_\_\_ 7. Professional Ethics and Knowledge of Legal Issues

What is the field site's strength in this area?

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What should the field site improve in this area?

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\_\_\_\_\_ 8. Culture and Diversity

What is the field site's strength in this area?

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What should the field site improve in this area?

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\_\_\_\_\_ 9. Communication and Information Technology

What is the field site's strength in this area?

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What should the field site improve in this area?

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Assessment of University's Support Of The Practicum Experience

(To be completed by the field supervisor)

Directions: Please rate how well you believe the University supported the practicum in the areas listed below. When completed, return form to the Training Director, Dr. Chieh Li , 203 Lake Hall, Northeastern University, Boston, MA 02115.

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

Please indicate the extent of your satisfaction with the practicum with respect to the areas listed below. Use the following scale: 1 = much below average, 2 = below average , 3 = average, 4 = above average, 5 = much above average, d/k = don't know.

Ratings

- \_\_\_\_\_ 1. Student's preparation for practicum
- \_\_\_\_\_ 2. Clarity of university's communication of practicum expectations
- \_\_\_\_\_ 3. Frequency of university contact
- \_\_\_\_\_ 4. Quality of face-to face meetings with university supervisor
- \_\_\_\_\_ 5. University's awareness of your professional responsibilities
- \_\_\_\_\_ 6. University's responsiveness to your concerns or questions

Best aspect of Northeastern's practicum: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Worst aspect of Northeastern's practicum: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Suggestions for improving the practicum: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Practicum Documentation Form

Part I TO BE COMPLETED BY THE APPLICANT

1. Name: \_\_\_\_\_
2. Address: \_\_\_\_\_
3. Nature, length, and dates of pre-practicum experiences:  
 Nature: \_\_\_\_\_  
 Length: \_\_\_\_\_  
 Dates: \_\_\_\_\_
4. Practicum Course #: \_\_\_\_\_ Title: \_\_\_\_\_  
 Number of Semester Hours: \_\_\_\_\_ When Taken: \_\_\_\_\_  
 Practicum Location: \_\_\_\_\_ Grade Levels: \_\_\_\_\_
5. Number of Hours: Observing \_\_\_\_ Assisting \_\_\_\_ Assuming full responsibility \_\_\_\_

Part II TO BE COMPLETED BY THE UNIVERSITY SUPERVISOR

Name: \_\_\_\_\_ Position: \_\_\_\_\_

The applicant has completed a practicum designated by the college as partial preparation for the certificate / licensure as a school psychologist:

(Specify) \_\_\_\_\_ Signature \_\_\_\_\_

Part III TO BE COMPLETED BY THE COOPERATING PRACTITIONER

Name: \_\_\_\_\_ Position: \_\_\_\_\_

School System: \_\_\_\_\_ Tenure Status: \_\_\_\_\_

Massachusetts Certificate #: \_\_\_\_\_ Field(s): \_\_\_\_\_

Part IV TO BE INITIALED AS INDICATED\*

1. Standards and procedures for evaluation, at the beginning of the semester on (date)  
 Applicant: \_\_\_\_\_ Cooperating Practitioner: \_\_\_\_\_ University Supervisor: \_\_\_\_\_
2. The applicant's progress, at a midpoint in the experience on (date)  
 Applicant: \_\_\_\_\_ Cooperating Practitioner: \_\_\_\_\_ University Supervisor: \_\_\_\_\_
3. A summary evaluation of the applicant's performance, with ample time for the applicant to raise questions or objections, at the close of the experience on (date)  
 Applicant: \_\_\_\_\_ Cooperating Practitioner: \_\_\_\_\_ University Supervisor: \_\_\_\_\_

**Part V TO BE COMPLETED BY THE COOPERATING PRACTITIONER AND THE UNIVERSITY SUPERVISOR**

Did the applicant make sufficient progress so that she / he is prepared for an internship?

(Please circle response)

Area #1: Professional Identity and Behavior	Yes	No
Area #2: Assessment	Yes	No
Area #3: Intervention	Yes	No
Area # 4: Program Evaluation / Applied Research	Yes	No
Area # 5: Culture and Diversity	Yes	No
Area # 6: Ethical and Legal Issues	Yes	No
Area # 7: Communication and Information Technology	Yes	No

Cooperating Practitioner: \_\_\_\_\_ Date: \_\_\_\_\_

University Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Mediator (if needed) \_\_\_\_\_ Date: \_\_\_\_\_

End of Year Practicum Form

Practicum student's name: \_\_\_\_\_

1. Number of direct experience hours in the following areas (a total of least 300 hours is needed):

Assessment \_\_\_\_\_

Counseling \_\_\_\_\_

Consultation \_\_\_\_\_

Evaluation / Applied Research \_\_\_\_\_

2. Total number of practicum hours (a total of least 450 hours is needed; 225 for students in the PhD and EI Certificate programs): \_\_\_\_\_

3. Number of comprehensive assessments under direct responsibility of practicum student (minimum of two): \_\_\_\_\_

4. Number of students counseled (minimum of three): \_\_\_\_\_

5. Number of school staff or parents that received consultation (minimum of two): \_\_\_\_\_

Signed by:

Practicum student: \_\_\_\_\_

Field supervisor: \_\_\_\_\_

University supervisor: \_\_\_\_\_

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

Student & Supervisor Information Form

Student Name: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

School District: \_\_\_\_\_

School & Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Supervisor Name: \_\_\_\_\_

Supervisor Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Supervisor's E-mail: \_\_\_\_\_

Supervisor's Phone: \_\_\_\_\_

Supervisor's State Number: \_\_\_\_\_



Internship Clearance Form

**Northeastern University**

**School Psychology MS/CAGS Program**

Prior to being cleared to begin the school psychology internship, students are required to complete this form, and to give it to their advisor. ***Please attach the following to this form:***

- Your transcript from myneu (including grades from 2<sup>nd</sup> semester of your 2<sup>nd</sup> year) with all grades at least a B (3.0) or higher, and an overall GPA of at least B+ (3.3)
- A copy of the faculty ratings and comments from the final draft of your portfolio.
- Internship Placement Form

Student Name: \_\_\_\_\_

Has successfully completed all the courses \_\_\_\_\_

Has satisfactory supervisor ratings in practicum \_\_\_\_\_

Has satisfactory portfolio ratings \_\_\_\_\_

Student signature: \_\_\_\_\_

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

Program Director signature: \_\_\_\_\_

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

### Internship Placement Form

<b>INTERNSHIP PLACEMENT FORM 07-08</b>	
<b>Student Contact Info (Fall 07)</b>	
First Name	
Last Name	
E-mail	
Telephone	
Street Address & Apt.	
Town or City	
State	
Zip	
<b>Supervisor Contact Info</b>	
First Name	
Last Name	
E-mail	
Telephone	
Name of School or Agency	
Street Address	
Town or City	
State	
Zip	
<b>Grade Levels</b>	
<b>Has this person supervised a NU SP student before?</b>	
<b>Supervisor Credentials</b>	
State Certification (required) #	
National Certification?	Yes or No
Licensure as a Psychologist?	Yes or No
<b>Approval</b>	
Date of Approval by NU	

A printable Excel version of this form is available at:  
<http://www.schoolpsychology.neu.edu/current.html>