

School Psychology
CIEP 546 Advanced Practicum 2018-2019
Pamela Fenning, PhD
Syllabus and Activities 2018-2019

*Thank you to Dr. Rosario Pesce for sharing a previous version of this syllabus and related materials



Advanced Practicum in School Psychology
2018-19 School Year

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Office Hours: Tuesdays and Thursdays: 1:00 pm -4:00 pm and by appointment

Class Time/Location: Tuesday Evenings (Zoom and in-person) 7:00 pm -9:00 pm

REQUIRED READINGS (FALL 2018)

Burke Harris, N. (2019). *The deepest well: Healing the long-term effects of childhood adversity*. Croydon, United Kingdom: CPI Group. ISBN 978-1-5098-2396-3.

Tatum, Beverly Daniel (1997). *Why are all the Black kids sitting together in the cafeteria? And other conversations about race*. New York, New York: Perseus Books Group. ISBN 978-0465083619.

Hanna-Attisha, M. (2018). *What the eyes don't see: A story of crisis, resistance and hope in an American city*. New York, New York: Penguin Random House. ISBN 978-0525590590

RECOMMENDED READINGS/MATERIALS

Friedberg, R.D. & McClure, J.M. (2015). *Clinical practice of cognitive therapy with children and adolescents (Second Edition). The Nuts and Bolts* New York, NY: The Guilford Press. ISBN 9781462519804.

Herman, K.C., Reinke, W.M., Frey, A.J. & Shepard, S.A., (2013). *Motivational interviewing in schools: Strategies for engaging parents, teachers, and students*. Springer Publishing, New York. ISBN: 9780826130723.

Newman, D.S. (2013). *Demystifying the school psychology internship: A dynamic guide for interns and supervisors*. New York, NY: Routledge. ISBN: 978-0-415-89732-7.

Williams-Nickelson, C., Prinstein, M. J, & Keilin, W. G. (2013). *Internships in psychology: The APAGS workbook for writing successful applications and finding the right fit, 3rd Ed*. Washington, DC: American Psychological Association. ISBN: 978-1-4338-1210-1.

As part of the course and as a graduate student in the school psychology program, students are required to register and use LiveText for all course-embedded and portfolio assessments. Additional information about LiveText can be found at <https://www.livetext.com/>

The instructor may assign additional readings as case issues come up throughout the course of the year. Many of these will be journal articles posted as supplemental readings to the textbooks.

OVERVIEW OF THE COURSE

The School Psychology Advanced Practicum is a practicum designed for doctoral level school psychology students who will engage in supervised clinical experiences in applied settings and receive university-based supervision related to their cases through group supervision and case presentations. The goal of the Advanced Practicum is for students to obtain additional clinical experiences in applied settings following a year-long school-based practicum and/or another Advanced Practicum experience. This course is unique compared to other courses in the school psychology program because it provides students the opportunity to learn from each other's clinical experiences. Students discuss their roles at their respective sites and the unique experiences they have there. In this way, students gain greater exposure to the diverse practices of school psychology not only by learning from their own experience, but also from the experiences of their classmates.

The course provides a truly transformative experience for doctoral students as they continue on their personal training path of pre-internship experiences with the goal of being prepared for their year-long internship that occurs near the end of their studies at Loyola. This journey begins late in the first semester of their School Psychology Practicum class, CIEP 461(3), when students will be asked to complete the Advanced Practicum NASP Domain Self-Assessment (NDSA) (Appendix). This tool is subsequently used at the start of each school year by the students to track their evolution across the domains in regards to moving from Beginner, while still in CIEP 461(3) to Early Competence by the end of their second year of Advanced Practicum. Students take advanced practicum for two years. Also, while in the first semester in CIEP 461, doctoral students and also first year doctoral students just beginning their courses at Loyola will be invited to attend one session of Advanced Practicum. Here students will learn the importance of and the most efficient system in use to track all of their clinical hours while at their service learning and other sites during their first year at Loyola and their hours during their second year at Loyola in CIEP 461(3). This could involve a system similar or slightly different from the one used in practicum (CIEP 461(3)). Students are not required to purchase tracking systems commonly used in the field (e.g., Time to Track). However, students should use a systematic tracking system for documenting clinical hours so that the minimal number of hours for all practica requirements are ensured and for the purposes of internship and ultimately licensure/credentialing applications.

Once doctoral students in CIEP 461(3) have completed their NDSA, they can use this guide to help select the site in which they would like to complete their advanced practicum in for the next school year. Many options are available in either school or other clinical settings. It is important that any decisions about where to apply be based upon the personal training plan developed by students. The Coordinator of Clinical Training is available to help students in making this decision. Should students wish to pursue a school site, the Coordinator will facilitate this search and advise the students. Students are assigned to practicum sites that have been established in cooperation with the school psychology program faculty and school of education. These sites have been carefully selected because of the high quality of the mentoring relationship between the practicum student and the site-based supervisors, the diversity of roles available for practice, and the opportunities to serve the needs of students from underrepresented groups.

Other sites may be considered by students, especially those that are represented by or featured at the Association of Chicagoland Externship and Practicum Training (ACEPT). The School of Education is a yearly member of this group, with the Clinical Coordinator serving as the designee of the program to ACEPT. Late in the first semester, the association hosts a Practicum Fair where agencies from all across the Chicago metropolitan area convene to introduce their sites to students for consideration for a practicum experience. ALL CIEP 461 doctoral students must attend this fair along with current CIEP 546 students who might not be seeking a school setting for the following school year. More information on ACEPT and fair can be obtained at <http://www.aceptchicago.org/>

CONCEPTUAL FRAMEWORK AND CONCEPTUAL FRAMEWORK STANDARDS

Our School of Education (SOE) Conceptual Framework is *Social Action through Education*. The course seeks to embody the tenets of the SOE Conceptual framework through its focus on providing Phd students in School Psychology with advanced clinical training experiences that are aligned with NASP Standards and APA Standards of Accreditation and their personal training goals and objectives. The course addresses diversity and social justice through case consultation and supervision of applied clinical practice with Pre-k-12 grade students of culturally and linguistically diverse backgrounds. Diversity is emphasized throughout the course with considerations for how race/ethnicity, class, gender, gender identity, disability, being an English Language Learner and other identities may impact case conceptualization and treatment. Social justice undergirds the course with a focus on how institutional biases impact service delivery in schools, clinics, hospitals and other settings where psycho-educational and mental health services are delivered. A discussion of how advocacy on the part of mental health professionals working in such systems can help to mitigate such biases occurs through case consultation. The course integrates content on social justice and diversity by analyzing the sociocultural systemic and institutional barriers that prevent students from culturally and linguistically diverse backgrounds to have access to appropriate behavioral, academic, social/emotional and mental health supports to meet their needs.

DISPOSITIONS

All students are assessed on one or more dispositional areas of growth across our school psychology programs: *Professionalism, Inquiry, and Social Justice*. You will be assessed on all three areas of growth within the course. In this course, we focus on your **professionalism** in your handling of clinical cases directly with the client/student and indirectly in your interactions with families, community members and other professionals. The **inquiry** is focused on how school psychologists in a range of settings, including schools, clinics and hospitals, can effectively deliver assessment, counseling, intervention, consultation, system change work and other forms of effective service delivery in support of students having a range of behavior, social-emotional and academic needs. We engage in this process through a **social justice** and equity lens, with a particular focus on the degree to which groups historically disenfranchised in schools can be supported in applied school psychology practice. Disposition data are reviewed by school psychology program faculty on a regular basis and this review informs the annual review of progress. Every student in the school psychology Phd program is assessed on all dispositions in every school psychology course. In CIEP 546, the specific disposition items that are particular to this course are related to finding and critiquing interventions and having empathy and sensitivity as a school psychologist in practice. You can find the rubric used by all school psychology faculty to assess your dispositions in the PhD School Psychology handbook and posted on LiveText at www.livetext.com (login with your Loyola student ID and then click on the course “CIEP 546”,

whereby the School Psychology disposition rubric will populate).

IDEA COURSE EVALUATION OBJECTIVES

This course is an applied course in which students will gain additional applied practice in the field of school psychology in a range of clinical settings. The IDEA online course evaluation system, along with the link, is described in more detail within the Appendix of this syllabus. The particular IDEA objectives you will be assessed on in this course are listed below:

IDEA OBJECTIVES FOR THE OBJECTIVES SELECTION FORM

The following course objective is considered to be an **important** objective for the course:

- **Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course**

The following course objectives are considered to be **essential** objectives for the course:

- **Developing ethical reasoning and/or ethical decision making**
- **Learning to apply knowledge and skills to benefit others or serve the public good**

Please see the addendum within this syllabus to access important Loyola University Chicago School of Education Course Policies and Procedures.

ADVANCED PRACTICUM HOURS

It is critical that doctoral students keep track of the supervised hours they perform during their academic training. Hours should include activities performed prior to Advanced Practicum. Students have found *Time2Track* a convenient system to use to maintain updated information regarding their clinical experiences. When applying to internship, hours from this tracking system are easily transferable to the AAPI application. While the program does not require a particular published tracking system, students should keep track of hours in relevant categories that will map on to the AAPI.

PRACTICUM HOURS INFORMATION

These items are automatically calculated from the information that is specified in the *Intervention Experience*, *Psychological Assessment Experience*, and *Supervision Received* sections of the AAPI Online. Please be sure that those sections are complete and accurate so that this section reflects the correct information.

Students should only record hours for which they received formal academic training and credit or

which were sanctioned by the graduate program as relevant training or some work experiences (e.g., VA summer traineeship, clinical research positions, time spent in the same practicum setting after the official practicum has ended – if these experiences were required by the academic program). Practicum hours must be supervised. Students should consult with the Director of Clinical Training (DCT) to determine whether experiences are considered program sanctioned or not. The director of clinical training must be aware of and approve of the clinical activity. Academic credit is not a requirement in all cases.

CONSULTATION

Note regarding the recording of *consultation* activities: Consultation activities may count as practicum hours only to the extent that this activity involves actual clinical intervention. Direct consultation with the client (e.g., individual, family, organization) or an agent of the client (e.g., parent, teacher) would be an activity included in this Intervention Experience section. Consultation activities with other professionals regarding coordination of care (e.g., psychiatrist), without the client / patient present, should be counted in the *Support Activities* section.

PSYCHOLOGICAL ASSESSMENT EXPERIENCE

In this section, students summarize practicum assessment experience in providing psycho-diagnostic and neuropsychological assessments. Students report the estimated total number of face-to-face client contact hours administering instruments and providing feedback to clients/patients. Please do not include the activities of scoring and report writing, which should instead be included in the *Support Activities* section

ADVANCED PRACTICUM PROCEDURES

The School Psychology Advanced Practicum is a two/two and a half days a week commitment equaling 35 days in one semester for a minimum requirement of 300 clinical hours.

Often, students complete more hours than the minimum requirement of 300 hours, which is recommended by the program to gain additional clinical training. The practicum site must be approved by the university training director and can include schools, clinics, or hospitals. Onsite supervision is provided by a licensed school psychologist and/or licensed clinical psychologist, with a minimum average of two hours a month of supervision. In some cases, other mental health professionals will be allowed to provide supervision. University-based supervision is also provided by a school psychology faculty member who is also a licensed school psychologist and clinical psychologist.

It is the candidate's responsibility to find the Advanced Practicum site during the spring semester/summer prior to enrolling in the course. The candidate must consult with the university coordinator of clinical training prior to selecting a practicum to assess the types of clinical experiences that will be provided, the nature of the site, the supervision the student will receive and the fit of the student for the site. Once the site is secured and the Advanced Practicum student consults with the clinical supervisor, a tentative Advanced Practicum Plan is created, in which the activities that the student will engage in are described, as well as how the activities align with School Psychology Doctoral Program Goals and Objectives (described below). It is not probable that every doctoral program goal and objective is addressed by one practicum experience. It is the goal of the program to train across all doctoral program goals and objective across the didactic and

clinical training that students receive across their years of doctoral training. The Doctoral Program Goals are used to guide the activities and are ultimately incorporated as part of the evaluation procedures for the student.

Once at the site during the start of the semester, the candidate will finalize the proposed School Psychology Advanced Practicum Plan with input from the site supervisor and university supervisor. The final plan is to be based upon:

- relevant readings selected by the student and approved by the site supervisor and university supervisor;
- operationally defined specific activities/projects to be accomplished, aligned with selected Doctoral Program Goals and Objectives;
- a culminating Advanced Practicum Project that demonstrates how the student has built upon existing skills and demonstrated competence in the goals and objectives set forth in the School Psychology Advanced Practicum Plan, which will likely be completed in the spring semester of the academic year and;
- participation in supervision sessions that occur during the university-based meeting times.

Over the course of the school year, there may be a need to revise the Advanced Practicum Plan. Should this be necessary, it is important to discuss this with the instructor.

Following are the Doctoral Program Goals and Competencies. In Advanced Practicum, Goal #2 is most relevant, with specific sub-goals being emphasized perhaps more than others. However, depending on the clinical site, it is possible that other goals will be relevant as well.

Doctoral Program Goals and Competencies

Goal #1: To facilitate students' professional identity development as socially just school psychologists with strong commitments to equity and ethical guidelines in practice and research

1. Students will demonstrate knowledge of the history of school psychology, as well as traditional and emerging roles as ethical and socially just decision-makers and leaders in practice and research.
2. Students will demonstrate professional identities as school psychologists through their membership in national professional associations.
3. Students will demonstrate knowledge of historical discrimination and inequity on educational and psychological functioning, as well as the impact of individual differences and social/cultural influences on development and adjustment

Goal #2: To provide students with in-depth training in evidence-based, data-driven practice from a social justice perspective using both direct and indirect service models.

1. Students will take an evidence-based data-driven approach to assessment, intervention and evaluation of services from a social justice perspective.
2. Students will apply evidence-based direct counseling and mental health interventions, as well as indirect consultative interventions in applied settings.
3. Students will work effectively with families and communities.

Goal #3: To train students in the scientist-practitioner model who are competent in the evaluation, production, and dissemination of research from a social justice perspective.

1. Students will critically evaluate research from a methodological, as well as ethical and social justice perspective. Students will demonstrate competence in research design, data analysis, and data interpretation.
2. Students will apply research methodological skills and statistics expertise to successfully complete dissertation research.
3. Students will demonstrate competence in presenting at psychological and educational conferences and in preparing manuscripts for publication.

COURSE REQUIREMENTS (Please see Course Requirement/Assignment Table Below for Specific Due Dates)

1. Two days a week of onsite experience (35 days) each semester;
 - a. Documented by a log, student's personal calendar, and a monthly reflective journal, based on clinical work in an approved applied setting. Students will track their hours using a systematic tracking system. The title of the monthly log should include the number of cumulative days completed at the site **at the time of submission.**
 - Students will **maintain their logs of hours** and turn them completed through Sakai. Discussions about gaining needed clinical experiences could occur at this time. Prior to the last class session in December, students will upload their final log with hours totaled, documenting completion of the required clinical hours for Advanced Practicum.
 - Students will write **monthly reflections.** Each reflection should describe an issue that was either particularly challenging and/or growth enhancing that occurred between supervision sessions. The reflection could focus on an area where supervision/feedback is desired and/or describe a solution/response that was observed that might be integrated into practice. This can also be used to describe a challenging situation and how one might work with others to address this in a clinical setting. The final reflection for the semester in December should be an analysis of experiences in semester one and a plan for any adjustments/training priorities for the spring 2019 semester to round out the training experience.
 - b. The university School Psychology Advanced Practicum supervisor must pre-approve the site and content of the **School Psychology Advanced Practicum Plan.**
2. Onsite supervision provided by a certified school psychologist, licensed clinical psychologist, or a licensed mental health professional with a minimum average of two hours a month supervision;
3. University supervision/coordination provided by the School Psychology Advanced Practicum class instructor/supervisor, inclusive of class attendance to obtain university-sponsored group supervision. If circumstances dictate a student must miss a class meeting, or if there is a day when arrival is anticipated to be late, the student must alert the instructor ahead of the class meeting. If circumstances do not permit this, the student must contact the instructor as soon as possible to make him aware of the situation.
4. Serve as a facilitator to lead the class discussion related to the assigned readings. For the first week in which the class engages in a book discussion (September 4th),

there will be two facilitators. As part of the facilitator role, students will post two to three guiding questions 5 days before the class in which the respective discussion will occur. A google folder related to this activity has been created as follows: <https://drive.google.com/drive/folders/1mNL0ecrFB24I37Bw69X70PIFga8tJvZ0?usp=sharing>. Within this folder, you will find a place to sign-up for the book discussion you would like to lead. In addition, you will find a folder to post the guiding questions prior to your facilitation of the discussion as well as additional information about the assignment.

5. A School Psychology Advanced Practicum Plan written by the student with input from the site supervisor and university supervisor/coordinator, which contains the following components:
 - a. Is based upon the Doctoral Program Goals and Objectives, as outlined in this syllabus
 - b. Includes relevant readings selected by the student and approved by the site supervisor and university supervisor/coordinator
 - c. Operationally defines specific activities/projects to be accomplished
 - d. Incorporates a project to be completed by the student, approved by the university and clinical supervisor, and is aligned with one or more Doctoral Program Goals and Objectives. The culminating project will be planned and begun during the fall semester, but completed in the spring semester. Such projects can be used to fulfill portfolio requirements for the following assignments, Impact on Student Learning: Academic, Impact on Student Learning: Behavior and Parent Resource Directory. In the first semester, students are required to submit a short description of their proposed project and describe the alignment with training goals.

EVALUATION PROCEDURES

The student will be evaluated on the quality of work products by both the site supervisor and university supervisor/coordinator. The site supervisor's recommendation will constitute a significant portion of the student's grade along university-based assignments tied to the course requirements. Since the Advanced Practicum spans across two semesters, a formal summative evaluation will be completed by the site supervisor in the spring semester of the academic year. The summative evaluation is comprised of two rating forms completed by the on-site supervisor. The summative evaluation forms are tied to applied school psychology practice in the field and one of the forms relates directly to the alignment of advanced practicum activities to APA goals, objectives and competencies individualized for each student's individual Advanced Practicum Plan.

SITE VISITS

There will be one site visit at the outset of the fall semester and one during the spring semester in March/April.

This meeting will provide an opportunity to review and approve the School Psychology Advanced Practicum Plan and answer any questions that arise. The focus will be on the goals that have been devised, the activities and projects that are anticipated, the process of evaluation and supervision, the contributions the student would like to make during the practicum experience, and the areas of focus for professional growth. The student will provide an update on the progress of the activities of the plan during the spring semester site visit. As always, the university instructor is available for consultation and support on a more frequent basis and can make additional site visits if this is necessitated.

Course Requirement/Assignment/Due Date

Course Requirement/Assignment	Due Date	Possible Points
Serving as Co-leader for Book Discussion	As Scheduled During Semester	20 (10 points each time)
Advanced Practicum Plan	September 25, 2018	40
Advanced Practicum Project	Overview of Advanced Practicum Project Topic and Major Activities Aligned with Advanced Practicum Plan (November 27 th , 2018)	10 (for fall semester beginning component)
Reflections About On-Site Clinical Experiences (5 total)	Reflection #1 (September 25th) Reflection #2 (October 30th) Reflection #3 (November 27th) Semester Culminating Reflection #4 (December 11th)	40 (4 Submissions; 10 points each)

Logs and Final Log Completed with Total Hours	Logs turned in September 25th, October 30th, November 27th and December 11th. First Semester December Log Submitted with Advanced Practicum Hours Totaled for the Fall Semester	40 (4 Submissions; 10 points each)
TOTAL POSSIBLE POINTS		145

Final course grades will be assigned as follows:

Class Percentage%	Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
60-66	D
<60	F

COURSE SCHEDULE (Fall 2018; Spring 2019 to be confirmed)

In the fall semester, we will be meeting on a weekly basis on Tuesday evenings from **7:00 pm -9:00 pm**. The majority of the meetings will occur virtually via Zoom with once a month meetings occurring on a face-to-face basis.

Date	Topics	Products Due and Discussion Focus
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August 28 th , 2018 Via Zoom	Semester Overview, Review of Doctoral Program Goals and Competencies and NASP Domain Self-Assessment Group Supervision (See syllabus Appendix labeled “Self-Assessment Tools” School Psychology Advanced Practicum Plan	
September 4, 2018 Via Zoom	Group and Individual Supervision Book Discussion	What the Eyes Don’t See (Chapters 1-8) Two Discussion Leaders Needed
September 11, 2018 Via Zoom	Group and Individual Supervision Book Discussion	What the Eyes Don’t’ See (Chapters 9-15) One Discussion Leader Needed
September 25, 2018 Via Face to Face	Group and Individual Supervision Book Discussion	What the Eyes Don’t See (Chapters 16-22) One Discussion Leader Needed September Reflection and September Hours Log School Psychology Advanced Practicum Plan
October 2, 2018 Via Zoom	Group and Individual Supervision Book Discussion	What the Eyes Don’t See (Chapters 23-26 + Epilogue) One Discussion Leader Needed
October 9, 2018 Via Zoom	Group and Individual Supervision Book Discussion	Why are All the Black Kids Sitting Together? Introduction and Part I (Chapters 1 and 2) One Discussion Leader Needed
October 16, 2018 Via Zoom	Group and Individual Supervision Book Discussion	Why are All the Black Kids Sitting Together? Part II (Chapters 3, 4 and 5) One Discussion Leader Needed
October 23, 2018 Via Zoom	Group and Individual Supervision Book Discussion	Why are All the Black Kids Sitting Together? Part III (Chapters 6 and 7) One Discussion Leader Needed
October 30 th , 2018 Via Face- toFace	Group and Individual Supervision Book Discussion	Why are All the Black Kids Sitting Together? Part IV (Chapters 8 and 9) One Discussion Leader Needed October Reflection and October Hours Log

November 6, 2018 Via Zoom	Group and Individual Supervision Book Discussion	Why are All the Black Kids Sitting Together? Part V, Epilogue 2003 and Appendix: Getting Started One Discussion Leader Needed
November 13 th , 2018 Via Zoom	Group and Individual Supervision Book Discussion	The Deepest Well Part I (Discovery) (Chapters 1, 2, and 3) One Discussion Leader Needed
November 20 th , 2018 Via Zoom	Group and Individual Supervision Book Discussion	The Deepest Well Part II (Diagnosis) (Chapters 4, 5 and 6) One Discussion Leader Needed
November 27 th , 2018 Via Face-to- Face	Group and Individual Supervision Book Discussion	The Deepest Well Part III (Prescription) (Chapters 7, 8, 9, and 10) One Discussion Leader Needed November Reflection and November Hours Log Advanced Practicum Project Overview (Beginning Description)
Tuesday December 11 th 2018 Via Zoom	Group and Individual Supervision Book Discussion	The Deepest Well Part IV (Revolution) (Chapters 11, 12, 13 and Epilogue) Once Discussion Leader Needed December Culminating Reflection with Focus on first Semester Experiences and Plans for the Spring Semester (including any adjustments) and December Hours Log

Loyola University Chicago
School of Education
Syllabus Addendum

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left-hand side of the page.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Inquiry, and Social Justice**. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText

All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education***.

APPENDIX: SELF-ASSESSMENT TOOLS

NASP DOMAIN SELF-ASSESSMENT

Name _____

Date _____

This checklist is designed to help you gauge your developmental level and learning outcomes as related to the NASP Domains of Practice.

Developmental Level

Beginner
Beginner to Advanced Beginner

Advanced Beginner to Early Competence
(Adapted from Newman (2013, p. 9)

Learning Outcomes

Awareness to Organized Knowledge
Organized Knowledge to Skill
Acquisition
Skill Acquisition to Skill Application

Domain 1: Data-Based Decision Making and Accountability

<i>The practicum student:</i>	<i>Developmental Level</i>
Knows varied methods of assessment and data-collection for identifying strengths and needs	
for developing effective services and programs and	
for measuring progress and outcomes.	
As part of a systematic and comprehensive process of effective decision making and problem solving, demonstrates skill to use psychological and educational assessment and data collection strategies, and technology resources, and	
applies results to design, implement, and evaluate response to services and programs.	

Domain 2: Consultation and Collaboration

<i>The practicum student:</i>	<i>Developmental Level</i>
Knows varied methods of consultation, collaboration, and communication applicable to individuals,	
families	
groups	
systems used to promote effective implementation of services.	
As part of a systematic and comprehensive process of effective decision making and problem solving demonstrates skills to consult, collaborate, and communicate with others during design,	
implementation	
evaluation of services and programs.	

Domain 3: Interventions and Instructional Support to Develop Academic Skills

<i>The practicum student:</i>	<i>Developmental Level</i>
Understands the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes.	
Knows evidence-based curriculum and instructional strategies.	
In collaboration with others, demonstrates skills to use assessment and data collection methods to implement services that support cognitive and academic skills	
and evaluate services that support cognitive and academic skills.	

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills

<i>The practicum student:</i>	<i>Developmental Level</i>
Understands the biological, cultural, developmental, and social influences on behavior and mental health;	
behavioral and emotional impacts on learning and life skills; and	
evidenced-based supported strategies to promote social–emotional functioning and mental health.	
In collaboration with others, demonstrates skills to use assessment and data collection methods	
implements services to support socialization, learning, and mental health	
evaluates services to support socialization, learning, and mental health	

Domain 5: School-Wide Practices to Promote Learning

<i>The practicum student:</i>	<i>Developmental Level</i>
Understands school and systems structure, organization, and theory	
general and special education	
empirically supported school practices that promote academic outcomes, learning, social development, and mental health.	
In collaboration with others, demonstrates skills to develop	
implement practices and strategies to create and maintain effective and supportive learning environments for children and others	

Domain 6: Preventive and Responsive Services

<i>The practicum student:</i>	<i>Developmental Level</i>
Understands the principles and research related to resilience and risk factors in learning and mental health	
services in schools and communities to support multi-tiered prevention	
empirically supported strategies for effective crisis response	
In collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and	
skills to implement effective crisis preparation, response, and recovery.	

Domain 7: Family–School Collaboration Services

<i>The practicum student:</i>	<i>Developmental Level</i>
Comprehends principles and research related to family systems, strengths, needs, and culture	
empirically supported strategies to support family influences on children’s learning, socialization, and mental health	
methods to develop collaboration between families and schools.	
In collaboration with others, demonstrates skills to design	
implement	
evaluate services that facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.	

Domain 8: Development and Learning

<i>The practicum student:</i>	<i>Developmental Level</i>
Understands individual differences, abilities, disabilities, and other diverse characteristics	
principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, individual, and role differences	
empirically supported strategies to enhance services and address potential influences related to diversity	
Demonstrates skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds, and across multiple contexts	
Recognizes that an understanding and respect for diversity in development and advocacy for social justice are foundations for all aspects of service delivery	

Domain 9: Research and Program Evaluation

<i>The practicum student</i>	<i>Developmental Level</i>
Understands research design, statistics, measurement, varied data-collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.	
Demonstrates skills to evaluate and apply research as a foundation for service delivery	
In collaboration with others, uses various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.	

Domain 10: Legal, Ethical, and Professional Practice

<i>The practicum student:</i>	<i>Developmental Level</i>
Understands the history and foundations of school psychology	
multiple service models and methods	
ethical, legal, and professional standards;	
other factors related to professional identity and effective practice as school psychologists	
Demonstrates skills to provide services consistent with ethical, legal, and professional standards and	
engage in responsive ethical and professional decision-making	
collaborate with other professionals	
apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, depend- ability, and technology skills.	

As you decide upon what type of site in which you would like to work and/or as you develop your plan at a site please keep these in mind.