

School Psychology
CIEP 546 Advanced Practicum 2019-2020
Pamela Fenning, PhD
Syllabus and Activities 2019-2020

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



CIEP 546
Advanced Practicum in School Psychology
2019-2020 School Year

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Board Certified in School Psychology

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Class Time/Location: Tuesday 8:00 am -10:00 am, Corboy Law Center, 325

BOOK (REQUIRED)

Newman, D.S. (2019). *The school psychology internship: A guide for interns and supervisors*. (2nd edition). Routledge, New York. ISBN:

OVERVIEW OF THE COURSE

The School Psychology Advanced Practicum is designed for doctoral level school psychology students to 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). Please find this in the Appendix. This tool is subsequently used at the start of each academic year to track evolution across practice domains moving from Beginner, while still in CIEP 461(3) to Early Competence by the end of their second year of Advanced Practicum.

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. The program's aims under the auspices of the 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 from culturally and linguistically diverse backgrounds. Diversity is emphasized throughout the course with considerations for how institutional and personal bias in race/ethnicity, class, gender, gender identity, disability, language, immigration status and other intersected identities impacts case conceptualization and treatment. Social justice undergirds the course with a focus on how bias and discrimination, both explicit and implicit, impacts service delivery in schools, clinics, hospitals and other applied clinical settings. A discussion of how school psychologists can advocate for equitable mental health and psychoeducational service delivery is a major focus of the clinical supervision and case conceptualization. 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 and equitable behavioral, academic, social/emotional and mental health supports.

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 school and clinical professionals, families, and community members. 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 and mental health settings can receive equitable and just treatment. 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 culturally appropriate assessments, 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 Live Text 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).

SMART EVALUATION

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.
- The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

AMERICAN PSYCHOLOGICAL ASSOCIATION (APA) STANDARDS OF ACCREDITATION (SOA).

As a doctoral program accredited by the APA, the PhD School Psychology Program at Loyola University Chicago, prepares doctoral-level, Health Service Psychologists. Advanced Practicum are intended to provide clinical training which prepares students for the predoctoral internship and professional roles as psychologists. The Advanced Practicum experience is consistent with the aims of the program, which are as follows:

Aim #1: To develop scientist-practitioners who have a professional identity as socially just school psychologists who are guided by the ethical and legal principles of the profession;

Aim #2: To develop scientist-practitioners who understand and can implement evidence-based, assessment, intervention, and consultation practice from a social justice perspective; and

Aim #3: To develop scientist-practitioners who can evaluate, produce, and disseminate research

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

ADVANCED PRACTICUM PROCEDURES

Students complete two advanced practicum practica; one during their third year in the program and second in their fourth year. Students are at their practicum sites for the entire academic year. It is highly recommended that the first Advanced Practicum be completed in a school setting, which the second advanced practicum being a good opportunity to complete a practicum in a school, clinic or hospital-based setting.

It is important that any decisions about Advanced Practicum placements be made based upon the personal training goals developed by students in collaboration with the Coordinator of Clinical Training. During the second year in the doctoral program and as part of the school-based practica (CIEP 461/463), students complete the NASP Domain Self-Assessment and use it as a guide to structure a conversation with the Coordinator of Clinical Training (CCT) to discuss training goals during the spring semester prior to the year in which the Advanced Practicum will be done, Based on this conversation, the CCT reaches out to potential sites and supervisors to discuss potential Advanced Practicum Placements. Students should not contact sites on their own.

The CCT assigns students to practicum sites that have been established as appropriate Advanced Practicum training experience and 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 Advanced 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.

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 the program aims established by the School Psychology Doctoral Program consistent with its American Psychological Association (APA) accreditation. It is not likely that every aim is addressed by one practicum experience.

REQUIRED ADVANCED PRACTICUM HOURS

Students complete two Advanced Practica; the first one in year 3 and the second one in year 4. It is highly recommended that students complete their first Advanced Practicum in a school setting. Students must enroll in Advanced Practicum for three credits each semester. For **Advanced Practicum #1 (year 3)**, students complete a minimum of **600 clinical hours** across the academic year. This translates, on the average, to two days per week to achieve the total hours. For **Advanced Practicum #2 (Year 4)**, students complete a minimum of **300 clinical hours** across the academic year. This translates, on the average, to one day per week to achieve these total hours. Students are allowed to complete more hours or select an Advanced Practicum with expectations that more hours than the program requires. However, it is important to students should consider the totality of all program (e.g., dissertation, course work, internship applications) and professional obligations when making this decision.

TRACKING ADVANCED PRACTICUM HOURS

It is critical that doctoral students keep track of the supervised hours they perform during Advanced Practicum which will be submitted as monthly logs. Students are not required to purchase tracking systems commonly used in the field. 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 can be used for the purposes of internship applications and licensure/credentialing. The monthly logs should minimally contain the number of hours of experience in the following service delivery categories: (1) counseling; (2) consultation, (3) assessment; (4) intervention, and (5) support activities. The number of supervision hours received both through university and site-based supervision should be tallied as well. In addition, total number of supervised hours should be tallied monthly. These hours are submitted monthly to the university instructor as logs. At the end of each semester, the total number of hours for experience in each service delivery category and the overall total accrued hours should be submitted to the instructor. These Advanced Practicum hours will ultimately be included in the *Intervention Experience*, *Psychological Assessment Experience*, and *Supervision Received* sections of the AAPI Online, which is part of the predoctoral internship application.

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.

With respect to psycho- diagnostic and neuropsychological assessments students should 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

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 DCT must be aware of and approve of the clinical activity.

SUPERVISION REQUIREMENTS

Supervision is provided by both a university-based supervisor, who is a licensed psychologist for independent practice and a credentialed school psychologist (in Illinois). The on- site supervisor should be appropriately credentialed/licensed for the setting in which they are providing clinical services. If a student is completing an Advanced Practicum in a school setting, the clinical on-site supervisor should be a credentialed school psychologist. The on-site supervisor should provide weekly supervision. The university-based supervisor provides group case supervision in the weekly Advanced Practicum course. 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.

Students should come prepared for university-based supervision sessions by having at least three questions for supervision to share with the university supervisor and peers. The questions can relate to a specific case, clinical activity or a relevant issue occurring at the Advanced Practicum Site.

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

1). Submission of a **monthly log documenting clinical hours** disaggregated by service delivery activity engaged in for the month (g., counseling, consultation, assessment, intervention, support activities) and total number of hours for each month. Students will track their hours using a

systematic tracking system. Students will **maintain their logs of hours** and submit them through Sakai. Discussions about gaining needed clinical experiences could occur at this time. Prior to the last class session each semester, students will upload their final log with hours totaled for the term, as well as their hours disaggregated by service delivery provided. This will serve as documentation of the required clinical hours for Advanced Practicum. Documentation of these hours will be done by reviewing the final log for each semester.

2). Students will write **monthly reflections**. Each reflection should describe an issue that was either particularly challenging and/or growth enhancing that occurred in that month. 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. The reflection can also be used to describe a challenging situation and how one might work with others to address it in a clinical setting. The final reflection for each semester should be an analysis of experiences for that time period and a plan for any adjustments/training priorities to round out the clinical experience that the student is having in the program.

3). Submission of the **School Psychology Advanced Practicum Plan** with input from the site supervisor and university supervisor/CIEP 546 course instructor. The plan should include the clinical activities and projects to be accomplished during the year and show how they map onto the aims of the program, consistent with the aims of the program consistent with preparing health service psychologists consistent with APA's Standards of Accreditation. Minimally, the Advanced Practicum Plan should include the following:

- At least four articles relevant to the Advanced Practicum Site and selection of one article that will be used by the student to lead a class discussion on a topic that is relevant to the Advanced Practicum Site
- A summary of the major clinical activities that will be completed during the Advanced Practicum year (e.g., assessment cases, individual and group counseling, systems supports, consultation). This summary does not need to be exhaustive and is subject to change as the year progresses. The clinical activities should be aligned with one or more aims of the program, consistent with the American Psychological Association (APA) Standards of Accreditation (SOA), consistent with Health Service Psychology.
- A timetable for when the portfolio assignments will be completed during Advanced Practicum. Please see Course Requirement #6 below for more detail about the specific portfolio assignments.

4). Serve as a facilitator for a class discussion on an article selected by the student and shared with the class. The article should be relevant to the Advanced Practicum site. The article should be shared with the class at least one week prior to the class discussion. The student should create guiding questions around the article and lead a class discussion about an issue that is pertinent to the clinical site. Each student will lead a class discussion of this nature once per semester.

5). Submission of a timeline for when the following portfolio assignments will be submitted: (1) Impact on Student Learning: Academic; (2) Impact on Student Learning: Behavioral; (3) Home School Collaboration Project and (4) Parent Resource Directory. The timing of the completion of these assignments will depend on the opportunities in the Advanced Practicum sites, so you should

plan ahead for when you will complete these assignments at your Advanced Practicum sites. The PhD portfolio is due on March 1st of your fourth year, which is when the assignment should be submitted. If you would like feedback on the assignment prior to then, I am happy to review it. Your assignment(s) will be graded as part of your completed PhD portfolio. The student should consult with the university instructor early in the fall of the first advanced Practicum to make a plan for completing the portfolio assignments. The portfolio rubrics for each assignment are found in the Portfolio Handbook, which is located on the School Psychology Student Sakai site under PhD Student Resources at the following link: <https://sakai.luc.edu/x/E94mbX>

6). Completion of minimum number of required supervised clinical hours, based on whether one is enrolled in Advanced Practicum #1 (year 3) or Advanced Practicum #2 (year 4). Please see section above entitle **Required Advanced Practicum Hours**. The minimum number of hours will be documented on the final log for the academic year in the spring semester, which are a total of 600 hours for the first Advanced Practicum (Year 3) and 300 hours in the second Advanced Practicum (Year 4)

EVALUATION PROCEDURES

The student will be evaluated on the quality of work products by both the on-site supervisor and university supervisor/coordinator. The site supervisor's recommendation will constitute a significant portion of the student's grade along with university-based assignments tied to the course requirements. Since each 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 forms are tied to applied school psychology practice in the field and are aligned with NASP Standards and the three aims of the program, specifically aim #3 which is clinical in nature:

Aim #2: To develop scientist-practitioners who understand and can implement evidence-based, assessment, intervention, and consultation practice from a social justice perspective; and

The site supervisor evaluation form is Appended to this syllabus.

SITE VISITS

There will be one site visit at the outset of the fall semester and one during the spring semester in March/April. The focus of each site visit will be a focus on progress made with the goals, the activities and projects that are anticipated, in progress and completed, the process of evaluation and supervision, the contributions the student would like to make during the practicum experience, and the areas of focus for growth in professional competencies necessary for predoctoral internship readiness. The student will provide an update on the progress of the activities of the plan during the spring semester site visit and set future goals in needed growth areas. 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
Leading Discussion on Article/Issue Relevant to Advanced Practicum Site (one time each semester)	September 24 th October 22 nd November 12 th November 26 th December 3 rd	20
Advanced Practicum Plan	September 24, 2019	40
Portfolio Product Submission Timeline	October 15, 2019	10
Reflections About On-Site Clinical Experiences (5 total)	Reflection #1 (September 24 th) Reflection #2 (October 29 th) Reflection #3 (November 26 th) Reflection #4 (December 10 th) –	40 (4 Submissions; 10 points each)

Logs and Final Log Completed with Total Hours	Log #1 (September 24 th) Log #2 (October 29 th) Log #3 (November 26 th) Log #4 (December 10 th) * * The final log should contain the total number of hours accrued for the semester	40 (4 Submissions; 10 points each)
TOTAL POSSIBLE POINTS		150

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 2019; Spring 2020 to be confirmed)

Date	Topics	Products Due and Discussion Focus
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August 27, 2019	Semester Overview, Review of Doctoral Program Goals and Competencies and NASP Domain Self-Assessment School Psychology Advanced Practicum Plan and Required Paperwork	
September 3, 2019	Group and Individual Supervision	
September 10, 2019	Group and Individual Supervision	Read: Newman: Section 1 (Chapter 1-2)
September 17, 2019	Group and Individual Supervision	Read: Newman: Section 2 (Chapters 3-4) and Appendices (Cover letter, APPIC match example)
September 24 th , 2019	Group and Individual Supervision	Read: Article selected by Student Presenter #1 Student #1 Lead Discussion about Article Advanced Practicum Plan Due Reflection #1 Due; Log #1 Due
October 1, 2019	<u>No Class</u> : Rosh Hashanah Holiday	
October 8, 2019	<u>No Class</u> : Fall Break	
October 15th, 2019	Group and Individual Supervision	Instructor Available for Check-in with Intern Applicants After Class -3:30 -5:00 pm Portfolio Product Submission Timeline Due Review of PND/Effect Size Calculation Overview
October 22nd 2019	Group and Individual Supervision	Read: Article selected by Student Presenter #2 Student #2 Lead Discussion about Article
October 29, 2019	Group and Individual Supervision	Reflection #2 Due; Log #2 Due
November 5, 2019	Group and Individual Supervision	Instructor Available for Check-in with Intern Applicants After Class: 10:30 am -12:00 pm

November 12, 2019	Group and Individual Supervision	Read: Article selected by Student Presenter #3 Student #3 Lead Discussion about Article
November 19, 2019	Group and Individual Supervision	Instructor Available for Check-in with Intern Applicants After Class: 10:30 am -12:00 pm
November 26, 2019	Group and Individual Supervision	Read: Article selected by Student Presenter #4 Student #4 Lead Discussion about Article Reflection #3 Due; Log #3 Due
December 3, 2019	Group and Individual Supervision	Read: Article selected by Student Presenter #5 Student #5 Lead Discussion about Article
December 10, 2019	<u>No Class</u> : Finals Week	Reflection #4 Due Log #4 Due (with total number of hours accrued for the semester) posted by December 10 th .

Loyola University Chicago
School of Education
Syllabus Addendum

Smart Evaluation

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.
- The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

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 Live Text. *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.

Live Text

All students, *except those who are non-degree*, must have access to Live Text 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 Live Text here: [Live Text](#).

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.

Advanced Practicum Site Supervisor Evaluation 2019-2020

CIEP 546 Advanced Practicum Supervisor Evaluation Rating Form

Note: Supervisors receive this form via LiveText, the Loyola online assessment system.

Welcome to the Loyola School Psychology School-Based Practicum Evaluation Form. The following evaluation form asks you to rate your practicum student's skills consistent with the program's aims, which are as follows:

Aim #1: To develop scientist-practitioners who have a professional identity as socially just school psychologists who are guided by the ethical and legal principles of the profession;

Aim #2: To develop scientist-practitioners who understand and can implement evidence-based, assessment, intervention, and consultation practice from a social justice perspective; and

Aim #3: To develop scientist-practitioners who can evaluate, produce, and disseminate research

As a doctoral program accredited by the APA, the PhD School Psychology Program at Loyola University Chicago prepares doctoral-level, Health Service Psychologists. Advanced Practicum, which is completed in year three and year four of the PhD program, provides supervised clinical training. Advanced Practicum focuses on training students in clinical competencies that prepare them for the pre-doctoral internship and ultimately, professional roles as psychologists.

In addition, the Advanced Practicum training is consistent with the National Association of School Psychologists (NASP) Standards, listed as follows:

Standards:

NASP 2010b.1 Data-Based Decision-Making and Accountability
NASP 2010b.10 Legal, Ethical, and Professional Practice

NASP 2010b.2 Consultation and Collaboration

NASP 2010b.3 Interventions and Instructional Support to Develop Academic Skills
NASP 2010b.4 Interventions and Mental Health Services to Develop Social & Life Skills
NASP 2010b.5 School-Wide Practices to Promote Learning

NASP 2010b.6 Prevention and Responsive Services
NASP 2010b.7 Family/School

Collaboration Services
NASP 2010b.8 Development and Learning

NASP 2010b.9 Research and Program Evaluation

There is also an opportunity for you to list any additional comments about the student's skills or experiences in Advanced Practicum.

For the questions, which include a rating scale, the following indicators will be used:

- 1 Does Not Meet Standard: Demonstrates minimal knowledge/skill as required at this training level
- 2 Partially Meets Standard: Basic knowledge/skill attained and demonstrated routinely as required at this training level
- 3 Meets Standard: Uses knowledge/skill flexibly as part of repertoire at this training level
- 4 Exceeds Standard: Demonstrate more advanced knowledge/skill that is typical at this training level

For your convenience, you do not need to complete the survey in one sitting, and your responses will be saved on the survey online server provided that you complete the entire survey from the same computer. If you have any questions, please contact the Advanced Practicum Supervisor, Pam Fenning pfennin@luc.edu.

Rubric Instructions: Please rate the student as accurately as possible for each item. Feel free to add comments to specific objectives.

Advanced Practicum Supervisor Rating Form

	Exceeds Standard (4)	Meets Standard (3)	Partially Meets Standard (2)	Does Not Meet Standard (1)
Applies child development, learning theory, diversity and the relationship of curriculum to data-based decision making				
Uses data to evaluate outcomes of services and to facilitate accountability				
Uses technology to monitor programs and to assist in the assessment of individual, group, and system-wide interventions				
KNOWLEDGE OF EVALUATION and ASSESSMENT TECHNIQUES in Classroom Observations				
KNOWLEDGE OF EVALUATION and ASSESSMENT TECHNIQUES in Environmental Assessment				
KNOWLEDGE OF EVALUATION and ASSESSMENT TECHNIQUES in Interviewing Techniques				

KNOWLEDGE OF EVALUATION and ASSESSMENT TECHNIQUES in Behavioral Assessment				
KNOWLEDGE OF EVALUATION and ASSESSMENT TECHNIQUES in Functional Behavioral Assessment				
KNOWLEDGE OF EVALUATION and ASSESSMENT TECHNIQUES in Adaptive Behavior Assessment				
KNOWLEDGE OF EVALUATION and ASSESSMENT TECHNIQUES in Curriculum Based Assessment				
KNOWLEDGE OF EVALUATION and ASSESSMENT TECHNIQUES in Academic Assessment				
KNOWLEDGE OF EVALUATION and ASSESSMENT TECHNIQUES in Intellectual Assessment				
KNOWLEDGE OF EVALUATION and ASSESSMENT TECHNIQUES in Social/Emotional Assessment				
Please list any additional comments on this advanced practicum student's experiences with data-based decision making and accountability here:				

Confers with teachers and other school personnel to clearly define areas of concern				
Establishes effective collaborative relationships with teachers and other school personnel				
Successfully identifies relevant environmental variables (e.g., antecedents, consequences)				
Demonstrates skill in working with students one-on-one				
Demonstrates skill in utilizing individual counseling techniques				
Demonstrates skill in working with a whole class of students				
Demonstrates skill in utilizing group counseling techniques				
Please list any additional comments on this advanced practicum student's experiences with consultation and collaboration here:				
Understands range of characteristics of various age levels				
Is able to accurately score items				
Interprets assessment data appropriately to answer referral questions				
Links assessment to interventions				
Has knowledge of school-based programs to meet needs of student				
Works effectively with school personnel to promote supportive learning environments				
Uses formal and informal assessment techniques to evaluate the performance and progress of students				
Collaborates with school personnel to develop appropriate academic goals and interventions for all students who do not meet academic standards/expectations as established by the State of Illinois or by local districts				
Please list any additional comments on this advanced practicum student's experiences with learning and instruction here:				

Applies the principles of behavior change through the provision of consultation, behavioral assessment and intervention, and counseling services to enhance student behavior				
Facilitates the implementation of strategies to improve instructional environments, and maximizes students' academic learning time				
Links assessment information to the development of strategies that address individual student's goals				
Applies theories of counseling to individual therapy cases to facilitate student growth and independence				
Utilizes counseling techniques and evidence-based strategies to implement group counseling to facilitate student growth or skill building				
Please list any additional comments on this Intern's experiences with mental health, socialization and development of life skills here:				
Promotes learning, prevention, and intervention by helping to create climates that foster mutual respect and caring for all students and their families and/or guardians				
Participated in administrative activities that focus on systems change or building-wide implementation of academic or social emotional learning.				
Reflects on the "big picture" of school practices				
Has a good grasp of the school climate				
Please list any additional comments on this Intern's experiences with School-wide practices to promote learning:				
Collaborates with other health care professionals to promote behaviors that lead to good health.				
Analyzes educational environments to develop strategies that encourage motivation and engagement in productive work through mutual respect and cooperation.				
Participates in any school crisis response or prevention activities				
Manages own stress and stress of staff or students productively				
Please list any additional comments on this advanced practicum student's experiences with prevention and crisis intervention here:				

Facilitates collaboration between schools and parents/guardians or the greater community by designing and facilitating educational interventions or supports.				
Works collaboratively with families during IEP and Evaluation procedures				
Recognize the subtle racial, class, gender, cultural, and other biases and the ways in which these biases influence decision making, instruction, behavior, and long-term outcomes for students				
Demonstrates respect for cultural diversity				
Develops strategies to promote an understanding of the role of cultural barriers on educational outcomes				
Practices gender equality and non-sex role stereotyping				
Participates in professional continuing education to minimize biases and to enhance training and expertise				
Please list any additional comments on this Intern's experiences with student diversity in development and learning here:				
Evaluates psychometric properties when selecting assessment methods.				
Applies knowledge of professional literature and research findings to all aspects of professional practice including service delivery improvements.				
Provides information about relevant research findings to school personnel, parents, and the public.				
Please list any additional comments on this Intern's experiences with research and program evaluation here:				
Practices in full accordance with the NASP Principles for Professional Ethics.				
Provides school psychological services consistent with prevailing legal, ethical, and professional standards (e.g., NASP Guidelines for the Provision of School Psychological Services).				

Maintains useful and accurate records and communicates information responsibly to families/guardians, students, colleagues.				
Maintains functional knowledge of IDEIA laws and regulations				
Please list any additional comments on this Advanced Practicum student's experiences with school psychology practice and development here:				
What letter grade would you recommend for this student FOR THE YEAR? (Please submit as a comment)				

Direct Observation

Please directly observe your Advanced Practicum student engaging in one of the core service delivery activities (i.e., consultation, intervention, or assessment) during the yearlong practicum experience. The student must be observed engaging in one of these activities at least once during the year. Please complete the following direct observation section to document your observation.

Only complete the following information for the activity you observed. If you conducted more than one observation, please complete the relevant information for that activity.

Assessment Observation:

- Provide a brief description of assessment activity (e.g., type of assessment, client demographics, etc.)

- Provide date and time of observation as well as length of time student was observed

- Rate student performance (Exceeds, Meets, Partially Meets, or Does Not Meet Standard)

Consultation Observation

- Provide a brief description of consultation activity (e.g., type of consultation, purpose of consultation, etc.)

- Provide date and time of observation as well as length of time student was observed

- Rate student performance (Exceeds, Meets, Partially Meets, or Does Not Meet Standard)

Intervention

- Provide a brief description of intervention activity (e.g., individual, group, purpose of intervention, client demographics, etc.)

- Provide date and time of observation as well as length of time student was observed

- Rate student performance (Exceeds, Meets, Partially Meets, or Does Not Meet Standard)
