

**School Psychology
Advanced Practicum
CIEP 546
2016-17_2**

**Student Handbook
Syllabus and Activities**



CIEP 546
Advanced Practicum in School Psychology
2016-17 School Year

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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/>

Link to Bibliography and Resources Compiled by #EDRESEARCH4SpringValley (resources related educational disparities and bias)

The instructor may assign additional readings. 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 other 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. It is typical for students to take this course for at least 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)).

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 serve their advanced practicum 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 department and the school psychology program faculty. 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 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.acceptchicago.org/>

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 even 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.

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 academic training director 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.

UNIVERSITY-WIDE POLICIES

COURSE OBJECTIVES TIED TO IDEA ONLINE COURSE EVALUATION

This course is an applied course in which doctoral students gain individual and group supervision within a university setting for clinical cases they are engaged in at their applied School Psychology Advanced Practicum sites. The following major learning objectives are considered essential to this course and are therefore evaluated as part of the IDEA online course evaluation system completed by students:

- 1). Students will acquire skills in working with others as a member of a team.
- 2). Students will learn to apply course material (to improve thinking, problem solving, and decisions).
- 3). Students will develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
- 4). Students will acquire skills in working with others as members of a team
- 5). Students will develop skill in expressing oneself orally or in writing

CONCEPTUAL FRAMEWORK

The school of education conceptual framework, Social Action through Education (available at www.luc.edu/education/mission/), is exemplified in this course in a variety of ways. The course focuses on the direct application of psychology clinical and behavioral health services to prevent and address a variety of behavioral, academic, social-emotional and mental health needs of children, adolescents and families. Direct supervision of these skills will occur in applied clinical settings and through the university to improve services for individuals and families. Many of the clients and students that will receive the services the students provide are unlikely to receive them and are often marginalized in schools and other clinical environments, due to poverty, issues of racial equity and injustice, special education factors, sociocultural issues, identification as LGBTQ and other factors that result in a lack of access to adequate mental health, academic and behavioral services. The application of clinical skills in applied settings for students and families who need a range of support is the Social Action through Education that takes place through direct provision of psychological and psychoeducational services.

DIVERSITY

In concert with the mission statement of the SOE, learning environments will be sensitive and driven by individual, cultural, social and economic diversity awareness and respect. With respect to providing a range of psychological and psychoeducational supports along a continuum, we will stress the importance of understanding the larger context by which an individual or family may function, which includes sensitivity to potential biases mental and behavioral health service providers bring to the table with respect to race, ethnicity, and culture. In the course, we also attend to disenfranchisement of particular groups in school/clinical settings and disparate access of subpopulations to mental and behavioral health treatment, inclusive of diverse racial and ethnic groups and others historically marginalized in our schools, such as those that identify as LGBTQ, individuals with disabilities, those that are homeless and living in poverty.

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 the student handbook and LiveText. 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.

Section II

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***.

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 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. Moreover, students may take this course more than once. 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 likely not possible for every doctoral program goal and objective to be addressed. However, the Doctoral Program Goals are used to guide the activities and are ultimately used 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;
- 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 Objectives. A subset of the goals and objectives should be used to create the activities within the School Psychology Advanced Practicum Plan, as well as the Culminating Advanced Practicum Project. Goal 1, objectives 3 and 4, as well as Goal 2, objectives 1-5 are the most relevant to this course. However, depending on the clinical site, it is possible that other goals will be relevant as well.

APA 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.

Objectives for Goal #1

- a. We aim to produce psychologists with a strong sense of professional identity and commitment to an ethical social justice orientation.
- b. We aim to produce ethical and socially just psychologists who have knowledge of individual differences and understand the societal discrimination, inequities, social, cultural, racial/ethnic, experiential, gender and linguistic factors on functioning.

Competencies for Goal #1

Competency 1a: 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

Competency 1b: Students will demonstrate professional identities as school psychologists through their membership in national professional associations

Competency 1c: 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.

Objectives for Goal #2

- a. We aim to produce psychologists who take an evidence-based data-driven approach to assessment, intervention and evaluation of services from a social justice perspective.
- b. We aim to produce psychologists who can apply evidence-based direct counseling and mental health interventions, as well as indirect consultative interventions in applied settings.
- c. We aim to produce psychologists who can work effectively with families and communities.

Competencies for Goal #2

Competency 2a: Students will take an evidence-based data-driven approach to assessment, intervention and evaluation of services from a social justice perspective

Competency 2b: Students will apply evidence-based direct counseling and mental health interventions, as well as indirect consultative interventions in applied settings

Competency 2c: 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

Objectives for Goal #3

- a. We aim to produce psychologists who critically review and evaluate the psychological and educational research literature from an ethical and social justice standpoint.
- b. We aim to produce psychologists who demonstrate research competence and can apply such skills to execute independent research.
- c. We aim to produce psychologists who contribute to the research literature through publications and presentations at national conferences.

Competencies for Goal #3

Competency 3a: 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

Competency 3b: Students will apply research methodological skills and statistics expertise to successfully complete dissertation research

Competency 3c: Students will demonstrate competence in presenting at psychological and educational conferences and preparing manuscripts for publication

COURSE REQUIREMENTS

1. Two days a week of onsite experience (35 days) across one 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 the system adopted by the program. Monthly reflections are due the day before each class session. 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 each month for instructor review. Discussions about gaining needed clinical experiences could occur at this time. Prior to the last class session, students will upload their final log with hours totaled, documenting completion of the required clinical hours.
 - Students will write monthly reflections during the course prior to each class meeting beginning in September for the first semester and January for the second semester. 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.
 - 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. Being respectful of others and demonstrating the highest academic integrity are expected of all. Active class participation is also expected. Students will complete in-class activities which include sharing cases, providing feedback and support to one another and accepting and utilizing instructor, peer and an-site supervisor feedback in a productive manner to improve clinical skills and direct services in the field.
5. A School Psychology Advanced Practicum Plan written by the student with input from the site supervisor and university supervisor/ordinator, 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/ordinator
 - 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.

EVALUATION PROCEDURES

The student will be evaluated on the quality of work products by both the site supervisor and university supervisor/ordinator. The site supervisor's recommendation will constitute a significant portion of the student's grade along university-based assignments tied to the course requirements described above.

SITE VISITS

There will be one site visit during the semester.

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 that 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 second semester site visit.

Course Requirement/Assignment	Due Date	Possible Points
Professional Behavior and Communication	Ongoing	15
Advanced Practicum Plan	Developed First Semester	40
Advanced Practicum Project	Ongoing	25
Reflections About On-Site Clinical Experiences (5 total)	Reflection #1 (January 16) Reflection #2 (February 6) Reflection #3 (February 26) Reflection #4 (March 27) Reflection #5 (April 24)	50 (5 Submissions; 10 points each)
Logs and Final Log Completed with Total Hours	Logs turned in on January 16, February 6 and 27, March 27 and April 24 . Final Log Submitted with Hours Totaled for Advanced Practicum for the Semester	50 (5 Submissions; 10 points each)
Supervisor Summative Evaluation	June 16, 2017	100
TOTAL POSSIBLE POINTS		280

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

TENTATIVE COURSE SCHEDULE

Course schedule is tentative and subject to change. Changes will be announced in class.

Date	Topics	Products Due Day Before Lesson
January 17, 2017	Semester Overview, Check-in Related to Activities over Winter Break, and Group and Individual Supervision	Individual Reflection and Monthly Log
February 7, 2017	Group and Individual Supervision	Individual Reflection and Monthly Log
February 28, 2017	Group and Individual Supervision	Individual Reflection and Monthly Log
March 28, 2017	Group and Individual Supervision	Individual Reflection and Monthly Log
April 25, 2017	Group and Individual Supervision	Individual Reflection and Final Completed/Tabulated Log

APPENDIX

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.

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.

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.