



**INDIANA UNIVERSITY
BLOOMINGTON**

**SCHOOL PSYCHOLOGY
ADVANCED PRACTICUM
HANDBOOK:
Doctoral Degree**

**School Psychology Program
Department of Counseling and Educational Psychology
Indiana University Bloomington**

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THE SCHOOL PSYCHOLOGY ADVANCED PRACTICUM

I. INTRODUCTION

The purpose of this handbook is to provide guidelines for persons participating in the School Psychology advanced practicum experience to meet the requirements of the Doctoral (PhD) Degree at Indiana University (IU).

A. Program Description

The joint mission of the American Psychological Association (APA) and the School Psychology Program at Indiana University is to promote the communication and application of psychological knowledge to benefit society and improve people's lives. Practicum experiences are designed to give students the skills and competencies necessary to be successful practitioners. Students are prepared in foundations of psychology and education, practices and methodologies of school psychology, and research inquiry techniques through coursework and practical experience. Advanced practica *can* be offered concurrently with theoretical and applied course work. It is designed for students in their third and fourth year in preparation for the doctoral-level internship experience.

The School Psychology Program at Indiana University is grounded in the scientist-practitioner model in which the graduate is prepared to solve problems associated with the personal, social, and educational development of children and youth from diverse cultural, economic, ethnic, and racial backgrounds. Emphasis is placed on the integration of research and practice, with the goal to instill in the student the belief that the professional psychologist should use current knowledge to address the myriad of factors that may affect children's development. Scientist-practitioners also contribute to the knowledge base of psychology. School psychologists address the needs of individual students and advocate for change using population-based approaches to serve children and families.

The faculty considers the required and elective practica to be some of the strongest components of the program. Students are required to complete several hundred hours of practicum and often elect to do more than the minimal requirements. This practicum is designed for doctoral level students who will engage in supervised school- and clinical-based practice in applied settings and receive university-based supervision related to their experiences. Practica give the student the opportunity to develop knowledge, insights, and skills under supervision that will better prepare them for internships and professional employment. Students are encouraged to set individual goals for practica and to have experiences across a range of settings, and work with a variety of ages, abilities, and cultural backgrounds.

The sequence of course work culminating in the PhD provides students with a solid core of psychological foundations including the areas of child development, learning theory, educational psychology, and statistics. Students also participate in applied coursework including academic assessment and intervention, consultation, program evaluation, functional behavioral assessment, and psychological assessment. This preparation provides the student with a broad array of skills to deliver psychological services in diverse educational settings. These services include: individual child evaluations, program evaluation, consultation, counseling, and academic and behavioral interventions. Ultimately, the school psychology program's broad goal is to train culturally competent school psychologists who are able to integrate theoretical information from the fields of psychology and education, so they can develop appropriate interventions for children, parents, and teachers in a wide variety of educational settings.

NOTE: You must be *enrolled* in a practicum supervision section to complete a practicum in any semester, including summers, and you must be appropriately supervised. There are no exceptions to this requirement. In some cases, deferred grades may be given for a practicum that is not finished during a semester or summer session.

B. Student Practica and Training Experiences

All students are expected to remain in their practicum placement until the end of the academic semester. The expectation is that students will have more direct experience as they become more competent in these areas throughout the academic year. The site supervisor, in consultation with the faculty supervisor and the graduate student, will determine readiness for direct experiences. Oftentimes, advanced practicum placements last the duration of an academic year, and at times, students choose to engage in these placements during the summer months as well.

Although the practica are designated as courses, they are much more than didactic experiences. You will be interacting with children and youth, parents, school personnel, physicians, and many others during practicum. Therefore, the practica involve interacting in environments where appropriate professional behavior is expected. In many respects, the practicum experiences closely approximate the “real world” of the professional psychologist. How a student conducts themselves in practicum settings reflects directly on the program, the School of Education, Indiana University, the profession, and most importantly - **on you**.

C. Course Requirements

In the third year, you are required to enroll for one (1) credit hour of P697: Advanced Practicum Supervision each semester. This practicum experience is to be at least 120 clock hours (the equivalent of about one full day per week for 15 weeks) per semester. For students seeking an internship not accredited by the Commission on Accreditation of the American Psychological Association in a school setting, this experience can be in a school or non--school setting,

provided that it meets the requirement of being program-sanctioned. To meet NASP requirements, you must obtain 600 hours of school-based practicum while on campus. If you do not obtain those hours in the first two years, you should strive to obtain them during the next two years so that you are eligible for NCSP certification. If the internship is accredited by the Commission on Accreditation of the American Psychological Association and is in a public school setting, then a school-based practicum experience is not necessary, as the minimum 600 hours will be more than met with the combination of the practica in the first two years and the internship.

Fourth year practica are entirely elective, but strongly encouraged. These experiences are tailored to the interests and training needs of the students but must meet the requirements for program approved practica. Students participating in practica the fourth year are required to enroll for another credit hour of P697 each semester. The P697 enrollment from the third year cannot be carried over to the fourth year. Therefore, all doctoral students will have at least nine (9) hours of practicum on their Program of Studies and transcripts. This can be important, because some state psychology licensing boards require that graduates have at least nine (9) hours of practicum on their transcript.

- I. Peer-to-Peer Supervision Experiences.** The advanced practica experience also includes a requirement that the advanced student supervise first- and/or second-year students in a manner to be developed between the student and a faculty member. This will involve supervision of students across multiple training experiences (e.g., assessment, consultation, etc.).
- II. Telesupervision.** Generally speaking, we do not provide supervision via telesupervision. We expect students to attend supervision in person, on campus. However, in unique situations, such as when students have met the program's residency requirement and have since moved out of the area, or in times of emergency when face-to-face supervision is not possible, we will utilize telesupervision.

D. Preparation for APA/APPIC Internships

Advanced practicum experiences are very important to successfully compete for APA/APPIC internships. Therefore, we recommend doctoral students have a *minimum* of 1200 to 1500 hours of practicum prior to the beginning the internship to be competitive in the application process. It is important, however, that you get a range of experiences that include both breadth and depth. Completing practica in only one or two settings may not be viewed as positively by internship sites. Hours in assessment, intervention, and supervision are needed for APA/APPIC internships (see www.appic.org). We urge you to discuss your internship plans with the program director or internship supervisor as you progress through the program. To obtain

1200 hours across four years for students intending to seek APA accredited internships, strive for the following:

- Complete 120 hours of practicum each semester during the first two years.
- Complete an additional 60 hours of program approved practicum each year during the first two years by adding more hours each semester and/or doing summer practica. In general, we recommend you have three to five different practica over the third and fourth years.
- Complete program approved practica in the third and fourth years.
- Sign up for P697 each semester in the third and fourth years, striving to complete 150 practicum hours over twelve (12) months. You must enroll in P697 each year (it cannot be carried over from year to year).
- If you are planning to do a clinical (non-school-based) internship in a hospital or mental health setting, you may need to take additional school-based practicum hours if you do not have 600 hours in the first two years. This is necessary to meet the NASP requirement of at least 600 hours in a school setting.

II. OVERVIEW OF ADVANCED PRACTICUM GUIDELINES

A. Site Selection and Approved Practica

The approval of an advanced practicum site is primarily based upon the site's ability to meet the training needs of the student. However, the needs of the site must also be taken into consideration. "Approved practica" are those experiences that are approved and endorsed by the program faculty and are separate from volunteer experiences that you may complete while in the program. It is expected that the practicum experiences be comprehensive and well balanced in the roles and functions of school psychologists.

Advanced doctoral students proactively seek out opportunities for training that align with their career and professional goals. Students are encouraged to work with the faculty level supervisor early in the second year to begin consideration of advanced practicum placements. It is not uncommon for practicum placements to be arranged mid-year of the second year that will not start until the following fall semester. Some highly selective sites engage in a competitive application process, and therefore students need to be proactive and take early initiative to seek out opportunities aligned with training goals. NOTE: In some instances, advanced practicum placements are arranged to begin the summer after the second year and continue across the third year in which case enrollment in a summer section of P697 is required. The same mechanism applies regarding summer after third year related to fourth year practicum.

For a practicum to be program approved, the following criteria apply:

- You must be directly supervised by an appropriately licensed/certified school, clinical, or counseling psychologist. Third and fourth year practica are to be supervised by a doctoral level psychologist. If the site does not have a doctoral level psychologist, you should receive additional supervision from a faculty member.
- You must receive and document a minimum average of one (1) hour per week of direct, “face-to-face” supervision from the site supervisor.
- Some type of ongoing communication/supervision between you and a faculty member must be developed and maintained during all practica. Both the site supervisor and university supervisor are to be listed on the vita for program approved practica.
- You must be enrolled in a practicum course until the experience is completed.
- You may receive compensation for experiences counted as practicum if the above requirements are met.
- Experiences not meeting these criteria are considered volunteer or other experiences and are not to be listed as practicum on your vita or internship applications. They should be listed as “Other Experiences” or something similar. The standard is that “practicum” listed on a vita is program approved. Failure to follow this standard could be considered misrepresentation of experiences and could be considered to be an ethical violation.
- These criteria apply for all practicum experiences for all doctoral-level students, even if not seeking an APA/APPIC internship.
- Each practicum is to be formally evaluated by a site supervisor at least once, preferably at the conclusion of each semester, with the evaluation given to the instructor of record and you will receive a copy. For P656, P695, P696, and P697 practica, use the practicum evaluation forms provided by the instructor. For elective practica, any of those may be appropriate, depending on the nature of the practicum. Discuss these situations with the faculty supervisor.
- The faculty internship supervisor may ask doctoral students to submit practicum logs and related documents prior to verifying readiness to complete an APA/APPIC internship.

B. Professionalism and Ethical Conduct

A professional with a negative reputation is not likely to be effective or be seen as someone in whom others can place their confidence. Therefore, it is important that students always conduct themselves in a professional and ethical manner and develop a reputation for professionalism, integrity, and competence. You will be working with real children and adolescents with real academic and psychosocial struggles. Some individuals may have experienced significant emotional trauma. You are expected to act professionally and treat the practicum position as if it were your job. Acting professionally includes:

- Dressing in professional attire.

- Being courteous and respectful of adults and children.
- Respecting all of your colleagues' experience, knowledge, ability, and input regardless of rank.
- Following facility policies (checking in upon arrival, following local procedures).
- Being on time.
- Communicating absences with your site supervisor with as much advanced notice as possible.
- Maintaining professional language. When you do relax a bit watch how you speak to your co-workers and supervisors. Ask questions and continue to learn about the site you are working in but speak to your co-workers and supervisors with respect.
- Committing to the placement. Be the person they can count on to do whatever, whenever.
- Being energetic, enthusiastic, and cooperative.
- Staying calm and positive in tough situations and crises.
- Taking responsibility for your actions in a well-mannered way (especially if you make an error).
- Keeping the lines of communication open with your supervisor/s.
- Maintain a professional image (including social media sites!)
- Technology use minimal (or not at all).
- Remember, you are a *guest* of the site in which you are working.

While in training, including during internship, you may not refer to yourself in any manner or circumstance using the term “psychologist.” Indiana defines “psychologist” as someone who has a doctoral degree in psychology and is licensed by the State Board of Psychology as a psychologist or as a “School Psychologist” licensed by the Indiana Department of Education. Other states are likely to be similar. Thus, titles on reports, presentations, etc., such as “School Psychologist in Training” or “Intern School Psychologist” are not appropriate. Because this restriction is a legal requirement, it is also an ethical requirement. Some acceptable titles are:

- School Psychology Graduate Student
- School Psychology Graduate Clinician
- School Psychology Student
- School Psychology Practicum Student

C. Simultaneous Practica

It is common for 3rd and 4th year students to participate in two practicum sites during the advanced practicum experience. It is also possible to do a second practicum during the second year to gain more hours, however, this can be very challenging. Any additional practicum during the regular academic year must be secondary to the assigned practicum and be approved by the

faculty supervisor. Failure to honor responsibilities to the required practica may result in lowering of practicum grades, less positive practicum evaluations, or having a negative effect on letters of recommendation.

D. Tracking Hours

We require all students to maintain detailed practicum logs tracking their training hours during all practicum experiences. We recommend all doctoral students keep practicum logs consistent with APPIC guidelines (see www.appic.org). There is a fee-based program at <http://time2track.com> you may find very useful, but this particular program, while strongly encouraged, is not required. APPIC also has a program to document practicum hours (www.appic.org).

E. Student Responsibilities

Practicum students should adhere to conduct codes and personnel regulations and procedures of their site. Students must use the APA Ethical Guidelines and the appropriate federal and state laws to guide their practice. Practicum students must additionally exhibit good professional skills, professional conduct, and appropriate interpersonal skills.

Practicum Student Responsibilities:

- Complete log of activities. Students should complete a log documenting their various activities on a weekly basis. The spreadsheet or Time2Track documentation must be submitted and up-to-date in order for a grade to be assigned each semester.
- Participate in weekly face-to-face supervision meetings with the site supervisor. For the supervision process to be highly efficient and beneficial to the practicum student, the student must take responsibility for bringing up concerns, problems, and/or issues encountered.
- Initiate phone and/or email contacts with the University Practicum Supervisor on a regular basis. Advanced practicum students will meet bi-monthly for 90 minutes, at a date to be determined by the University Practicum Supervisor to receive university-level supervision. Additional details regarding this responsibility will be detailed in the student's course syllabus.
- Complete requirements as assigned by the university level supervisor. Additional requirements regarding these assignments will be outlined in the course syllabus.
- Complete activities as assigned by the site supervisor.
- Conduct peer-to-peer supervision activities as outlined by the faculty supervisor and in the course syllabus.
- Complete all reports and paperwork in a timely fashion. The practicum will be required to prepare reports on assigned cases and revise reports or paperwork until it meets the site supervisor's satisfaction.

- Participate in mid- and end-of-the-year evaluations of progress. The evaluation *must* be reviewed by the student and supervisor together and signed by each party prior to submission to the faculty supervisor. Final course grade will not be submitted until received.

F. Policy on Practica Student Involvement in Crisis Intervention

In the event of a crisis situation arising during the advanced practicum placement, we strongly recommend the following:

- Advanced practicum students will not be solely responsible for counseling a student who expresses suicidal ideation.
- Practicum students who are counseling a student who expresses suicidal thoughts must immediately report to their site supervisor. The case should be turned over to the site supervisor to make further determination of follow-through procedures. All local procedures for this situation must be followed.
- Students may provide grief counseling subsequent to site training. However, it is recommended they assess their level of comfort and expertise if they choose to provide this service and may choose to decline participation in this experience.

Appendix A.

School Psychology Practicum Student Rating Form

Advanced Practicum Midyear and Final Evaluation Form
Indiana University Bloomington
School Psychology Program

Practicum Student Name: _____ **Date:** _____

Semester/Year: _____ **Practicum Site Address:** _____

Supervisor: _____

For each of the competencies listed below, please rate the intern. As you rate each item, ask yourself: **How characteristic of the trainee’s behavior is each competence description?** If you have not had an opportunity to observe the behavior associated with a competence, check N/O (no opportunity to observe). Please use the following interpretive guidelines to evaluate and rate the student’s performance.

Rating Scale:

Rating	Descriptor	Interpretive Guidelines
1	Slightly or Not at All	<ul style="list-style-type: none"> • Beginning to show this knowledge/skill • Needs further skill development and/or close supervision
2	Somewhat	<ul style="list-style-type: none"> • Inconsistent performance or still some gaps in skills
3	Moderately Often	<ul style="list-style-type: none"> • Basic knowledge/skills attained and demonstrated routinely
4	Most of the time/ Typical	<ul style="list-style-type: none"> • Development consistent with expectations at this stage • Uses knowledge/skills flexibly as part of an overall repertoire
5	Very often/Highly typical	<ul style="list-style-type: none"> • Demonstrates very advanced knowledge/skills
N/O	Not applicable/ No opportunity	<ul style="list-style-type: none"> • Student has not yet had the opportunity to experience an activity or you have no basis for appraisal

Please return this evaluation to the University Internship Supervisor via email (ormiston@indiana.edu) or via US mail.

Heather Ormiston, PhD., NCSP, HSPP
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No.	Awareness and knowledge of diversity and equity issues	1	2	3	4	5	N/O
1.1.1	Aware of and sensitive to cultural traditions and customs of families and communities						
1.1.2	Demonstrates knowledge of factors that have created or maintain inequity						
1.1.3	Advocates equal opportunity for marginalized or historically underrepresented populations						
1.1.4	Values individual differences and diversity when planning and conducting assessment						
1.1.5	Understands and demonstrates sensitivity to own role in serving diverse populations						
1.1.6	Demonstrates knowledge, awareness, and understanding of others as cultural beings						
1.1.7	Shows appropriate attitudes and actions toward diverse populations						

No.	Provides culturally relevant psychological services	1	2	3	4	5	N/O
1.2.1	Understands and develops strategies to address cultural mismatch						
1.2.2	Demonstrates cultural competence when interacting with school personnel and parents						
1.2.3	Provides psychological service to individuals that is respectful						
1.2.4	Designs effective, culturally competent behavioral, social, and/or academic intervention strategies						
1.2.5	Implements effective behavioral, social, and/or academic intervention strategies that respects socio-cultural sensitivities						

No.	Demonstrates knowledge about organizations	1	2	3	4	5	N/O
2.1.1	Understands role of the psychologist in diverse settings						
2.1.2	Understands organization and functioning of public schools						
2.1.3	Understands roles of various school personnel, e.g., social workers, counselors, administrators, special and general education teachers						
2.1.4	Understands family systems						

No.	Understands supervisory relationships and roles	1	2	3	4	5	N/O
2.2.1	Recognizes need for and seeks supervisory assistance						
2.2.2	Accepts and uses supervisory feedback						
2.2.3	Demonstrates effective supervision of less experienced peers						

No.	Ethical, professional, and legal conduct	1	2	3	4	5	N/O
2.3.1	Behaves in a manner that indicates appropriate awareness of ethical and legal principles						
2.3.2	Has knowledge of IDEA, Section 504, and the state special education regulations						
2.3.3	Understands mandatory reporting requirements for abuse and neglect						
2.3.4	Understands and consistently applies ethical principles						
2.3.5	Understands and adheres to legal requirements						
2.3.6	Understands and balances ethical and legal conflicts						
2.3.7	Understands that ethical principles guide the behavior of professional psychologists in practice						

No.	Demonstrates knowledge of assessment methods	1	2	3	4	5	N/O
3.1.1	Demonstrates comprehensive knowledge of assessment methods appropriate to the referral questions						
3.1.2	Effectively uses a variety of observational methods, e.g., narrative recording, time-sampling and computer-assisted methods						

No.	Skill in conducting assessments and use of results	1	2	3	4	5	N/O
3.2.1	Selects and correctly administers cognitive, academic, behavioral, social, emotional, and adaptive assessment procedures						
3.2.2	Conducts comprehensive assessments						
3.3.3	Communicates assessment results, in writing and orally, that address the referral questions						
3.3.4	Uses assessment results to develop evidence-based academic, behavioral, and social interventions						

No.	Gathers information upon which to base interventions	1	2	3	4	5	N/O
4.1.1	Understands factors that influence motivation and academic engagement						
4.1.2	Knowledgeable about biological, cultural, developmental, and social influences on students' behavior						
4.1.3	Understands the principles of behavior change within the behavioral, social, affective and adaptive domains						
4.1.4	Values contributions and insights of parents, teachers, and colleagues						
4.1.5	Conducts effective interviews for problem identification, problem analysis and problem-solving						
4.1.6	Understands school district's procedures for suicide prevention and intervention, and postvention						

No.	Develops and implements interventions	1	2	3	4	5	N/O
4.2.1	Considers instructional methods and materials, student interests, and career needs when planning academic and cognitive interventions						
4.2.2	Establishes developmentally appropriate instructional goals for students with different abilities, disabilities, strengths, and needs						
4.2.3	Presents results of academic and behavioral observations, both orally and in written form						
4.2.4	Coordinates and monitors implementation of collaboratively-developed intervention plans						
4.2.5	Has knowledge of a range of evidence-based individual and group interventions						
4.2.6	Implements evidence-based behavioral, social, and/or academic intervention strategies						
4.2.7	Develops and implements academic interventions that reflect a student's motivation and engagement						
4.2.8	Develops and implements evidence-based social-emotional interventions						

No.	Evaluates effectiveness of interventions	1	2	3	4	5	N/O
4.3.1	Understands and knows how to measure factors of treatment acceptability and treatment integrity						
4.3.2	Systematically collects data to monitor the effectiveness of interventions						
4.3.3	Modifies intervention plans in response to systematically collected data						

No.	Consultation and collaboration skills	1	2	3	4	5	N/O
4.4.1	Demonstrates effective interpersonal communication skills in professional interactions						
4.4.2	Understands behavioral, conjoint, process, and instructional models of consultation						

4.4.3	Develops effective collaborative relationships with teachers and parents						
4.4.4	Contributes to collaborative meetings (e.g., staffings, wraparound team meetings) and/or case conferences addressing student and family concerns						

No.	Ability to conduct research and evaluation	1	2	3	4	5	N/O
5.1.1	Understands merits of diverse research methods						

5.1.2	Accesses empirical research from a variety of sources, including electronic databases, and uses that information to inform and develop assessment methodologies and evidence-based interventions						
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No.	Ability to disseminate information to others	1	2	3	4	5	N/O
5.2.1	Conducts an in-service presentation using relevant scientific information about child, family, or school issues						
5.2.2	Disseminates research knowledge to parents, teachers, colleagues, and others						
5.2.3	Applies research knowledge in the provision of psychological services						
5.2.4	Contributes effectively to program evaluation efforts of the school district						

No.	Professionalism	1	2	3	4	5	N/O
P1	Understands professional values of the psychologist						
P2	Conducts self in a highly professional manner						
P3	Is accountable, reliable and meets deadlines						
P4	Demonstrates commitment to welfare of others						
P5	Shows understanding of self as a psychologist, i.e., "thinks like a psychologist"						

No.	Reflective Practice/Self-Assessment/Self-Care	1	2	3	4	5	N/O
RP1	Reflects on self as an emerging psychologist and importance of competence in various contexts						
RP2	Understands own level of competence and needs for supervision						
RP3	Demonstrates self-awareness of one's own level of cultural competence, including one's strengths and limitations with respect to cultural issues						
RP4	Understands and demonstrates ability to balance personal and professional roles						
RP5	Respectful in supervisory relationships						

No.	Relational and Interpersonal Skills	1	2	3	4	5	N/O
RI1	Displays effective and appropriate interpersonal skills						
RI2	Shows appropriate affect and behavior in professional interactions with supervisors, peers, clients, and others						
RI3	Communicates feelings, ideas, and information clearly in verbal, nonverbal, and written forms						
RI4	Demonstrates understanding of science and practice with regard to serving diverse populations						

R15	Works effectively with counselors, school social workers and school administrators						
R16	Helps to promote and maintain safe, caring, supportive, and effective learning environments for children						

No.	Science	1	2	3	4	5	N/O
S1	Demonstrates and “buys” into scientist-practitioner model						
S2	Consistently recognizes that science should guide practice						
S3	Displays critical scientific thinking						
S4	Demonstrates understanding of science and practice with regard to serving diverse populations						

Did you directly observe the student during this evaluation period? Yes _____ No _____

What are the intern’s strengths and weaknesses?

Do you believe that the student has achieved the level of competence expected at her/his current level of training? ___ yes ___ no If no, please explain why and what areas need improvement.

Open-ended Comments: Please comment on any areas you wish. You may also use this space to comment on any aspect of the student's preparation that you wish to call to the attention of the program faculty. If you see gaps in the student's preparation, we want to learn about them in order to improve our program. Feel free to use additional sheets. Thank you again for your help.

Please discuss the evaluation with your intern prior to submitting it. Thank you for your contributions to your intern's professional development!

Signed:

School Psychology Practicum Student

Date

Site Supervisor

Date