

GUIDELINES FOR PRACTICUM FIELD SUPERVISORS

Psychology 685: Practicum in School Psychology
Millersville University Department of Psychology

Description:

Practicum precedes internship and focuses on the development of discrete professional skills. Students build upon those skills they have acquired through prior courses: assessment, counseling, classroom observation, consultation, behavioral assessment.

The content of the practicum placement is in accordance with NASP 2020 Training Standards as follows:

- (1) Orientation to the educational process.
- (2) Assessment for intervention.
- (3) Direct intervention (including counseling and behavior management).
- (4) Indirect intervention (consultation).

Objectives:

1. To help students become familiar with the educational system.
2. To develop an understanding of processes and procedures regarding the identification of special education students.
3. To develop knowledge of the roles, responsibilities and functions of school psychologists and other pupil personnel.
4. To begin performing some of the functions of school psychologists through management of two cases under the supervision of a qualified school psychologist.
5. To apply and integrate skills acquired through course work and training.

Suggested Model for Training: The following is a suggested model for the supervision and training of students enrolled in the school psychology practicum experience. The model progresses sequentially through five stages. The length varies as a function of skills of the student and the demands of the setting. **Practicum activities are REQUIRED.**

Stage I:

Shadowing and Modeling Field Supervisor
1. Student is introduced to various school personnel.
Practicum activity: Student interviews a school principal
Practicum activity: student interviews an administrator from a mental health agency
2. Student is exposed to various procedures (formal and informal) used by school psychologists in the performance of their role (observe testing, MDE, IST meetings)
Practicum activity: student attends IST or pre-referral meeting (may be combined with case study)
Practicum activity: student attends MDE meeting (may be combined with case study)
3. Student observes other psychologists and specialists (e.g. counselor, speech therapist) in addition to the supervisor
Practicum activity: student spends one full day with a school psychologist to interview and observe the school culture, climate and discuss related issues regarding diversity, inclusion, and equity.
4. Student acquires knowledge of instruction by scheduling visits to regular education

classrooms that differ by age and subject matter
Practicum activity: student visits 2 specialists (i.e. guidance counselor, speech therapist, resource room teacher)
5. Student observes classes serving students with disabilities depending on what is available at the school (SLD, ED, Autistic Support, life skills, and others).
Practicum Activity: Student observes 2 specialized classes
6. Student reviews school crisis plans and procedures.
Practicum Activity: Student interviews school psychologist (and/or crisis team members) about the schools' crisis plans and procedures and reviews any related guidance documents, forms, or manuals (e.g., threat assessment, natural disaster, grief/loss in community, intruder/lock-down/lock-in/ALICE, etc.).

Stage II:

Observation and Assessment of Professional Skills
1. Supervisor observes the student conducting assessments and in other professional practices (e.g. parent meeting).
- Practicum activity: case studies- review folders, interview teacher/parents, observe in classroom, formulate referral questions
2. Field supervisor assesses developmental level of the student. Depending on the student's proficiency, supervisor can require more practice or allow more independence and move to Stage III.

Stage III:

Guided Independent Practice/Cooperative Practice
1. Student independently performs specific tasks (i.e., cognitive tests, re-evaluation).
- Practicum activity: case studies continued- administer evaluation measures, score and interpret data, address referral questions, write ER, generate recommendations
2. Student may engage in cooperative practice involving collaboration between Field Supervisor and student on certain cases. (student evaluations, co-leading counseling groups, etc.)
3. Student may manage their own case load

Stage IV:

Increasing Independent Practice
1. Field Supervisor allows increasing freedom to student.
2. Student completes evaluations under the guidance of the Field Supervisor.

Stage V:

Professional Independence
1. Student performs many of the functions of school psychologist.
2. Student manages school psychologist's cases independently from beginning to end.

-Stage V is not typically reached by students in practicum, but is a goal of the internship field experience and the entry level years as a school psychologist.