

PRACTICUM-INTERNSHIP HANDBOOK
Ph.D. in Educational Psychology
School Psychology Specialization Strand
Fall 2011

This handbook, including materials drawn from the Doctoral Student Handbook, provides information specifically focused on the clinical experience requirements for the Ph.D. in Educational Psychology-School Psychology Specialization strand. Several documents you will need are included at the end of this handbook and are also available as individual files on the doctoral forms page: (<http://education.unlv.edu/SPSY/forms/phd/phdforms.htm>).

Initial Practicum

Clinical experience for the School Psychology Specialization strand in the Ph.D. In Educational Psychology begins with completion of EPP 762, School Psychology Intervention with Practicum. In this two-semester, 6-credit experience, you will deliver a broad range of school psychological services in clinic and school settings. Experiences are designed to facilitate the development of core competencies in the provision of services to economically, culturally, and linguistically diverse students. Skills necessary to conduct psychoeducational evaluations, plan and implement interventions, and monitor progress during interventions are emphasized within the context of both traditional individual evaluation and Response to Intervention.

During the two semesters of this practicum you will complete a combination of clinic and field experiences. The assigned instructor will supervise all services provided within the UNLV School Psychology Clinic. All fieldwork will be completed in a public school setting and must be supervised by a licensed school psychologist who is approved by the instructor.

Course requirements in the UNLV School Psychology Clinic include a minimum of 2 comprehensive case studies with formal case presentations for each case discussing assessment findings, clinical impressions, and suggestions for intervention or treatment planning. Your field work assignments will include observations of special education determination meetings, attendance at school district in-service trainings, completion of at least one social-emotional or behavior case consultation and at least one academic case consultation. During the academic year in which you complete this initial practicum, you will be expected to spend between 5-10 hours per week in the schools.

You may have completed this practicum sequence during specialist level studies. If not, you are expected to enroll during the fall semester after you complete the three course assessment sequence: EPP 710-Assessment of Intelligence by School Psychologists, EPP 715-Projective, Personality, & Behavioral Assessment by School Psychologists, and EPP 763-Psychoeducational Academic & Diagnostic Assessment.

Teaching Practicum

EPY 784, Teaching Practicum, provides experience in preparation for the role of university faculty member. The objective of the teaching practicum is for the doctoral student to gain graduate level teaching experience by assisting school psychology program faculty with delivery of instruction in a specialist level course. You will serve in an apprentice role, attending class sessions, participating in class planning and grading, preparing and/or delivering course lectures, leading class discussions, and so forth, comparable to a team-teaching assignment.

If you enter the Ph.D. with Master's Degree in Educational Psychology from UNLV, you are eligible to request the Teaching Practicum during your third year of study. Requests can be initiated through your doctoral advisor or the coordinator of doctoral studies in school psychology. You may request a specific specialist level course for the teaching practicum; assignment will be contingent on availability.

Advanced Doctoral Practicum

Students preparing for university faculty and clinical practice employment complete both the advanced doctoral practicum and the teaching practicum courses.

Advanced practicum experience is obtained through enrollment in EPY 793-Advanced Doctoral Practicum. In this experience, a student is expected to apply and extend the knowledge, skills and attitudes learned in the program's didactic coursework and initial practicum.

Before beginning an advanced doctoral practicum in an off campus site, you will be required to attest understanding that while working at the site, you are representing the Department of Educational Research, Cognition, & Development and that either the site supervisor or the practicum instructor can terminate the placement without advanced notice. While at the site you are expected to conform to management policies at the agency, program, or organization. During the period of the placement, you must provide evidence of professional liability insurance in the amount of a minimum of \$500,000 in coverage. In all instances you are expected to abide by the ethical standards of the American Psychological Association and National Association of School Psychologists and the laws of the State of Nevada. You will be asked to submit a detailed log at the conclusion of the placement.

Off campus supervisors for the advanced practicum experience have discretion in the frequency/duration of individual supervision sessions. Supervisors are asked to confer with the advanced practicum instructor approximately half way through the time period for the placement and again at the end of the placement for detailed assessment of performance. It is expected that off campus supervision in the doctoral practicum will be provided by a licensed psychologist or a school psychologist holding an appropriate practice credential as required for work in the placement setting. In instances where off campus supervision cannot be provided by a licensed psychologist, the course instructor will be a licensed psychologist.

The site supervisor and campus supervisor will assess your performance using a general rating scale, included in this handbook and on the School Psychology web site. This general scale will be tailored with recognition that not all experiences can be available at a specific setting.

The doctoral practicum and doctoral internship have become increasingly important steps in training in professional psychology, in part because the competition for internship placements is strong, and also in recognition that the revised model licensing act policy adopted by the APA Council of Representatives in 2006 places more emphasis on clinical experience obtained prior to the doctoral degree.

The form to request approval of an advanced doctoral practicum site is in this handbook and on the School Psychology web site.

The appropriateness of the practicum site will be evaluated on the extent to which it can provide training to enhance your competencies in key areas including: Professionalism, Reflective Practice/Self-Assessment/Self-Care, Scientific Knowledge and Methods, Relationships, Individual & Cultural Diversity, Ethical/Legal Standards, Interdisciplinary Systems, Assessment, Intervention, Consultation, Research/Evaluation, Supervision, Teaching, and Management/Administration.

At the conclusion of the advanced clinical practicum experience, you are expected to demonstrate the competencies indicating a readiness for Internship.

It is your responsibility to identify potential sites for advanced practicum experience and to make initial contact with the site about potential placement. You are encouraged to confer with your doctoral advisor and/or the school psychology doctoral program coordinator before initiating contact with the site.

The form requesting an advanced practicum experience is submitted to the school psychology doctoral program coordinator and requires signatures from the student, the site supervisor, and a campus supervisor. Requests should be submitted well before the deadline for registration.

Examples of sites where our students have completed advanced doctoral practicum include: Center for Applied Neuroscience (Las Vegas based private practice site), Desert Willow Treatment Center (an inpatient psychiatric hospital for children and adolescents in Las Vegas), and the Achievement Center (a campus program with focus on Family Behavior Therapy).

Doctoral Internship

Standards of the American Psychological Association and the National Association of School Psychologists require a culminating doctoral supervised internship. The doctoral internship in school psychology (EPY 794) requires a minimum of 1800 hours completed over no more than a two year period and follows the completion of all doctoral coursework. For doctoral students who did not complete a specialist level internship, 1200 of the 1800 hours must be completed in a school-based setting.

Enrollment in internship follows completion of all doctoral coursework with exception of the dissertation.

Students are encouraged to seek APA-approved internship sites, but APPIC or other approved sites are also acceptable. The doctoral program coordinator and the chair of the student's

doctoral committee must approve all sites that are not APA-approved or listed in the APPIC directory. Potential internship sites can include a variety of settings including schools, hospitals, mental health centers, residential settings, and others, and out of state placements. Information about the APPIC (Association of Psychology Postdoctoral and Internship Centers) program is available at this URL: <http://www.appic.org/>

It is the student's responsibility to identify and make initial contact with potential internship sites. Criteria for approval of an internship site are the extent to which the proposed site mirrors the guidelines for the doctoral internship prepared by the Council of Directors of School Psychology Programs (<http://sites.google.com/site/cdspphome/cdspp-internship-guidelines>).

Doctoral students who are currently employed as a school psychologist in the Clark County School District may apply for permission to complete all or a substantial portion of the 1800 hour doctoral internship at the current work site(s). The guidelines for requesting this internship setting, including details about required activities, are in this handbook and on the School Psychology web site.

Forms and rating scales for the doctoral internship will vary according to requirements at the site approved for the internship. One rating scale used when completing the internship while employed as a school psychologist in Clark County is included in this handbook and on the School Psychology web site.

**Ph.D. in Educational Psychology
SCHOOL PSYCHOLOGY SPECIALIZATION STRAND
REQUEST FOR APPROVAL OF ADVANCED PRACTICUM**

Date Submitted: _____

Your Name: _____

Site: _____

Supervision at Site Provided by: _____

Supervisor Qualifications: _____

Time Frame of Requested Experience: _____

Briefly describe the activities to be completed for which credit will be requested.

If completed where you are currently employed, explain how the clinical activities are in addition to your regular duties and responsibilities.

How do these activities relate to your professional interests and goals for your doctoral program?

Student Signature: _____ Date: _____

Site Supervisor: _____ Date: _____

Campus Supervisor: _____ Date: _____

Student Affirmation: Your signature above attests to your understanding that you are serving as a representative of the Department of Educational Psychology while working at the site and that either the site supervisor or the campus supervisor can terminate the placement without advanced notice. While at the site you are expected to conform to management policies at the agency, program, or organization. During the period of the placement, you will provide evidence of professional liability insurance in the amount of \$500,000 in coverage. In all instances you will abide by the ethical standards of the American Psychological Association and the laws of the State of Nevada. You will be expected to submit a detailed log at the conclusion of the placement. You will be expected to provide the site supervisor with a copy of the Program Advanced Practicum Experience Guidelines.

Site Supervisor Affirmation: Your signature above attests to your willingness to provide supervision for the activities listed above during the requested time frame. As an advanced

practicum experience, you have discretion in the frequency/duration of individual supervision sessions with the student. You will be asked to confer with the campus supervisor approximately half way through the time period for the placement and again at the end of the placement for detailed assessment of the student's performance.

Campus Supervisor Affirmation: *Your signature above attests to your willingness to provide support and general oversight for the requested experience, to respond quickly to any requests from the site supervisor, and to confer with site supervisor approximately half way through the time period for the placement and again at the end of the placement for detailed assessment of the student's performance.*

SUPERVISOR EVALUATION OF ADVANCED PRACTICUM TRAINEE FORM*

Trainee's Name:

Field Experience Site:

Instructions:

We appreciate your use of this form as a site supervisor to provide feedback about the performance of the trainee. Your answers and comments will be much appreciated. This form will become part of the student's record for this course and may be considered in assigning grades.

Answer Code for Evaluation Items

- NA -- Not Applicable or not enough information to form a judgment
- 1 -- Far Below Expectations--needs much improvement, a concern
- 2 -- Below Expectations-- needs some improvement to meet standards
- 3 -- Acceptable--meets standards at average level for doctoral students.
- 4 -- Above Expectations--performs above average level for doctoral students
- 5 -- Far Above Expectations--a definite strength, performs well beyond average levels for doctoral students

I. Basic Work Requirements

- Arrives on time consistently
- Uses time effectively
- Informs supervisor and makes arrangements for absences
- Completes required total number of hours or days on site
- Is responsive to norms about clothing, language, etc., on site

Comments:

Suggested areas for further study:

II. Ethical Awareness and Conduct

- Knowledge of general ethical guidelines
- Knowledge of ethical guidelines of specific placement
- Demonstrates awareness and sensitivity to ethical issues
- Personal behavior is consistent with ethical guidelines
- Consults with others about ethical issues if necessary

Comments:

Suggested areas for further study:

III. Knowledge and learning

A. Knowledge of Client Population

_____ Knowledge level of client population at beginning of placement

_____ Knowledge level of client population at end of placement

B. Knowledge of Assessment & Approaches

_____ Knowledge of treatment approach at beginning of placement

_____ Knowledge of treatment approach at end of placement

C. Knowledge of Assessment & Treatment

_____ Knowledge of specific treatment settings at beginning of placement

_____ Knowledge of specific treatment settings at end of placement

D. Learning

_____ Receptive to learning when new information is offered

_____ Actively seeks new information from staff or supervisor

_____ Ability to learn and understand new information

_____ Understanding of concepts, theories and information

_____ Ability to apply new information in clinical setting

Comments:

Suggested areas for further study:

IV. Response to Supervision

_____ Actively seeks supervision when necessary

_____ Receptive to feedback and suggestions from supervisor

_____ Understands information communicated in supervision

_____ Successfully implements suggestions from supervisor

_____ Aware of areas that need improvement

_____ Willingness to explore personal strengths and weaknesses

Comments:

Suggested areas for further study:

V. Interactions with Clients

_____ Appears comfortable interacting with clients

_____ Initiates interactions with clients

_____ Communicates effectively with clients

_____ Builds rapport and respect with clients

_____ Is sensitive and responsive to client's needs

_____ Is sensitive to cultural/group differences

_____ Is sensitive to within-group differences

Comments:

Suggested areas for further study:

VI. Interactions with Coworkers

- Appears comfortable interacting with other staff members
- Initiates interactions with staff
- Communicates effectively with staff
- Effectively conveys information and expresses own opinions
- Effectively receives information and opinions from others

Comments:

Suggested areas for further study:

VII. Paperwork

- Reliably and accurately keeps records
- Written or verbal reports are accurate and factually correct
- Written or verbal reports are presented in professional manner
- Reports are clinically or administratively useful

Comments:

Suggested areas for further study:

Overall, what would you identify as this trainee's strong points?

What would you identify as areas in which this trainee should improve?

What grade for the field experience would you recommend be given to this student?

_____ **A** _____ **B** _____ **C** _____ **D** _____ **F** _____ **INC**

Supervisor:

Date:

Thank you for your time in supervising this student and in completing this evaluation.

***Evaluation Form adapted from:** Baird, B. N. (1996). *The internship, practicum, and field placement handbook*. Saddle River, NJ: Prentice Hall.

Guidelines for Proposing School Psychology Doctoral Internship Placement at Current Work Site

A student currently employed as school psychologist in the Clark County School District may apply for permission to complete all or a substantial portion of the 1800 hour doctoral internship at the current work site(s) by preparing a written statement addressing each of the following:

1. Provide a detailed description of activities required in your assignment as a CCSD school psychologist, including an approximate number of hours spent with various functions and an appropriate estimate of the relative percentage of time that has been afforded to each function.
2. Provide a detailed description of the proposed internship. Estimate the hours per week per function and estimate the relative percentage of time that will be afforded to each function if the doctoral internship proposal is approved. A doctoral intern may spend time in research activity, including evaluating the outcomes of services delivered and the effectiveness of the intern's own training. This time shall not exceed 25% of the internship. A doctoral intern must spend at least 25% of his or her time in direct (face-to-face) psychological services to clients/students/patients. Include the proposed dates of initiation and completion for the proposed internship.
3. Provide a statement acknowledging that you understand and accept the requirement that you will: a) conduct a minimum of two therapy and/or behavior modification projects using a single-case study design and submit written reports involving these projects, b) submit a minimum of two psychological reports per semester, c) prepare two review papers involving school psychology related books or tests, and d) maintain a daily log of activities performed throughout the internship.
4. Explain how the proposed and current activities differ. Be sure to provide a clear description of the differences in terms of the actual activities that are currently being provided relative to the proposed activities.
5. Provide the name, a photocopy of the state psychologist license, and vitae of the proposed internship field supervisor. The field supervisor must be a Nevada licensed psychologist and an employee of the Clark County School District. He or she may have other intern supervision responsibilities but must limit doctoral supervision to no more than two doctoral interns per year.
6. It is expected that the intern will receive at least two hours per week of individual supervision with at least one of those hours provided by the psychologist identified in #5 above. Provide a letter from your proposed internship field supervisor stating that he or she is prepared to provide this supervision, that he or she will be available for site visits from the faculty member assigned as instructor of the doctoral internship course, that he or she will receive telephone calls from the faculty member assigned as instructor of the doctoral internship course, and that he or she will complete rating sheets in a timely

- manner that reflect the performance of the intern.
7. Provide a statement acknowledging that you understand and accept a requirement that in addition to the individual supervision, you will be required to participate in other scheduled learning activities, such as case conferences, seminars, and/or observation of service delivery by others.
 8. Provide a statement acknowledging that you understand and accept a requirement to complete a minimum of 50 hours of in-service training during the internship. In-service training may occur at national, state, or local conferences or at the actual internship site, and a minimum of 10 hours shall consist of APA-approved training programs.
 9. Provide evidence at the time of registration for the internship (in the form of a photocopied contract) that you have obtained professional liability insurance for the internship period. This insurance must provide \$500,000 worth of coverage or more..
 10. State that in all instances you will abide by the ethical standards of the American Psychological Association and the laws of the State of Nevada.

The information above should be gathered into a single packet and submitted to the Coordinator of the School Psychology Doctoral Program for approval prior to the initiation of the internship.

INTERNSHIP EVALUATION

**Doctoral Internship: Ph.D. In Educational Psychology- School Psychology Specialization Strand
Currently Employed As CCSD School Psychologist**

Name of intern:

Organization: Psych Services: CCSD Supervisor: Dr. Donald Blagg

Supervisor's signature: _____

Date: _____

This assessment requests your rating of the intern on behavioral dimensions related to placement performance. Definitions of the dimensions are on the following page.

A score of one or two indicates failure to perform in any acceptable way on the dimension. Scores of three to five indicate that the intern needs further development in that dimension. A score of six indicates satisfactory performance on the dimension. A score of seven should only be used when the intern has performed at a level exceeding that which could be expected of an intern; that is, performance at a level which might be typical of an established practitioner. It is expected that few interns will achieve this level of performance.

1	2	3	4	5	6	7
very poor	ineffective	adequate but needs development			satisfactory	excellent

Behavioral Dimension	Rating							Unable to Assess
Job Knowledge	1	2	3	4	5	6	7	0
Research Skills	1	2	3	4	5	6	7	0
Attention to Detail	1	2	3	4	5	6	7	0
Oral Communication	1	2	3	4	5	6	7	0
Written Communication	1	2	3	4	5	6	7	0
Initiative	1	2	3	4	5	6	7	0
Work Standards	1	2	3	4	5	6	7	0
Tolerance of Stress	1	2	3	4	5	6	7	0
Interpersonal Sensitivity	1	2	3	4	5	6	7	0
Impact	1	2	3	4	5	6	7	0
Behavioral Flexibility	1	2	3	4	5	6	7	0
Judgment	1	2	3	4	5	6	7	0
Planning and Organizing	1	2	3	4	5	6	7	0

Overall Assessment 1 2 3 4 5 6 7 0

Comments/Suggestions:

DEFINITIONS OF BEHAVIORAL DIMENSIONS

JOB KNOWLEDGE: Acquaintance with, and effective use of, the theories, techniques, procedures and methods associated with assessment and intervention.

RESEARCH SKILLS: Gathers relevant information or data; relates and compares information or data from several sources for the purpose of identifying issues, relationships, problems or possible causes of problems.

ATTENTION TO DETAIL: Thorough and careful in the performance of a task or part of a task.

ORAL COMMUNICATION: Effective expression in individual or group situations during questions and answers, conversation, or discussion (includes non-verbal communication and listening).

WRITTEN COMMUNICATION: Clearly expresses information, facts, data, conclusions and recommendations in writing; includes good grammatical form.

INITIATIVE: Originates actions; active efforts to influence events rather than passive acceptance; takes action beyond basic requirements for completion of task; self starting; tackles problems or issues without awaiting instructions.

WORK STANDARDS: Remains on task with minimal direction or supervision; sets and maintains high standards of performance; sets and maintains deadline for the task at hand; accepting rather than avoiding job responsibilities.

TOLERANCE OF STRESS: Maintains composure and effective performance while under pressure and/or opposition.

INTERPERSONAL SENSITIVITY: Reacts sensitively, with empathy and sincerity, and communicates tactfully; acts in a way that indicates consideration of the needs of others.

IMPACT: Commands attention and respect; displays confidence; asserts him or herself when appropriate.

BEHAVIORAL FLEXIBILITY: Modifies approach to task, individual or group to effectively deal with different personalities and situations so as to achieve goals.

JUDGMENT: Considers alternative courses of action and makes realistic and rational decisions based on logical assumptions supported by factual evidence.

PLANNING AND ORGANIZING: Establishes a course of action for self and/or others to accomplish a specific goal; assigns and structures the use of personnel and resources to achieve objectives.