



UNIVERSITY *of*  
DENVER

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MORGRIDGE COLLEGE OF EDUCATION

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**Child, Family, and School**

**Psychology Program**

**CFSP 4351 CFSP Clinic**

**CFSP Clinic Manual**

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## **Introduction**

The CFSP Clinic at the University of Denver (also known as the Counseling and Educational Services Clinic) provides children and adults in the Denver-Metro area with the opportunity to obtain reasonable-cost, high quality assessment and general counseling services. Counseling services are typically provided by graduate students in the University of Denver Counseling Psychology program, while the assessment services are provided by students enrolled in the Child, Family, and School Psychology (CFSP) graduate program and who are pursuing either an Educational Specialist (Ed.S.) degree or a Doctorate (Ph.D.) in School Psychology. Services provided by the psycho-educational extension of the Clinic are geared toward helping children, adolescents, and adults who may be experiencing difficulties with learning and school related behavior problems. In addition, partnerships with local schools permit CFSP Clinic students to engage in an academic intervention with individual children struggling with academic subjects. These partnerships allow CFSP students to develop additional problem-solving and data based decision making skills while benefitting the education of students in the partnership schools. This manual outlines the specific description, requirements, expectations, procedures, and evaluation of the psycho-educational portion of the Clinic, as related to the CFSP graduate program.

## **Program Philosophy**

The Clinic's philosophy is closely aligned to the philosophy of the CFSP program in that there is a strong focus on utilizing an ecological approach to assessment and intervention. Clinic students and staff view clients using a whole-person approach, and recognize that the strengths and challenges that clients present are intricately linked to and influenced by individual, family, community, and systemic factors. Further, the actions of all students and staff of the Clinic demonstrate respect and consideration for diversity and diverse practices, collaborative problem solving, and the knowledge and utilization of empirically valid educational and psychological principles. Students participating in the Clinic Practicum are expected to conduct themselves under the professional and ethical guidelines set forth by the American Psychological Association (APA) and the National Association of School Psychologists (NASP).

## **CFSP Clinic Description**

**DU Site:** As a training facility, the CFSP Clinic offers community members valuable assessment services while providing a rare opportunity for graduate students to obtain first-hand assessment, intervention, collaborative problem-solving, interpersonal communication, and report-writing experience under the supervision of licensed school psychologists and interventionists for a full academic year. Assessments are often requested by parents when there is a question of a learning disability, giftedness, or the possibility that developmental or social and emotional issues are interfering with the academic performance of a child or adolescent. Adult clients may seek information regarding their learning styles and strengths to broaden self-knowledge and make informed decisions for career advancement and continued pursuits.

Assessments conducted as part of the Clinic experience include formal and informal

measures, interviews and observations, and Transdisciplinary Play Based Assessment techniques that result in individualized recommendations consistent with the unique needs of clients. Specific assessment areas with which students gain experience include: cognitive, developmental, and achievement testing, learning disability assessment, intellectually gifted assessment, screening for attention deficit hyperactivity disorder, and the assessment of social and emotional concerns that may interfere with school performance. Throughout the process, all clients are assured that they will be treated with the utmost respect and that confidentiality will be maintained.

**School Partners:** The CFSP Clinic partners with several field placement sites to allow CFSP students the opportunity to learn assessment and intervention techniques in the RtI framework. Clinic students are paired with students at partner sites and identify academic and behavioral supports and interventions necessary for student achievement. CFSP students work collaboratively with school personnel and family members to identify learner goals, develop interventions, evaluate outcomes, and develop future plans. Issues of the learning environment and personal diversity are considered through this field placement. As is true at the DU Site, educators, families, and children are assured confidentiality and respect along with consistent communication during this year-long experience.

The Clinic experience addresses the following goals of the CFSP program:

- Assessment and diagnosis of individual learning problems or developmental differences
- Consultation with parents, teachers, administrators, and other school and agency personnel
- Academic, behavioral, cognitive, and systemic intervention

To address these goals as comprehensively as possible, and in order to provide a safe and nurturing environment that fosters student growth, the Clinic is comprised of two distinct components: the Clinic hours and the Clinic/Seminar.

During **Clinic hours**, students complete a variety of exercises designed to foster the continued development of Clinic and school based interviewing, assessment, observation, targeted intervention, interpretation of information, and report writing skills. Students gradually receive exposure to and experience with clients who come to the DU Clinic site by initially observing interviews and assessments from previous clients, or directly observing the work the graduate assistant completes with clients in a different room with the use of camera and video equipment. As their skills are honed, students begin providing direct services to clients. As team members, students collaborate with their colleagues to critique assessment administration and develop hypotheses regarding client achievement, strengths, and possible recommendations. School-based skills are developed during Clinic hours through direct work at one of the school partner sites within the Denver Metro area. Graduate students gradually gather diagnostic information regarding a student in the partner schools, conduct targeted assessment, interviews, observations, and record reviews to develop hypotheses and specific interventions regarding educational or behavioral concerns. Practice in written and verbal communication of data gathered and interventions planned is received in the Clinic environment. This experience is

closely supervised by CFSP faculty and graduate assistants through observation and individual and group supervision meetings. Skills and services that students enrolled in Clinic are able to perform with clients complement the teachings of the assessment and intervention sequence of coursework students take their second year of the program.

The **Clinic/Seminar** is weekly meetings designed to complement and reinforce concepts learned in the assessment and intervention classes and explore experiences during Clinic hours in a group supervision setting. It is an essential part of the CFSP Clinic where concepts are applied and tested. Weekly seminar meetings may include discussions of relevant topics designed to strengthen collaboration, problem-solving, and analytical skills or hands-on practice experiences in order to strengthen assessment and communication skills. As students gain increasing responsibility for service provision to clients in the Clinic, they are required to present cases to faculty and peers, discuss possible interpretations of assessment results, apply scientific inquiry methods, and develop recommendations consistent with findings. Communication skills among colleagues are strongly emphasized.

## **Clinic Requirements**

### **Eligibility for Clinic**

As a three-quarter, full academic year sequence, participation in the Clinic is based upon successful completion of all first-year coursework with a grade of B or better before students become eligible to enroll in Clinic/Seminar. In addition, students must have successfully completed the required Mentorship experience and have demonstrated applied skills and competencies working effectively with clients and teams. The following are several skills that students are expected to demonstrate at a developing level prior to beginning the Clinic Practicum.

- Students should demonstrate a beginning ability to self-evaluate in terms of strengths and weaknesses concerning assessment, data-based decision making, and report writing;
- Students should be able to work as team members, demonstrating professional respect for other's thoughts, ideas, and work while thinking critically about the best methods to address the needs of clients;
- Students should demonstrate basic assessment, interviewing, and parent/student feedback skills and be effective at least at a minimally facilitative level;
- Students should demonstrate sensitivity, objectivity, and flexibility to adapt to the needs of various clients and situations;
- Students should demonstrate a beginning ability to relate effectively with students, teachers, parents and other professionals;
- Students should demonstrate a basic understanding of professional ethical and legal responsibilities and standards.

### **Responsibilities During Clinic**

Upon enrollment in the second-year Clinic Practicum, participation in and successful completion of the Clinic Practicum as well as the weekly seminar is required in order for Ed.S.

students to begin their third-year field-based Practicum experience and for Ph.D. students to progress to field-based Practicum as well. If skills of students are found to not meet the expectations of faculty, students will be required to develop a specific plan to strengthen those skills either before they enter into field-based practicum or during their field-based practicum. Through the academic year, Clinic students will enroll in 5 quarter hours (6 if students are working toward their Early Childhood Specialty) and will complete 250 hours of Clinic experience (300 hours if students are working toward their Early childhood Specialty).

As previously mentioned, student responsibilities for and involvement in the Clinic will increase based on the performance, level of mastery, and perceived readiness, with the assumption that as students progress through the assessment course sequence and practice their skills, they will be able to utilize them in the Clinic setting with clients. Typically, students spend the better portion of their first quarter in Clinic reviewing past cases, and working on their interviewing and data-based decision-making skills related to cases in the Clinic and school based settings. Then, as they progress through second quarter, they will take part in portions of the interviewing, assessment, and feedback aspects of client cases and begin interventions in the school setting. During the third quarter students should have the opportunity to use their skills to complete the Clinic process from start to finish with a client with increased fluency and decreased reliance on supervision. In addition, students must demonstrate their ability to generalize their assessment skills during the problem-solving process in a variety of cases and to identify specific measures to use in various situations. In the school setting, students should be continuing their interventions with children and making alterations to interventions as needed. It should be noted however, that **student readiness to conduct assessments during Clinic hours will be determined by the Clinic/Seminar Supervisor and faculty of assessment courses on an individual basis.**

When the Clinic/Seminar Supervisor determines that a student is able to assess clients, assessment times are set, and the student assesses the client with direct supervision from the Clinic Director and graduate assistant and with support from peer colleagues. After conducting an assessment (or portion of an assessment), the student then presents his or her findings to colleagues during the Seminar. In presenting, all tests must be completely scored. Presentations should be concerned with client strengths and should synthesize information rather than merely presenting a series of unrelated bits of information. Students should be prepared to explain discrepancies in data, to seek input from colleagues to explain what may appear to be inconsistencies in data, and to have some ideas about recommendations, which are tied to assessment results. When discussing school based cases in Seminar, students must present all data gathered through records, interviews, observations, and targeted assessments. Students must be ready to engage in the problem solving process either as presenters or as collaborators. It is the responsibility of the student to approach their teaching assistant or clinic supervisor if they have questions or concerns. In addition, If data is found that concerns a client's safety, the student is required to work with the clinic supervisor to address the safety issue immediately.

The number of Clinic based **assessments** students are required to observe or complete will depend upon the demand at the Clinic and the number of client referrals. It is estimated that students will *observe* and provided feedback on 3-6 assessments, and will conduct 3-5 assessments. A student may be responsible for administering only a portion of an assessment, (e.g., I.Q. testing), while a more advanced graduate student conducts the achievement testing and more specialized single-skill assessments. As students are introduced to new tests and fulfill

requirements in assessment classes, they will have opportunities to practice their new skills in the Clinic. For each assessment or part of the assessment completed, students are required to present the findings at the following seminar. No feedback about results, written or oral, will be given to clients or parents without appropriate processing with colleagues and the Clinic supervisor. In incremental stages, students will be responsible for report writing and providing feedback to parents.

In addition to the aforementioned requirements, there are quarterly assignments and behavioral requirements/expectations for both the Clinic hours and seminar portions of Clinic Practicum that must be completed in a timely and thorough fashion. These requirements are listed below and on the quarterly syllabus.

### **Specific Clinic/Seminar Requirements**

- Students will attend and participate in weekly professional Clinic activities and supervision;
- Students will attend weekly seminar, complete assignments, and collaborate with peers with professional respect and a professional voice;
- Students will complete **Attendance Logs at each Clinic site**;
- Students will turn in written case reports for each client assessed by the student each quarter;
- Students will complete a Clinic Improvement Project;
- Students will complete Professional Development, Goal, and Evaluation forms (Appendices A, C, and D) and schedule a feedback session with the assessment and Clinic faculty at specified times.

Expectations and specific descriptions of these requirements are found in this manual and in the accompanying CFSP Clinic Packet.

### **Clinic/Seminar Expectations**

Clinic experiences in which students have the opportunity to engage may differ in variety and breadth of activities. The following set of student expectations was developed in accordance with the philosophy and training emphasis of the CFSP Program, as well as to comply with state and national licensure requirements.

- Students commit to a designated Clinic time each week;
- Students should engage in a range of activities that reflect the roles and responsibilities of the CFSP Clinic assessment team and also meet program and professional development requirements;
- Clinic students are expected to participate in a variety of assessment situations and tasks;
- Students are responsible for presenting their results, impressions and recommendations at individual feed-back conferences with parents as much as possible;
- Students will interview the referral source before conducting an evaluation;
- Students are expected to observe referred students in their primary educational

settings when requested by the client or the client's family;

- Students will act in strict accordance with all professional ethical standards and principles outline by the National Association of School Psychologists and the American Psychological Association. Students will exhibit high levels of professionalism and ethics that maintain client confidentiality;
- Students are responsible for documenting their attendance at Clinic each week;
- Students receive weekly face to face supervision with the Clinic graduate assistant and/or Director and weekly group supervision with the Clinic Director;
- Students are required to be enrolled in a University Seminar class that meets at least weekly during the assigned Clinic to promote ongoing professional development, case review, peer collaboration, and supervision. Students are expected to attend all seminar sessions, be on time to seminar and complete all required class assignments in a timely manner and use a professional demeanor;
- The Clinic graduate assistants and Director meet with the students at the beginning of the year to discuss individual performance goals, activities, and course expectations;
- Students will complete an **Initial/Continuing Professional Development Plan** (Appendix A) to be reviewed at the beginning of September, at the year mid-point at the start of January and again at the end of the Spring quarter;
- Students will be evaluated by their Supervisor via the **Clinic Student Evaluation Form** (Appendix C). Students are expected to reflect upon and identify professional development goals and activities. A plan for remediation will be developed at these meetings if necessary. This form will be completed at the end of the Fall Quarter and again at the end of the year;
- Students will complete a **Professional Work Characteristics Development** form (Appendix D) in collaboration with the Clinic Director at the end of the year;
- Students will be accountable to the Clinic graduate assistant supervisor and Clinic Director;
- Students are expected to know and follow all required University policies and practices;
- Students will be expected to complete all expected Clinic activities and casework, and submit completed work to the Clinic Director or Clinic graduate assistant in a timely manner.

Students are responsible for developing the aforementioned skills and meeting the above requirements throughout their professional training program (including the Clinic Practicum), and these skills must meet or exceed a specific set of criteria in order for students to be successfully recommended for field-based Practicum in their third-year of the CFSP program. Deficiencies noted in Clinic Practicum may necessitate additional coursework or extended Clinic/assessment experiences to improve or further support developing skills, and to encourage confidence and independence. **In some cases where deficiencies are apparent, a student may be asked to postpone the field-based Practicum and complete additional Clinic hours. At times, students may have a field placement determined, but are asked by faculty to postpone practicum because of skill needs or professional conduct identified at the end of the Clinic experience.**

## **During Clinic**

During Clinic, students are responsible for completing all assigned activities in a timely and professional manner. Paperwork and report writing requirements may differ from case to case, so it is important to review and clarify expectations with the Clinic Director or graduate assistant. Students are expected to be in attendance during their scheduled Clinic sessions. Absence for personal reasons must be cleared with the Clinic Director prior to the absence in order to ensure that the Clinic remains adequately staffed.

While there are no hard and fast rules about designated activities during Clinic, the activities listed below are typical of the activities completed as a student progresses through Clinic. Not all activities will be relevant for all students. It should be noted that when a student is not working directly with a client, the student must be completing activities and assignments related to the Clinic experience. Work on other coursework will not be tolerated during Clinic Hours or Seminar. In addition, use of technology during Clinic Hours and Seminar must be restricted to tasks related to Clinic cases or activities.

## **During Fall Quarter**

- Review all policies, practices and paperwork used in the Clinic;
- Ensure clear understanding of supervision expectations and communication routines;
- Demonstrate a clear understanding of the Clinic's policy on abuse and neglect reports and making outside referrals;
- Review assessment protocols from several prior cases and discuss ensuing interpretations;
- Observe assessments done by graduate assistant and participate if appropriate;
- Complete all Clinic assignments in a timely fashion;
- Develop a proposal for the Clinic Improvement Project;
- Begin to gather data for school based case, develop hypotheses, and complete initial draft of Case Report for school based case;
- Complete an **Initial Professional Goals Statement** (Appendix A) and **Clinic Student Evaluation Form** (Appendix C) and review with Instructors at feedback session.

## **During Winter Quarter**

- Conduct observations and interviews for assigned cases;
- Administer assessments and get supervisor feedback;
- Complete all Clinic assignments in a timely fashion;
- Complete interpretive summaries of assessment outcomes for one or more cases;
- Conduct classroom observations as appropriate;
- Observe assessments done by graduate assistant and participate if appropriate;
- Score and interpret assessments done by classmates;
- Demonstrate progress on the Clinic Improvement Project;
- Continue to conduct targeted assessment with school based case and begin

intervention. Complete a second draft of Case Report.

- Complete evaluation form at the end of the quarter;
- Review and update professional goals with Instructors at feedback session.

### **During Spring Quarter**

- Conduct at least one independent assessment and write up results;
- Conduct independent intake interviews and feedback sessions;
- Conduct classroom observations as appropriate;
- Consult with teachers or other professionals on a case referral as appropriate;
- Complete all Clinic assignments in a timely fashion;
- Administer assessments and get supervisor feedback;
- Observe assessments done by classmates, score and interpret as appropriate;
- Complete and present the Clinic Improvement Project;
- Complete intervention and evaluation of its success with school based case. Complete Case Report;
- Revisit and update professional performance goals and expectations for Practicum experience;
- Complete evaluation form at the end of the quarter and discuss at feedback meeting with Instructors;
- Complete **Continuing Professional Development Plan** (Appendix D) at end of clinic and discuss with Supervisors and share with Practicum Supervisor.

## **Clinic/Seminar Procedures**

Although accommodations must occasionally be made, the following are step-by-step procedures that students enrolled in Clinic and Seminar are to follow when providing assessment services to clients.

**Step 1:** Clients are screened by the Clinic Director and when accepted for an appointment, a client information page is completed by the program coordinator or the graduate assistant.

**Step 2:** Referral information for your client will be provided to you by the graduate assistant. A packet will have been sent home to the client and her/his family explaining Clinic procedures, fees, and testing dates. You will be given a brief synopsis of why the client has been referred and what the client hopes to understand from the assessment through a client information page. Before your first session with the client, the graduate assistant will make a folder for you and place it in the file cabinet with your client's name on it. This will be the folder in which to keep all of your assessment information.

**Step 3:** Review the client information sheet. Contact the family to clarify referral information and referral questions, introduce yourself and explain that you will be working with them and their child. Ask them if you can answer any questions for them at this time, and inform them that you will be calling them the day prior to their first session to remind them of the session. Prior to meeting with your client you may choose to discuss your proposed course of action

during weekly seminar. Before your first session, you should have decided what the overall plan is, the order in which possible assessments will proceed and what you need to do to prepare for the initial session as well as subsequent sessions. Always feel free to call or email the Clinic Director or the graduate assistant with ANY questions you may have. In the event that they cannot be reached, contact the Director of the School Psychology Program.

**Step 4:** The day before the scheduled assessment, give the family a reminder call, just as doctor's offices often do. Simply say that you are reminding them of their appointment. Confirm the time and location. Give directions to the Clinic if needed. Also, if you have not already, offer a brief explanation as to what the initial meeting will entail to allay fears as much as possible.

**Step 5:** At the initial meeting, it is important for you to make sure that we have obtained from the client:

- Parent Questionnaire or Adult Questionnaire
- Release of Information Form
- All additional forms sent out in the initial packet. It is the responsibility of the supervising graduate assistant to obtain the:
- Financial agreement and payment

These forms are found in the Parent Clinic packet. Completed forms should be signed and filed in the client's folder. At the initial meeting, the questionnaire should be reviewed and discussed with the client to further understand the reason for referral. It is important to ensure that you understand the parent's or client's concerns and what they hope to get out of the assessment. This will influence your final choice of instruments. It is important to explain the tests that will be given and the limitations of the information that may be obtained. Seminar discussions on interviewing skills will cover appropriate ways to share information.

The initial meeting may be one of many meetings required depending on how complicated the referral is. Let parents, students, and adult clients know what you expect the general timeline from the initial meeting to the time of feedback to be. Clients are usually eager for results and should be given a realistic estimate of how long it will take. The entire process usually takes between four and seven weeks.

**NOTE: You are responsible for checking out any necessary assessment kits and protocols prior to your testing sessions!**

**Step 6:** Every time a test has been given and scored, the protocol is to be placed into the graduate assistant's folder to be checked. Please call the graduate assistant to let her/him know that the protocol is ready to be checked and allow three to five days for scoring. Place the protocol in an envelope and mark "confidential" to protect the client's privacy.

**Step 7:** While the test scores are being checked by the graduate assistant, begin your draft of the educational report. The graduate assistant and Clinic Director will supervise your writing style and the content of the report. A draft of each section of the report is due to the graduate assistant one week after the meeting. The report follows the format you will use in your assessment classes.

**Step 8:** Present the case at the Clinic/Seminar. When you are first assigned a client (clients will be assigned at the beginning of each quarter in Clinic/Seminar), the Clinic Director will tell you when you are scheduled to present. When you present, you will have all tests scored and be

ready to discuss initial findings and possible hypotheses. Your fellow colleagues will be able to help you brainstorm, pose questions, provide additional observations, and help you plan the feedback session with your client.

**Step 9:** Finish the rough draft of the report, including the changes suggested by the graduate assistant. The report is due to the Clinic Director at seminar one week prior to your scheduled feedback session at the latest. The report with noted changes will be given back to you by the Thursday before the feedback session if not earlier.

**Step 10:** Meet with the parent/client for the feedback session. Review the testing that was completed and go over the results. Answer any questions the family may have. Check often for understanding and comfort level. Link recommendations to the results and make sure to include appropriate suggestions that parents or clients may make. Explain that the final written report will be mailed in a week to ten days after the feedback session.

**Step 11:** As you prepare your final report, make sure to include any additions or changes made during the parent/client feedback meeting and to integrate parent/client suggestions.

**Step 12:** The finished report should be signed by both the examiner and the Clinic Director. In most cases it will be signed by the graduate assistant as well. The report will be printed on University of Denver letterhead. A copy should be made and put into the client's folder and the original should be sent to the client. If desired, you may also keep a copy for your confidential files.

**\*\*IMPORTANT\*\*** The assessment fee should be collected by the Clinic Director or graduate assistant at the time of the first testing session. Assessment results cannot be released until the account is settled. The student examiner, Clinic Director, and graduate assistant will work together to track the status of payment for each client. Payment(s) will be kept in the metal cash box and receipts are available for the client if requested. The cash box and receipt booklet are located in the Clinic office.

\*\* Test results will NOT be released to anyone (even at the parent's/client's request) prior to the parent/client feedback session. Also, if parents/clients request that results be released following the feedback session, double check to ensure that there is a signed Release of Information form on file.

**NOTE: No report or test data will be released without final approval/signature of the Clinic Director.**

**Step 13:** Five or six days after sending the report, call the family to make sure they received it. Ask if they have any questions about it. Inform the Clinic Director of any feedback you receive from the clients.

**Step 14:** Once the feedback session has been completed and the report has been released, check to ensure that everything related to the client is securely filed away in their folder in the Clinic office.

### **Clinic/Seminar Evaluation**

Success as a school psychologist is critically dependent upon the ability to work and consult successfully with a diverse clientele in a wide range of settings. Clinical skills in assessment, interpretation, counseling, and consultation are essential to these goals. The Clinic Practicum,

taken the second year in the School Psychology Program, is designed to enhance and extend the knowledge and clinical skills gained through graduate courses. It is important to recognize that clinical skills are an art, not a science. Thus, a critical aspect of the Clinic Practicum is the ongoing mentorship and supervision provided by advanced doctoral students and faculty whose guidance is intended to help in the development of such skills. Evaluation is an ongoing process of self-reflection and feedback that focuses on incoming strengths and the development of critical interpersonal, communication, and professional skills. We acknowledge the fact that everyone begins at very different levels of experience. Thus, evidence of steady improvement over time as well as the attainment of critical competencies is highlighted. In addition, students are evaluated on their responsiveness to supervisor feedback and on their increased ability to self-monitor and reflect upon personal performance. Students are expected to set personal goals, engage in levels of professional behavior, and to provide evidence of demonstrated mastery of critical clinical competencies. The ultimate goal of the Clinic Practicum is to ensure that students have attained the necessary competencies for success in subsequent Field Practicum and Internship placements. As such, the Clinic Practicum fulfills many of the School Psychology professional training and development goals.

### **Clinic Student Evaluation Form**

Course evaluation for Clinic and Seminar participation is based on a student's ability to:

- Fulfill obligations of Clinic in a highly professional and ethical manner.
- Demonstrate proficient skill application and adherence to professional standards when assessing, interpreting, or interacting with clients.
- Demonstrate progress towards personal and professional goals and independent functioning.
- Constructively utilize supervisory feedback.
- Make reflective and insightful contributions during weekly seminars and individual case reviews.
- Competently complete a Clinic Improvement Project and other assigned casework.
- Complete a school based Case Report consisting of targeted assessment, hypothesis building, intervention, and evaluation/follow-up.

In addition, Clinic/Seminar evaluation is based on a variety of activities and requirements, including class participation and assignments, supervision preparation, case summaries, cumulative activity logs, supervisor and self performance evaluations, at least one comprehensive client case and a Clinic Improvement Project, all of which are briefly described below.

### **Weekly Clinic Activities**

The student is responsible for all assigned duties and is expected to adhere to all professional dress codes and to observe all professional regulations. Students also are expected to conduct themselves in accordance with all American Psychological Association and National Association of School Psychologists professional and ethical standards. Punctual attendance at all Clinic activities is expected. Students must make an effort to meet all professional commitments within the timeframes set in advance. **Supervisors should be informed in a timely manner of any unanticipated illness or circumstances that affect attendance.** The student is expected to

complete all assessments assigned and submit write-ups as requested. In addition, the student will be expected to complete at least one comprehensive written report on the client for which they are the principal evaluator. There are situations where students will be asked to partner with another student to complete a comprehensive assessment and report. The flow of clients within the Clinic determines the extent to which students must partner with others.

### **Weekly Seminar Participation and Assignments**

Active participation at all scheduled seminar meetings is expected. Students must not miss more than one seminar each quarter, must routinely come prepared to critically discuss their ongoing cases, must regularly facilitate and contribute to analytic discussions of peer cases, and must complete all seminar assignments on time to receive the highest seminar grade.

### **Supervision Preparation**

Students should prepare for scheduled supervision by reviewing pertinent case materials, protocols, and preparing coherent case review summaries prior to all supervision meetings. Professional goals and objectives must be reviewed, agreed upon by the student and all supervisors, and should be regularly updated during supervision each quarter.

### **Cumulative Time Sheet Logs**

Students are responsible for recording all Clinic hours on an Attendance Log at each site. Students are responsible for completing these forms. It will be assumed that the student is absent if he or she neglects to sign the log.

### **Quarterly Performance Evaluation**

Students are responsible for completing a **Continuing Professional Development Plan** (Appendix A) at previously specified times through the year. The results of this evaluation are discussed with Supervisors and should help in formulating specific goals for the following year. In addition, students will rate themselves on the **Clinic Student Evaluation Form** (Appendix C) and Supervisors will review the ratings for each student twice throughout the year. Students also will complete the **Professional Work Characteristics Development Review** (Appendix D) in conjunction with the Clinic Director at the end of the year. Performance feedback meetings occur after the Fall quarter and at times at the end of each quarter and focus on accomplishments, ongoing competencies, and areas in need of continued mastery. The goal of these meetings is to outline future professional development goals and opportunities, and develop an outline of required activities for the following quarter. These evaluations are designed to provide constructive feedback and to develop future professional goals. While performance evaluation results are not the sole basis upon which a clinic/seminar grade is assigned, it is expected however, that students will demonstrate significant progress and adequate mastery of key competencies before a recommendation for Practicum will be made. Individual meetings may be scheduled with students throughout or at the end of the academic year on an as needed basis to address professional skills, communication, or specific areas needing attention or development.

### **Clinic Improvement Project**

Students are responsible for completing a Clinic Improvement Project designed to improve the Clinic in some manner over their year-long involvement with the Clinic. Suggestions for the project will be discussed during seminar. Students must demonstrate ongoing progress towards

completion each quarter, and the final project is due at the end of the spring quarter.

## Frequently Asked Questions

### How Do I Check Out Instruments or Equipment?

**Protocols:** Protocols do not need to be checked out and may be obtained from the file cabinet located in the PAL office. Please let the PAL graduate assistant know if supplies are low or if other assessment protocols are needed for particular referrals.

**Assessments:** Most assessments are located in the file cabinet located in the Clinic office or the PAL cabinets. These kits must be used ON-SITE ONLY and cannot be taken off campus to grade protocols. For additional assessments or for assessments to use off-site, contact the psychological assessment library graduate assistant and/or the Clinic graduate assistant for assistance.

**Video/Media Equipment:** This equipment must be kept on-site (unless otherwise specified) and can be checked out only by main office personnel.

**Assessment Rooms:** Assessments are conducted during Clinic hours only. If an assessment room is needed for additional practice or assignments, please notify the Clinic Director to learn how to reserve the rooms.

### How Do I Videotape My Assessments?

The graduate assistant will train students how to operate the video equipment during the year. NOTE: If you need to video a session when the Clinic Director and graduate assistant are not available, please check with the graduate assistant to learn how to use the equipment ahead of time. **This situation should rarely – if ever - happen.** All attempts should be made to schedule when Clinic Supervisors are available. If this situation occurs, other CFSP faculty must be available and agree to support if the need arises. The graduate student must ensure that other faculty is available before beginning a session. This scheduling should occur well in advance of a session.

**NOTE: All students must videotape all their assessment administrations with Clinic clients. Videos should be placed in the Client files after they are reviewed.**

## Hints for Optimum Clinic Practice

- **Remain aware that your work has a direct and immediate impact on the children and families that come to the Clinic for help.**
- Be well prepared to administer the selected assessments. This requires planning and practice. Reviewing administration guidelines is critical but is not enough. You must practice administering the test.
- Be familiar with all the information we have about the client. Call the parents prior to the assessment appointment if you have questions that would influence how you would approach the assessment session.
- Arrive at least half an hour before your client is scheduled to arrive to arrange the room and your testing materials. Be organized.
- Remember that both the parents and the student will be nervous. Remember to make eye contact (if culturally appropriate), smile, and to be positive. Communicate what the procedure will be and when the parent can expect to see her/his student again.

- Dress and act professionally. Use common social courtesies and active listening skills to put parents and students at ease.
- Make sure that you and the supervisor are in agreement and have a common understanding regarding the main points to be presented during the feedback session with the parents.
- Be sensitive to how intimidating the entire assessment process is for children and families. Avoid jargon during the feedback session and in the written report.
- Do not take testing materials out of the Clinic. You may sign out testing materials for practice or to do scoring through the psychological assessment library graduate assistant.

## **Appendices**

**Appendix A Continuing Professional Development Plan for  
Clinic/Practicum/Internship**

**Appendix B Sample Attendance Log**

**Appendix C Clinic Student Evaluation Form**

**Appendix D Professional Work Characteristics Development Review**

**Appendix E Intent to Complete Field Practicum**

**Appendix F Chain of Relevant Experiences**

**Appendix A: Goals and Continuing Professional Development Plan  
Clinic/Practicum/Internship**

**Date of Evaluation:** \_\_\_\_\_

**Clinic/Practicum/Internship Student:**

\_\_\_\_\_

**Clinic/Practicum/Internship Site(s):**

\_\_\_\_\_

**Clinic/Field/University Faculty Name:**

\_\_\_\_\_

**Supervisor Title:**

\_\_\_\_\_

**Directions:** For each of the domains in Standard 2, note your initial and mid-point goals. Discuss your goals with your supervisor at the beginning and the mid-point of your placement. Toward the end of your placement, discuss your goals and your level of competency with your supervisor and rate your performance for the past year (at the end of Clinic, Practicum or Internship) according to competencies that fall within NASP professional standards of training. For each of the twelve competency areas listed, provide a competency rating using the scale below:

**DEFINITIONS**

**Novices** are rule bound, have simplistic and partial understandings, have difficulty understanding contextual issues, tend to be anxious, do not integrate well, and are highly motivated and dependent. They require close supervision and a high degree of structure.

**Advanced beginners** focus on the mastery of technical aspects, begin to perceive recurring situations, start considering context, and are more autonomous than novices. They have difficulty setting priorities and determining the relative importance of information.

**Competent** practitioners are better able to see relationships and patterns, balance skills and empathy, and plan and think ahead. They tend to feel responsible and analyze their own skills well. They still need access to a supervisor for ongoing consultation.

**Proficient and expert** practitioners recognize patterns and context, work successfully with very complex cases, have decreased reliance on guidelines, and utilize self-analysis.

**Competency Scale**

1 = Novice

2 = Advanced Beginner

3 = Competent

4 = Proficient or Expert

Once you enter your end-of-year ratings, share your ideas and your ratings with your Field Supervisor. Then work with your supervisor to develop one to three specific ways that you demonstrated knowledge and skills for each competency area during your Clinic, Practicum, or Internship experience. Then add future objectives that consist of steps you will take to further your skills in this area. You may add additional pages as needed. Your Supervisor must sign this evaluation before it is submitted.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Novice	Adv. Beginner	Competent	Proficient/Expert

**1. Data-Based Decision Making** (Document review, Screening, Assessment, Progress Monitoring, Evaluation)

Initial Goal: \_\_\_\_\_

—

\_\_\_\_\_

\_\_\_\_\_

Midpoint Goal: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**End-of-Year Rating:**

\_\_\_\_\_ **Student** \_\_\_\_\_ **Supervisor** **Data-Based Decision Making:** I have demonstrated knowledge of a variety of models and methods of assessment that yield useful information to identify strengths and weaknesses, and to understand problems and measure progress.

Student/Supervisor comments:

Future objectives:

**2, Consultation and Collaboration** (School or Agency Staff, Families, Other Professionals or Agencies)

Initial Goal: \_\_\_\_\_

\_\_\_\_\_

---

Midpoint

Goal: \_\_\_\_\_

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**End-of-Year Rating:**

\_\_\_\_\_ **Student** \_\_\_\_\_ **Supervisor Consultation and Collaboration:** I have demonstrated knowledge of behavioral, mental health, collaborative, and other consultation models and how to apply them to particular situations to effectively collaborate in planning and decision-making.  
Student/Supervisor comments:

Future objectives:

**3. Instruction and Development of Cognitive/Academic Skills**

(Planning/Implementation/Evaluation of Classroom or Home Instruction, Individual Remediation Lessons, or Therapeutic Sessions)

Initial Goal: \_\_\_\_\_

---

Midpoint

Goal: \_\_\_\_\_

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---

**End-of-Year Rating:**

\_\_\_\_\_ **Student** \_\_\_\_\_ **Supervisor Effective Instruction and Development of Cognitive/Academic Skills:** I have demonstrated knowledge of human learning processes and how to assess them using both direct and indirect methods to develop appropriate cognitive and academic goals for diverse students with differing levels of ability and skill. I have worked collaboratively with others to plan, implement, and assess progress towards these goals using effective, empirically-based interventions.

Student/Supervisor comments:

Future objectives:

**4. Direct and Indirect Interventions for Socialization and Development of Life Skills**

(Planning/Implementation/Evaluation of Systems, Home, School/Classroom or Group/Individual Interventions)

Initial Goal: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Mid-point Goal: \_\_\_\_\_

\_\_\_\_\_

**End-of-Year Rating:**

\_\_\_\_\_ Student \_\_\_\_\_ Supervisor **Effective Interventions for Socialization and**

**Development of Life Skills:** I have demonstrated knowledge of human development processes and how to assess them using both direct and indirect methods to develop appropriate behavioral, affective, adaptive and social skill goals for diverse students with differing levels of ability and skill. I have worked collaboratively with others to plan, implement, and assess progress towards these goals using effective, empirically-based interventions.

Student/Supervisor comments:

Future objectives:

**5. Awareness, Knowledge, and Expertise in Working with Individual Differences** (Sensitive work with diverse populations)

Initial Goal: \_\_\_\_\_

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Mid-point Goal: \_\_\_\_\_

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**End-of-Year Rating:**

\_\_\_\_ Student \_\_\_\_ Supervisor **Student Diversity in Development and Learning:** I have demonstrated knowledge of individual differences in relationship to biological, social, cultural, ethnic, experiential, socioeconomic, gender and linguistic factors that impact learning and development and have demonstrated the ability to work effectively with individuals and families from diverse backgrounds.

Student/Supervisor comments:

Future objectives:

**6. Organization, Systems Planning and Policy Development** (Observation, Participation, Leadership)

Initial Goal: \_\_\_\_\_

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Mid-point  
Goal: \_\_\_\_\_

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**End-of-Year Rating:**

\_\_\_\_ Student \_\_\_\_ Supervisor **School and Systems Organizations, Policy Development and Climate:** I have demonstrated knowledge of general education, special education, and other related services and understand schools and other related settings as systems that can impact student development and learning. I also have demonstrated the ability to work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments.

Student/Supervisor comments:

Future objectives:

**7. Prevention, Crisis Intervention, and Mental Health Promotion** (Organizational, Community/School Systems, Families, Classrooms, or Individual Levels)

Initial Goal: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Mid-point Goal: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**End-of-Year Rating:**

\_\_\_\_\_ Student \_\_\_\_\_ Supervisor **Prevention, Crisis Intervention, and Mental Health**

**Promotion:** I have demonstrated knowledge of human ability and disability and psychopathology and associated biological, cultural, and social influences on human behavior. I also have demonstrated the ability to contribute to the provision of prevention and intervention programs that promote mental health and physical well-being of students.

Student/Supervisor comments:

Future objectives:

**8. Home/School/Community Collaboration** (Engagement in School/Community/Committees, Inter-agency Partnerships, Across-Agency Program Implementation or Expansion)

Initial Goal: \_\_\_\_\_

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---

Mid-point

Goal: \_\_\_\_\_

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**End-of-Year Rating:**

\_\_\_\_\_ **Student** \_\_\_\_\_ **Supervisor Home/School/Community Collaboration:** I have demonstrated knowledge of family systems and family strengths and influences on student development, learning and behavior and the ability to involve families, educators, and other community members to promote and provide comprehensive education and service delivery to children and families.

Student/Supervisor comments:

Future objectives:

**9. Research and Program Evaluation** (Organizational, Systems, Classroom, Family, and Individual Outcome Levels)

Initial Goal: \_\_\_\_\_

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Mid-point Goal: \_\_\_\_\_

---

---

**End-of-Year Rating:**

\_\_\_\_\_ **Student** \_\_\_\_\_ **Supervisor Research and Program Evaluation:** I have demonstrated a sufficient depth of understanding of research, statistics, and evaluation methods and have translated this knowledge into practice through planning and implementing investigations and program evaluations for the improvement of services.

Student/Supervisor comments:

Future objectives:

**10. Professional Ethics and Practice** (knowledge and Demonstration across Multiple Settings)

Initial Goal: \_\_\_\_\_

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---

Mid-point

Goal: \_\_\_\_\_

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---

**End-of-Year Rating:**

\_\_\_\_\_ **Student** \_\_\_\_\_ **Supervisor** **Professional Practice and Development:** I have demonstrated knowledge of the foundations and ethics of the field, including various service models, public policies, and legislation and the ability to practice in ways that are consistent with the highest ethical and professional standards to provide services for children and families in school and community settings. I also have demonstrated a commitment to the profession and a desire to engage in career-long professional development.

Student/Supervisor comments:

Future objectives:

**11. Information Technology** (In-coming Skill Level, Continued Development, Link to Service Delivery)

Initial Goal: \_\_\_\_\_

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Mid-point Goal: \_\_\_\_\_

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**End-of-Year Rating:**

\_\_\_\_\_ **Student** \_\_\_\_\_ **Supervisor Information Technology:** I have demonstrated the knowledge and ability to access, evaluate, and utilize information resources and technology in ways that safeguard or enhance the delivery of School Psychology services.

Student/Supervisor comments:

Future objectives:

**12. Demonstration of professional demeanor and work characteristics**

Initial Goal: \_\_\_\_\_

---

---

Mid-point Rating: \_\_\_\_\_

---

---

**End-of-Year Rating:**

**Professional Work Characteristics:** I have demonstrated the following professional work characteristics during this field experience:

**Supervisor**

**Student**

Punctuality and attendance	_____	_____
Attendance at training and supervisory sessions	_____	_____
Professional appearance and demeanor, including speech	_____	_____
Consistency, perseverance, industry, and initiative	_____	_____
Flexibility; adaptability to novel and unexpected situations	_____	_____
General attitude and interest in program and assignment	_____	_____
Insight, sensitivity, commitment, and active participation	_____	_____
Poise, tactfulness, and rapport with staff and others	_____	_____
Preparation and organization of material	_____	_____
Ability to handle constructive criticism professionally	_____	_____
Ethical practice	_____	_____

Student/Supervisor comments:

Future objectives:

**Continuing Professional Development Plan (continued)**

**Date of Evaluation:** \_\_\_\_\_

**Clinic/Practicum/Internship Student:**

\_\_\_\_\_

**13. What have you learned about yourself during this placement?**

**14. What competencies do you most want to improve upon in the future?**

**Student Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Field Supervisor Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**DU Faculty Signature** \_\_\_\_\_ **Date** \_\_\_\_\_



## Appendix C: Psychoeducational Clinic Student Evaluation Form

Supervisee Name: \_\_\_\_\_ Email: \_\_\_\_\_

Case work/Placement: \_\_\_\_\_

Evaluation Period: \_\_\_\_\_ Date of Evaluation: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Site: \_\_\_\_\_

·Instructors:

Please review this form at the beginning of the evaluation period with the student and collaborate in developing a work plan at that time.

·Student:

Please complete the form three times each evaluation period, once at the end of each quarter. Make sure to describe goals in each domain area at each evaluation period. Share with the Clinic and Assessment/Intervention Instructors by designated dates. Then schedule the personal feedback with these instructors. Please rate each item twice, once for competency and once for acceptability.

First, indicate the extent to which the psychologist demonstrates competency for each domain:

- 1 = Novice
- 2 = Advanced Beginner
- 3 = Competent
- 4 = Proficient or Expert (not expected but occasionally seen in experienced students)

Second, indicate the acceptability of the level of competency demonstrated:

- 1 = Not Acceptable
- 2 = Marginally Acceptable
- 3 = Acceptable (as expected for the placement level)
- 4 = Exceeds Expectations

If you have no basis for appraisal, **please leave blank.**

### **DEFINITIONS**

**Novices** are rule bound, have simplistic and partial understandings, have difficulty understanding contextual issues, tend to be anxious, do not integrate well, and are highly motivated and dependent. They require close supervision and a high degree of structure.

**Advanced beginners** focus on the mastery of technical aspects, begin to perceive recurring situations, start considering context, and are more autonomous than novices. They have difficulty setting priorities and determining the relative importance of information.

**Competent** practitioners are better able to see relationships and patterns, balance skills and empathy, and plan and think ahead. They tend to feel responsible and analyze their own skills well. They still need access to a supervisor for ongoing consultation.

**Proficient and expert** practitioners recognize patterns and context, work successfully with very complex cases, have decreased reliance on guidelines, and utilize self-analysis.

**Competency Scale**

- 1 = Novice
- 2 = Advanced Beginner
- 3 = Competent
- 4 = Proficient or Expert

**Acceptability Scale**

- 1 = Not Acceptable
- 2 = Marginally Acceptable
- 3 = Acceptable/Expected
- 4 = Exceeds Expectations

**DOMAIN 1: Data-Based Decision Making and Accountability**

The Student:

Competency      Acceptability

Knows varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments

Uses varied models and methods as part of a systematic process to collect data and other information

Uses varied models and methods to translate assessment results into empirically based decisions about service delivery

Uses varied models to evaluate the outcomes of services

Practices such that data-based decision making permeates every aspect of professional practice

Goals:

## **DOMAIN 2: Consultation and Collaboration**

The Student:

Competency    Acceptability

Knows behavioral, mental health, collaborative, and/or other consultation models and methods

Applies behavioral, mental health, collaborative, and/or other consultation models and methods appropriately to particular situations

Collaborates effectively with others in planning and decision making processes at the individual, group, and systems levels

Goals:

## **DOMAIN 3: Effective Instruction and Development of Cognitive and Academic Skills**

The Student:

Competency    Acceptability

Understands human learning processes, techniques to assess them, and direct and indirect services applicable to the development of cognitive and academic skills

Develops, in collaboration with others, appropriate cognitive and academic goals for children and adolescents with different abilities, disabilities, strengths, and needs

Implements interventions, including instructional interventions and consultation, to achieve the above goals

Evaluates the effectiveness of such interventions

Goals:

**DOMAIN 4: Socialization and Development of Life Skills**

The Student:

Competency    Acceptability

Knows human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills

Develops, in collaboration with others, appropriate behavioral, affective, adaptive, and social goals for children and adolescents of varying abilities, disabilities, strengths, and needs

Implements interventions, including consultation, behavioral assessment and intervention, and counseling, to achieve the above goals

Evaluates the effectiveness of these interventions

Goals:

**DOMAIN 5: Diversity in Development and Learning**

The Student:

Competency    Acceptability

Knows individual differences, abilities, and disabilities and the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning

Demonstrates the sensitivity and skills needed to work with individuals of diverse characteristics

Implements strategies selected and/or adapted based on individual characteristics, strengths, and needs

Goals:

**DOMAIN 6: School and System Organization, Policy Development, and Climate**

The Student:

Competency      Acceptability

Demonstrates knowledge of general education, special education, and other educational and related services

Understands schools and other settings as systems

Works with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and Effective learning environments for children and adolescents

Goals:

**DOMAIN 7: Prevention, Crisis Intervention, and Mental Health**

The Student:

Competency      Acceptability

Understands human development, psychopathology, and associated biological, cultural, and social influences on human behavior

Provides or contributes to prevention programs that promote the mental health and physical well-being of children and adolescents

Provides or contributes to intervention programs that promote the mental health and physical well-being of children and adolescents

Goals:

**DOMAIN 8: Home-School-Community Collaboration**

The Student:

Competency      Acceptability

Demonstrates knowledge of family systems, including family strengths and influences on child and adolescent development, learning, and behavior, and of methods to involve families in education and service delivery

The Student:

Competency    Acceptability

Works effectively with families, educators, and others in the community to promote and provide comprehensive services to children, adolescents, and families

Goals:

**DOMAN 9: Research and Program Evaluation**

The Student:

Competency    Acceptability

Demonstrates knowledge of research, statistics, and evaluation methods

Evaluates research studies and translates research into practice

Understands research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services

Goals:

**DOMAIN 10: School Psychology Practice and Professional Development**

The Student:

Competency    Acceptability

Demonstrates knowledge of the history and foundations of the profession; of various service models and methods; of public policy development applicable to services for children, adolescents, and families; and of ethical, professional, and legal standards.

Practices in ways that are consistent with applicable standards

Is involved in the profession

Has the knowledge and skills needed to acquire career-long professional development

Goals:

**DOMAIN 11: Information Technology**

The Student:

Competency    Acceptability

Knows relevant information sources and technology

Accesses, evaluates, and utilizes information sources and technology in ways that safeguard and enhance service quality

Goals:

**PERSONAL QUALITIES**

Acceptability

Punctuality and attendance

Attendance at training and supervisory sessions

Timeliness with reports and assignments

Professional appearance and demeanor, including speech

Consistency, perseverance, industry, and initiative

Flexibility; adaptability to novel and unexpected situations

General attitude and interest in program and assignment

Insight, sensitivity, commitment, and active participation

Poise, tactfulness, and rapport with families, children, and others

Preparation and organization of material

Ability to handle constructive criticism professionally

Ethical practice

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Clinic Instructor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Assessment Instructor Signature

\_\_\_\_\_  
Date

## Appendix D: Professional Work Characteristics Development Review

Rev. 04/09

<b>Name:</b>		<b>Home Phone:</b>	
<b>Address:</b>		<b>Work Phone:</b>	
<b>E-mail Address:</b>		<b>Cell phone:</b>	
<b>Program Review Year:</b>		<b>Review Date:</b>	
<b>Program:</b> <input type="checkbox"/> M.A. Yr 1&2 <input type="checkbox"/> Ed.S. Yr 1&2 <input type="checkbox"/> /PhD Licensure Yr 1 & yrs not on Prac or Internship <input type="checkbox"/> Ph.D. Leadership/Pathway Yrs 1,2,3+		<b>Official Program Entry                  Date (mm/dd/yy):</b>	

In order for a student to become an effective professional he/she must demonstrate academic and professional competencies, as well as professional work characteristics. The following are work characteristics necessary for effective practice as a professional.

**Directions:** Please rate yourself as candidly as possible on each item using the scale provided and also provide an example or two to support your rating. The shaded rating area is for faculty use. It is important that you consider the ratings in light of your status in your selected program (1<sup>st</sup>-year, 2<sup>nd</sup>-year, etc.). Please review your CFSP Student Handbook for program philosophy, mission, goals, and objectives.

### Ratings

- 1-Below expectations:** Improvement needed to reach appropriate competency level for year in program
- 2-Meets expectations:** Exhibits level of competency appropriate for year in program.

<b>Professional Characteristics</b>		
<p><b>1. Initiative</b> – initiates activities when appropriate; does not wait to be asked or told when to begin tasks.</p>	<p><b>Self</b></p>	<p><b>Fac.</b></p>
<p>Please describe an incident that you feel demonstrates your initiative or why it is an area for improvement.</p>		
<p><b>2. Dependability</b> – follows through on tasks; completes assignments in accordance with stated parameters and/or constraints.</p>	<p><b>Self</b></p>	<p><b>Fac.</b></p>
<p>Please describe one or more incidents that you feel demonstrate your dependability or why it is an area for improvement.</p>		
<p><b>3. Time Management/Work Organization</b> – organizes work and manages time effectively; completes assignments in a timely manner.</p>	<p><b>Self</b></p>	<p><b>Fac.</b></p>

Please describe one or more incidents that you feel demonstrate your time management and/or organizational abilities or lack thereof.		
<b>4. Respect for Human Diversity</b> – exhibits awareness of and sensitivity to racial, cultural, socioeconomic, religious, gender-based, sexual orientation and other human differences; seeks out further understanding and skills needed to work with diverse populations.	Self	Fac.
Please describe one or more incidents that you feel demonstrate your respect for human diversity or need for improvement.		
<b>1. Oral Communication</b> – expresses self orally in a clear and organized manner.	Self	Fac.
Please describe one or more incidents that you feel demonstrate your ability or struggle to communicate orally.		
<b>1. Written Communication</b> – expresses self in writing in a clear and organized manner.	Self	Fac.

Please describe one or more incidents that you feel demonstrate your ability or struggle to communicate in writing. If rated below expectations by faculty, devise improvement or remediation plan.

- 1.
2. **Attending/Listening Skills** – listens attentively; attends to important communications.

Self

Fac.

Please describe one or more incidents that you feel demonstrate your attending/listening abilities or struggles.

1. **Interpersonal Relations** – relates effectively with colleagues, faculty, supervisors and clients.

Self

Fac.

Please describe one or more incidents that you feel demonstrate your interpersonal relationship abilities or challenges.

1. **Adaptability/Flexibility** – adapts effectively to demands of situation; exhibits flexibility in face of change.

Self

Fac.

Please describe one or more incidents that you feel demonstrate your adaptability and flexibility or rigidity.

<b>1. Ethical Responsibility -</b>	<b>Self</b>	<b>Fac.</b>
Please describe one or more incidents that you feel demonstrate your understanding or lack of understanding of the above systems.		

**\* M.A. & EdS. Only**

Discuss your plan for addressing goals in these Professional Work Characteristics during the Practicum experience.

**\*\* Ph.D. Students Only - Fill out the remainder of the form below.**

Please describe your general dissertation topic and the theoretical foundation of these ideas.

Please discuss the specific plans you have for your dissertation during the next year?

Please discuss any assistance you might need to help you in this endeavor.

## Appendix E: Intent to Complete Field Practicum

**Intent to Compete Field Practicum during Academic Year:** \_\_\_\_\_

**Student Name:** \_\_\_\_\_

**Student Address:** \_\_\_\_\_

**Student Phone:** \_\_\_\_\_ **Student E-mail:** \_\_\_\_\_

**Directions:** A Field Practicum is typically taken during the second year in the M.A. program and during the third year of the Ed.S. and the Ph.D. School Psychology Licensure programs. During an M.A. Practicum, you must enroll in CFSP 4350 and are expected to accumulate 150-200 supervised hours at an approved agency or community site. During the Ed.S. or Ph.D. School Psychology Practicum you will enroll in CFSP 4351 and are expected to accumulate between 300-500 supervised hours at an approved school placement site. Most students enroll in 2-3 credits during two or three quarters that are completed within one year (for a minimum of 6 Practicum credit hours). Off-campus time at your Practicum site is typically one to two days per week. You also will be required to attend weekly Practicum seminars or individual supervision sessions with your DU Practicum supervisor/instructor.

A first step to get ready for Practicum is to complete this Intent to form to document your eligibility and preferences for a Field Practicum. Once you return this form, the designated DU faculty supervisor will work with you to identify possible Practicum sites. After this, you are responsible for contacting sites and supervisors and securing district and DU approval.

Official approval of your site is obtained by completing a **Field Practicum Supervision Memorandum**. This Memorandum must be signed and placed on file with the designated University Supervisor **before** you begin Practicum.

### **As You Plan Your Practicum:**

1. Whenever possible follow the agency/school district calendar. Find out when your agency/school begins the year and its scheduled breaks. Decide on how this site schedule coincides with the DU academic calendar.
2. Even though you are not paid for Practicum, treat it like a professional job. When possible attend employee trainings and other professional days the site offers. Also discuss how to handle illness, personal days, and scheduled University breaks with your supervisor. Discuss how to make up sick or personal days since these do not count towards accrual of Practicum hours.
3. Your placement should allow you to work with two age groups and/or populations. However, it also is desirable to have your field site stay within one agency or District. In some cases, a student can have two different agencies or districts for Practicum in order to expand or gain a designated experience.
4. In regards to on-site supervision, you must receive one hour per week of on-site supervision. It is best if a primary supervisor assumes ultimate responsibility to oversee all of your experiences. However, this supervisor can also coordinate experiences with other professionals and it is appropriate for these other professionals to supervise designated coursework or experiences.

5. The following suggestions for supervision are recommended:
  - a) If multiple people provide supervision, insure that at least some of that supervision is joint.
  - b) Meetings with the DU supervisor should try to incorporate all supervisors whenever possible.
  - c) Write a single Practicum plan even if you will be completing the Practicum in different sites. If there is more than one site, address the different goals you have across sites and the unique contributions each will make to your professional goals and training.
6. Required Practicum activities are outlined in the Practicum Manual and reflect this Program's emphasis on preventative mental health, developmental and family sensitive practice, collaboration with school teams, families, students, and professionals, and the provision of a range of mental health, counseling, and academic services to students with and without disabilities across general and special education.
7. Written professional goals, logs, case studies, case summaries, and supervisor evaluations are required to document your experience. You are responsible for handing in all required documents on time and for keeping personal copies.

**Prerequisites to a Field Practicum**

Please document your eligibility for a Field Practicum by completing and signing this form and give to the Program Director or faculty designee, who will work with you to identify potential placements.

Prerequisite	I've met it /Dates <input type="checkbox"/> and Initials	Here's how I'll meet it by August
*Satisfactory completion (or approved waiver) of your CFSP Clinic Practicum. (Clinic Supervisor must initial.)		
*Satisfactory completion of all required assessment courses. (Assessment Instructors must initial.)		
*Satisfactory completion of your first and second year annual reviews.	First Year: Second Year :	
Removal of all grades of Incomplete in all coursework.		

\* Refer to relevant documents and when areas/skills are in need of further improvement, please attach a proficiency plan that specifies: (1) areas/skills to improve, (2) steps and a timeline to achieve these improvements, and (3) documentation that will be provided to indicate improvements were successful.

**Type of Practicum Setting**

**Please describe an ideal Practicum site below and briefly discuss your reasons for these preferences.**

Preferences for Site or Setting	Ages/Populations	Location

Please sign below to indicate that you have read and understood these requirements and that the above information is complete and accurate to the best of your knowledge.

**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Appendix F: Chain of Relevant Experiences**

