

School of Education **Department of Counseling and School Psychology**

SCHOOL PSYCHOLOGY GRADUATE PROGRAM

Practicum Fieldwork Manual

May 2012

Objectives & Purposes of Fieldwork

The fieldwork in school psychology is a 400-hour supervised, field experience that is begun and completed in the student's second year of the LIU-Brooklyn program (third and fourth semesters). During fieldwork, students are afforded an important opportunity to practice assessment and counseling as well as experience the systemic nature of a school. The fieldwork must be completed on a full-time basis over the course of one year and the fieldwork student experience is supported through collaboration between the School Psychology Program and the fieldwork site.

NASP Standards

The LIU-Brooklyn school psychology program has designed the fieldwork experience to conform as closely as possible to the National Association of School Psychologists' <u>Standards for Training and Field Placement Programs in School Psychology</u>.

- Fieldwork is completed for credit. Students register for Fieldwork Supervision CSP 680B (Fall) and CSP 680C (Spring). During each semester, students are expected to complete 200 hours in a school based setting.
 - O During CSP 680B, students will work on integrating psychological, educational, personality and socio-emotional assessments into a full and comprehensive evaluation.
 - o During CSP 680C, students will work on developing treatment plans and curricula for group and individual counseling cases.
- A written plan in the form of a contract must be signed by the student, a representative from the school district (field agency) and the university program specifying responsibilities of each party.
- Students will be evaluated at multiple times throughout the fieldwork to evaluate their progress. Supervisors will be expected to complete thorough summative evaluations of the student's performance, and students will be expected to complete significant portions of their formative portfolio.
- Field-based supervisors shall provide at least one hour per week of direct supervision for each fieldwork student. University supervisors shall maintain an on-going relationship with fieldbased supervisors and shall provide at least one field-based contact per semester with each fieldwork student.
- The fieldwork experiences shall be conducted in a manner consistent with the current legalethical standards of the profession.

Applying for Fieldwork

It is the student's responsibility to obtain and secure a fieldwork site. While the faculty is ready to assist in any way possible, the primary responsibility rests with the student.

Students will be provided with lists of fieldwork sites that the LIU-Brooklyn school psychology program has worked with in the past, although new sites are always welcomed.

Students should begin applying for their fieldwork as early as possible.

Students should contact potential fieldwork sites and attempt to schedule interviews as rapidly as possible. Once an interview has been secured, potential fieldwork students **MUST** contact the school psychology faculty to secure approval. Please send an email with potential district and supervisor to linda.jacobs@liu.edu, christy.mulligan@liu.edu, and andrew.livanis@liu.edu. In the past we have had a variety of experiences with placements, and we want to ensure the potential sites conform with out requirements.

<u>Students who are interested in completing their fieldwork in a New York City Department of</u>
<u>Education public school must use the Request for Externship form on pages 11 - 12 of this manual.</u>

Registering for Fieldwork

Each student must register for three (3) credits for each semester of Fieldwork (i.e., fall <u>and</u> spring): CSP 680B and CSP 680C.

The Fieldwork Site

Students must have fieldwork experiences in a school setting. This experience (400 hours) must be completed on a part-time basis over one year.

To ensure the fieldwork student a range of training experiences, the *school-based* fieldwork site should have the availability of the following:

- 1) Children of all school ages.
- 2) Pupil personnel services functioning within a team framework.
- 3) Full-range services for children with special needs of both high and low incidence.
- 4) Regular and special educational services at the preschool, elementary and secondary level.
- 5) At least one certificated school psychologist having at least two years of full-time school psychologist experience or the equivalent who serves as the site supervisor. While it is not essential that the above all be provided within the context of the local educational agency to which the fieldwork student is assigned, it is essential that all elements be available and integrated into the fieldwork experience.

A written contractual agreement is prepared and agreed to by both the local educational agency (e.g., district) and the fieldwork student school psychologist. The contractual agreement specifies the types of activities that the student would be expected to perform while at the fieldwork site. <u>A copy of this</u> contract is located on pages 8 - 10 of this manual

Fieldwork Supervision

Fieldwork supervisors are expected to:

- Be certified school psychologists in the state that they are currently practicing.
- Have had at least two years of experience as a school psychologist.
- Currently be employed by the LEA or agency in which the fieldwork student is placed.
- Meet with the student at least once per week.
- Be available to meet with a university faculty member at least once per semester.
- Communicate via phone or email if there are issues with the placement or student and request additional meetings with university faculty if needed.
- Complete the Fieldwork Evaluation Form once each semester for each fieldwork student.

University faculty are responsible for providing appropriate orientation to site supervisors, facilitating the clarification of the role and function of all parties and assisting site supervisors in carrying out responsibilities in a manner consistent with the training objectives.

Both university and site supervisors demonstrate active involvement in the profession as evidenced through professional association memberships, scholarly pursuits, and continued professional development.

Fieldwork Student Responsibilities

Logs:

The fieldwork student is required to prepare carefully and regularly a log of his or her professional experience, electronically submitting monthly summaries to the university supervisor. When reporting cases on logs, the fieldwork student must respect confidentiality and only use first or last initials of clients. The log provides necessary documentation of the fieldwork experience.

Supervision:

The fieldwork students is expected to initiate contact with the field and university supervisors both as required and as needed. Awareness of one's own professional limitations and competent communication with supervisors is an important function not only of the fieldwork but also of the profession.

Supervision is a critical component of the fieldwork. It provides an opportunity for both formative and summative assessment of fieldwork student strengths and weaknesses, enhances the student's professional growth, and provides an avenue for monitoring the welfare of students, teachers, and families served by the fieldwork student. Students are expected to meet with their supervisors prepared with specific questions and issues. Making the most of supervision time requires advance preparation on the part of the fieldwork student. It is assumed that students will have explored multiple avenues to answer their questions prior to supervision so that this time may be effectively used to discuss possible next steps.

Ethical Practice:

The fieldwork student is expected to conduct him or herself professionally in accord with the ethical codes of the National Association of School Psychologists and the American Psychological Association. As a representative of the Brooklyn Campus of Long Island University, he or she also has an obligation to perform at the highest level of functioning at all times.

Professional Liability

All students are required to take out Professional Liability Insurance. While there are several agencies that offer student rates, the most reasonable agency is American Professional Agency. Their website is located at:

http://www.americanprofessional.com/student/index.htm

Students are required to be insured for a maximum for \$1,000,000, although individual students may opt to insure themselves at a higher rate.

Professional Conduct

All students are expected to be familiar and follow the NASP Professional Conduct Manual. This manual can be found on the NASP website at:

http://www.nasponline.org/standards/index.aspx

Requesting Letters of Recommendation

Although not all sites will require letters of recommendation, some may. Letters of recommendation provide an important opportunity for people with whom you have worked closely and who know you well to describe your skills and abilities to potential employers. The following suggestions are meant to facilitate the process of requesting letters and ensure that you receive letters that highlight your background and strengths.

- 1. If your email is not in some way, shape or form similar to your name, you should seriously consider developing another email through gmail.com or yahoo.com. It does not look professional if you have your favorite band, sports team or other hobby as your email address.
- 2. Make sure that you remind the writer of how you and s/he worked together and/or collaborated with one another in the past.
- 3. Contact your writers at a minimum of 2 -3 weeks prior to the deadline. This will allow you your writer ample time to write his or her letter or recommendation.
- 4. Provide your writers plenty of time to complete their letters. A minimum of 2-3 weeks is customary. Several days before a letter's deadline, follow-up with each recommender to be sure the letters will be sent on time.
- 5. Give some time and thought to whom you ask to write a letter for you. Ideally, each letter should reflect a different dimension of your strengths, for example your report writing skills or ability to develop behavioral interventions with preschool age children. The best letters of recommendation often come from people with whom you have developed a personal relationship. As you consider possible writers, ask yourself the following questions:
 - a. "Does this person know me well enough to write a strong letter?"
 - b. "Does this person think highly of me?" "What area of my skills can this person best address?"
- 6. At the time that you request letters be written, provide writers with information that will make the task as easy as possible for them. You should give each writer a well-organized, thorough packet of materials that includes the following:
 - a. Your current resume
 - b. Name, title, and complete address of the person to whom each letter should be addressed
 - c. Deadline for each letter's receipt
 - d. A brief description of the information you would especially like this writer to address in his or her letter
 - e. Any other information you believe it would be helpful for the writer to be aware of.
- 7. After your letters have been sent, write a personal thank-you note to each recommender. In this day of modern technology, a handwritten letter or card goes a really long way. Also, after you have accepted an fieldwork offer, be sure to let your letter writers know. They are concerned about your future and will be excited to learn where you are going!

Sample questions:

The following questions were gathered from students following their fieldwork interviews. They are provided as an example of the types of questions interviewers may pose and as a place to begin preparing your thoughts for an upcoming interview. In addition to thinking about your answers to these questions, be sure to learn as much as possible about the district to which you are applying. The

Internet makes this a relatively easy task. Interviewers expect you know something about the district you are interested in working with and likely will ask questions specific to their needs and department focus.

- 1. What do you consider your greatest strengths in relationship to a school psychologist position? What do you perceive might be areas that you would find challenging?
- 2. Describe your most notable job or school related accomplishments.
- 3. Please describe how you might use various assessment tools and techniques in the practice of school psychology (usually there will be one or more commonly used instruments that will be presented).
- 4. What do you think are some of the most important current issues in general and special education? What are the implications of these for the role of the school psychologist?
- 5. What is the best professional decision that you have ever made?
- 6. What is the worst professional decision that you have every made?
- 7. What types of job situations create stress for you and how do you handle this stress?
- 8. What do you think about the following statement: "Handicaps do not reside or exist within students but rather within the educational system"?
- 9. What makes an excellent school psychologist?
- 10. What would you do after receiving a request from a general education teacher for assistance with a student who was having academic difficulties?
- 11. What would you do after receiving a request from a general education teacher for assistance with a student how was having behavioral difficulties?
- 12. What is the ideal role for a school psychologist?
- 13. What strengths do you have that would enable you to be successful in the ideal role of a school psychologist?
- 14. What would you do if you were having a conflict with a member of the staff with whom you work?
- 15. What criteria would you use to determine if your first year here was a successful one?
- 16. It's 3:30 pm on Friday afternoon, the day before a vacation, and a student comes to you to confess that they are currently harboring thoughts of suicide. What do you do?

Some of our students have indicated that they have been presented with a profile of scores from the WISC-IV, WIAT and/or the WJ-III Achievement and have been asked to provide their impressions of the student or to proposed hypothetical interventions. Other students have been presented with mock FBA's and have been asked to develop a rudimentary Behavior Intervention Plan.

The point is that you need to be ready. When preparing focus on major important aspects of what school psychology is about and not on minor trivial aspects.

Agreement Between	
Field Agency	School Psychology Fieldwork Student

And

Long Island University – Brooklyn Campus School Psychology Program

It is mutually agreed by the Long Island University – Brooklyn Campus School Psychology
Program, hereinafter called "the university" and
hereinafter called "the field agency," that a School Psychology Fieldwork will be provided
through the field agency. The agency will provide the fieldwork student with training and
supervision opportunities that will assist in increasing awareness, sensitivity, knowledge, and
practice about issues affecting the psychological development, health status and social
development of children and the educators and parents who work with them.

I. The Field Agency

The field agency agrees and promises to work with participating local education agencies to provide the School Psychology Fieldwork Student with the following:

- A. An opportunity to carry out major professional functions under appropriate supervision in a sequence of experiences designed to enhance professional attitudes, responsibility, communication skills, critical judgment and technical skills.
- B. A training experience that includes a minimum of 400 supervised hours, obtained in not less than a 10-month period.
- C. Appropriate support for the fieldwork experience, including:
 - The employment of a clearly designated, individual that holds a valid state-appointed credential as a school psychologist who is responsible for the integrity and quality of the fieldwork program. This individual is employed full-time as a school psychologist by the field agency and has held such employment in that agency for a minimum of one school year.
 - 2. The provision of an average of at least one hour per week of regularly scheduled, formal, face-to-face, and individual supervision with the specific intent of dealing with school psychological services rendered directly by the fieldwork student. The mentor, a certified professional school psychologist, must provide at least an hour of individual supervision per week but may delegate one hour of supervision to appropriate members of the field agency staff.
 - 3. The provision of opportunities for the fieldwork student to be able to conduct:

- i. During the first semester (Fall) the fieldwork student will conduct at least two full psychoeducational evaluations. These evaluations can be triennials, reevaluations or initial evaluations.
- ii. During the second semester (Spring) the fieldwork student will conduct at least one individual counseling session and at least one group counseling session.
- 4. The assurance that reports by the fieldwork student to schools and parents are reviewed by the individual who holds a valid state-appointed credential as a school psychologist who is responsible for the fieldwork student.
- 5. The completion of two (2) evaluations of the fieldwork student's experience consistent with specific training objectives at mid-semester and the end of the semester, using forms provided by the university.
- 6. The completion of a final written letter that certifies that the fieldwork student has met and with a successful completion of the fieldwork.
- 7. The understanding that the field agency will inform the University of any changes in policy, procedures and field agency staffing that might affect the fieldwork experience.

II. The University

The University agrees and promises to:

- A. Certify at the start of the fieldwork that the fieldwork student:
 - 1. Has completed course work in counseling, cognitive and personality assessment, including formal and informal assessment and intervention.
 - 2. Has completed a formal introduction to ethical and professional standards.
 - 3. Is eligible for certification by the New York State Education Department upon completion of the program.
 - 4. Notify the Site Supervisor of any change in the student's status prior to fieldwork.
- B. Provide a fieldwork supervisor from the university who shall maintain an ongoing relationship with the field supervisor and who shall provide at least one field-based contact during the semester with the fieldwork student.
- C. On request of the field agency, withdraw from their site any fieldwork student whose performance is unsatisfactory or whose personal characteristic prevents desirable relationships within the field agency. The University may reassign or withdraw a fieldwork student in placement after consultation with appropriate field agency representatives if it is in the best interest of the student, the field agency, or the University.

III. The Field Agency and University

It is mutually agreed that:

A. The school psychology fieldwork student shall function within the policies of the field agency.

- B. The school psychology fieldwork student shall receive due process at the same level as other psychological staff consistent with the School Board policy and applicable law.
- C. The University and the field agency will not discriminate on the basis of race, color, creed, age, national origin, or sex (except as provided by law), nor will either party discriminate on the basis of handicap under Section 504 of the Rehabilitation Act of 1973. This agreement shall remain in effect for twenty-four months from date of execution, but is subject of review and revision at the request of either party by June 1 of each year. Either party may terminate this agreement by notification of intent of termination given at least three months in advance of the desired date of termination.

University Fieldwork Supervisor	Date
Field Agency Representative	Date
Program Coordinator	Date
Fieldwork Student	Date



Laura Rodriguez, Chief Achievement Officer Dov Rokeach, Deputy Chief Achievement Officer Students with Disabilities and English Language Learners

> New York CITY DEPARTMENT OF EDUCATION OFFICE OF THE CHANCELLOR 52 Chambers Street, Room 320 LRodrig2@schools.nyc.gov DRokeac@schools.nyc.gov

PSYCHOLOGIST-IN-TRAINING PROGRAM

REQUEST FOR EXTERNSHIP PLACEMENT

Procedure: For approval of externship and location of an appropriate placement, please submit this form to Dr. Lorna Rhone at the following address: PIT Program, Office of Special Education School Improvement, 1780 Ocean Avenue, 2nd Floor, Brooklyn, NY 11230. Telephone No.: (718) 758-7695; Fax No.: (718) 758-7620, E-Mail Address: Irhone@schools.nyc.gov. Please note that all externship mentors are to be recruited in collaboration with the Supervisors of Psychologists and the PIT Program.

Request for Placement

University/College	Externship Coordinator	ternship Coordinator		
Address				
		_E-Mail Address		
Name of Extern	Phone	Cell		
Address (including Apt. No.)				
Bilingual Status	Degree Level: M.A./P.D	Doctoral		
Requested Location (borough, district, communit	y)			
Recommended Mentor (optional)	School	District		
Placement Requested for:days per week for	orsemester,	year;dates		
Consulting DOE Supervisor of Psychologists:				
Has the consulting Supervisor of Psychologists g	ranted preliminary approval?:	Yes	No	
Purpose of Placement:				
Additional Comments:				
Signature of Externship Coordinator				

Request for Externship Placement

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School Psychology Externship Requirements

- 1. The externship is a *pre-internship* volunteer experience, **not an internship**; externship placement shall be for a maximum of 2 days weekly, in a school during normal school hours. The externship experience is limited to the specific practicum requirement and the extern must not function as an intern who holds an internship certificate and is appropriately processed through the DOE's PIT Program.
- 2. Purpose of the externship is to learn psychological skills such as assessment, consultation, intervention or counseling.
- The externship occurs concurrently with university coursework. Any skill designated for externship must have a specific university-based practicum course for that skill that is taken during the semester of externship. Please list below the course number and title for each externship skill (i.e., assessment, intervention, consultation or counseling).

consultation or counseling).					
	University Course No.	Title of Course		Externship Skill	
4.	Learning of skills is overseen concuuniversity program.	urrently by an on-site school	ol psychologist externship mer	ntor and by the	
5.	School psychologist externship mer Psychologists-In-Training (PITs) an				Director.
6.	Contact between university supervisoof the extern's schedule should be ju			ually; clarification	
Si	gnature of School Psychology Progra	am Director	D:	ate	