

RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY  
GRADUATE SCHOOL OF APPLIED AND PROFESSIONAL  
PSYCHOLOGY

DEPARTMENT OF APPLIED PSYCHOLOGY

SCHOOL PSYCHOLOGY PROGRAM

PRACTICUM HANDBOOK



GSAPP's School Psy.D. program is:  
APA Accredited until 2014  
American Psychological Association  
Commission on Accreditation  
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NE Washington, DC 20002-4242  
Ph: 202-336-5979

<http://www.apa.org/ed/accreditation/doctoral.html>

GSAPP's School Psy.D. program  
has full approval from  
The National Association of School Psychologists (NASP)

## WELCOME TO SCHOOL PSYCHOLOGY PRACTICUM SUPERVISORS

Dear Supervisors,

The Rutgers School Psychology (PsyD) program would like to extend our sincere thanks and deep appreciation to our practicum supervisors. Your mentoring of our students is an integral part of their training for practice. We strongly value our continued collaboration and school-community partnerships and envision practicum as a mutually beneficial training experience: students are mentored by seasoned practitioners and apply concepts learned in class to real-world school problems at the individual, group and systems level, thereby bridging the research-to-practice gap while also bringing cutting-edge knowledge into the schools. At Rutgers, we also hope to “give back” to partnering schools by offering invitations to trainings on campus and/or at your work site.

We recognize how busy you are and have therefore, compiled this Handbook in the hope that it will facilitate your supervision by providing an overview of the School program’s training goals, course sequence and guidelines for practicum. Additionally, you will find information about our new on-line practicum database for completing practicum contracts, along with mid- and end of year evaluations. We hope you will find the on-line database, which was largely developed by Dr. Sue Furrer, Executive Director of the Center for Applied Psychology and PK Broderick, MSW, Manager of Computer, efficient and time-saving, and effective in providing a context for sharing supervisory feedback.

As always, please do not hesitate to contact us if you have any questions.

Questions regarding school psychology practicum should be directed to Dr. Karen Haboush, School Psychology Practicum & Internship Coordinator ([haboush@rci.rutgers.edu](mailto:haboush@rci.rutgers.edu)), questions regarding the School Psychology Program to Dr. Susan Forman, School Psychology Program Chair & Professor ([sgforman@rci.rutgers.edu](mailto:sgforman@rci.rutgers.edu)), questions regarding the on-line database and general practicum matters, including insurance, to Dr. Sue Furrer, Executive Director of CAP ([sef43@rutgers.edu](mailto:sef43@rutgers.edu)), and questions about the on-line database to PK Broderick, MSW, Manager of Computing ([mcnamee@rci.rutgers.edu](mailto:mcnamee@rci.rutgers.edu)).

Appreciatively,

Karen Haboush  
Clinical Associate Professor  
School Psychology Practicum & Internship Coordinator

# RUTGERS SCHOOL PSYCHOLOGY PROGRAM

## PRACTICUM HANDBOOK

### Introduction

#### Objectives and Curriculum

The Graduate School of Applied and Professional Psychology's (GSAPP's) mission is to prepare "professionals who can integrate scientific knowledge with innovation in the delivery of psychological services to individuals, families, groups, and organizations" and to develop professional psychologists who are "capable of exhibiting the high level of analytic skills and theoretical understanding needed to use existing and emerging psychological knowledge" (GSAPP Catalog, [http://catalogs.rutgers.edu/generated/gsappp\\_current/pg8.html](http://catalogs.rutgers.edu/generated/gsappp_current/pg8.html)). GSAPP recognizes the importance of public service through the application of science and science-based approaches to school and community problems and concerns.

Housed within GSAPP, the School Psychology Program, which awards the Psy.D. degree, is based on the Psy.D./Practitioner-Scholar model of training (Peterson, 1997), initially developed at the 1973 Vail Conference on Levels and Patterns of Professional Training in Psychology. This model places primary emphasis on delivery of psychological services and on the evaluation and improvement of services. The Program emphasizes professional practice based on an understanding of research-supported knowledge in the discipline. The Program supports a view of professional school psychology practice that is guided by knowledge of the theory and research related to school psychology and by data-based decision making in the practice setting.

Consistent with the missions of Rutgers and GSAPP, the School Psychology Program is committed to meeting the state and national needs for highly educated and trained professional psychologists. The School Psychology Program emphasizes the importance of evidence-based practice, using research-supported psychological knowledge as the basis for professional functioning, and professional leadership for the doctoral level practitioners it trains. The School Psychology Program also emphasizes the importance of a faculty that is actively contributing to the growth of knowledge in the field and that is addressing societal problems through the application of science-based psychology.

## **OVERVIEW OF PROGRAM TRAINING PHILOSOPHY**

School Psychology is a general practice and health service provider specialty of professional psychology that is concerned with the science and practice of psychology with children, youth, families; learners of all ages; and the schooling process. The basic education and training of school psychologists prepares them to provide a range of psychological assessment, intervention, prevention, health promotion, and program development and evaluation services with a special focus on the developmental processes of children and youth within the context of schools, families, and other systems.

School psychologists are prepared to intervene at the individual and system level, and develop, implement, and evaluate preventive programs. In these efforts, they conduct ecologically valid assessments and intervene to promote positive learning environments within which children and youth from diverse backgrounds have equal access to effective educational and psychological services to promote healthy development.

The Rutgers School Psychology Program trains its students to be competent systems level thinkers who are data oriented in their problem solving. Students are trained to think psychologically about the nature of schooling and to design and implement interventions at the individual, small group and systems levels. They learn to evaluate evidence in terms of its technical reliability, validity, and scientific meaningfulness, and to make professional decisions in accordance with ethical principles of professional functioning. In addition to addressing knowledge and skill training domains, the Program addresses the personal and interpersonal domains of the psychologist-to-be. The Program seeks to inculcate students with the understanding that self is a mediating variable in functioning as a psychologist and that addressing context is critical for effective practice.

The training curriculum is organized along several dimensions that reflect the theoretical and empirical bases of the profession and the process of disciplined inquiry. School psychological methods and procedures, service delivery systems, and professional identity are emphasized. Students are introduced to the notion of provision of services beyond the individual level early in the curriculum, during the first year through a course that introduces the profession, as well as through courses in organizational psychology and community psychology. During the second year, a course in school-based intervention emphasizes the importance of evidence-based practice and attention to organizational and other context issues in intervention implementation. A course in consultation and non-traditional school psychology roles emphasizes service delivery at the group and systems level, as well as prevention. During the third year, a year-long sequence in program planning and evaluation adds to students' understanding of how to function professionally at a systems level. Electives in various approaches to psychotherapeutic intervention, as well as in organizational diagnosis and intervention, are available to strengthen students' knowledge and skills in areas of special interest related to delivery of preventive mental health services.

## **SCHOOL PSYCHOLOGY PROGRAM GOALS, OBJECTIVES, & COMPETENCIES**

**Goal 1.** To understand and engage competently in the professional practice of school psychology at the individual, group and organizational levels in schools and related settings.

**Objective 1.1** To understand and engage appropriately in psychological assessment, so that relevant and accurate information is gathered, analyzed, and used in making decisions in the service of students.

**Competency 1.1** Formulates and conducts psychological assessments of students that are technically adequate, accurate, relevant to student problems and issues, and useful for decision making and student planning purposes.

**Objective 1.2** To understand and engage appropriately in intervention and prevention so that the psychological development and educational achievement of students may be enhanced.

**Competency 1.2** Selects, develops, implements, and evaluates interventions in classrooms and schools that are relevant to the student, problem, and context, and that are empirically supported.

**Objective 1.3** To understand and engage appropriately in classroom and school consultation so that teachers, administrators, parents, and other stakeholders are provided with guidance and advice in support of the psychological development and educational achievement of students.

**Competency 1.3** Provides useful guidance, advice, and technical assistance to teachers, administrators, parents, and other stakeholders in defining educational, social and emotional problems and needs of students, and determining viable ways for those problems and needs to be addressed appropriately.

**Objective 1.4** To understand and engage appropriately in program planning and evaluation so that programs, products, and services can be designed and implemented that will add value to students, staff and other stakeholders in schools and related settings.

**Competency 1.4** Provides consultation and technical assistance to administrators and other stakeholders so that custom designed programs, products, and services can be linked to the needs and contexts of clearly defined target populations, monitored in terms of implementation, and evaluated with respect to worth and merit of outcomes.

**Goal 2.** To understand and apply the scientific method of empirical inquiry as this method relates to psychology and education, in order to foster research-referenced practice and data- based decision making in school psychology.

**Objective 2.1** To define and clarify problems, decision situations, or gaps in knowledge pertinent to research and practice in school psychology.

**Competency 2.1** Defines and clarifies problems, with consideration of problem background and context, prior to consideration of problem solution.

**Objective 2.2** To consider alternative methods of addressing problems, decision situations, and/or gaps in knowledge using both quantitative and qualitative frames of reference.

**Competency 2.2** Considers, in a systematic manner, a range of alternatives that may be used in problem solution or in the development of new knowledge.

**Objective 2.3** To consider the efficacy and effectiveness of alternative ways to solve problems, address decision situations, or develop new knowledge.

**Competency 2.3** Selects and implements methods appropriate to address problems, decision situations, or gaps in knowledge using sound quantitative and qualitative approaches.

**Objective 2.4** To draw appropriate conclusions from empirical methods of investigation that are consistent with the quantitative or qualitative framework used, the contextual conditions, and the resulting data.

**Competency 2.4** Accurately and cogently interprets data and research and draws appropriate conclusions.

**Goal 3.** To understand and apply thinking about systems to school psychology research and practice at the individual, group, and organizational levels.

**Objective 3.1** To understand and appreciate the impact of context and systems on problems of children and adolescents in schools and on service delivery.

**Competency 3.1** Assesses and evaluates problems in a manner which indicates understanding of the impact of multiple systems on the development of students and on the functioning of school personnel.

**Objective 3.2** To understand and appreciate how to develop solutions to problems and challenges facing students and schools, which address multiple systemic influences.

**Competency 3.2** Develops problem solutions and accompanying implementation strategies that address the impact of systems variables at multiple levels.

**Goal 4.** To understand human diversity, especially in terms of students in schools, and to develop skill in working with individuals and groups from diverse racial, cultural, ethnic, linguistic, socio-economic, and gender-related backgrounds.

**Objective 4.1** To recognize that diverse backgrounds and contexts are basic factors in the influence of behavior in school settings and are fundamental reference points for the design and delivery of school psychological services.

**Competency 4.1** Incorporates the relevance of culture, ethnicity and other dimensions of diversity in designing, implementing, and evaluating programs, products, and services that relate to school psychology practice and research.

**Objective 4.2** To recognize the implications of diversity for working with, respecting, and helping students in schools.

**Competency 4.2** Interacts respectfully, appropriately, and productively with people of diverse backgrounds and contexts in school and community settings.

**Goal 5.** To apply collaborative problem solving and communicative skills within school and community contexts, in the service of the psychological development and educational achievement of children and adolescents.

**Objective 5.1** To participate comfortably and effectively as part of multidisciplinary teams with the intention of working to enhance the psychological development and educational achievement of students.

**Competency 5.1** Listens attentively and respectfully, allowing others to present their views, during interactions with students, teachers, parents, and other stakeholders in school psychology services.

**Objective 5.2** To communicate ideas and opinions effectively regarding the nature of student problems and conditions, and about potentially effective solutions.

**Competency 5.2** Synthesizes the views of others and offers accurate, cogent, practical ideas about student problems and potential solutions in team and group problem-solving situations.

**Goal 6.** To understand ethical practice and social responsibility.

**Objective 6.1** To understand ethical issues in school psychology practice.

**Competency 6.1** Makes practice decisions that are based on ethical guidelines, standards, and laws related to school psychology.

**Objective 6.2** To understand and appreciate the importance of schooling and healthy development of all children and adolescents.

**Competency 6.2** Expresses professional respect for students, teachers, and other stakeholders of school psychology services, and makes professional decisions based on the intention of enhancing their functioning and quality of life.

## The School Psychology Program Curriculum

Education and training for school psychology practice is sequential, cumulative, graded in complexity, and designed to prepare school psychology students for further organized training. As students progress through the Program, courses related to foundational knowledge of the discipline and the various aspects of school psychology professional functioning build on knowledge and skills learned in earlier courses. In each successive year of the Program, practicum courses offer opportunities to practice an expanding set of school psychology professional skills. Early in the Program, orientation to the profession and the culture of the schools is stressed, along with development of psychological foundational knowledge and basic professional practice skills. Later in the curriculum, more advanced professional practice skills are emphasized, such as those related to systems/organizational interventions and professional leadership, and students increase their depth of knowledge in selected specialty intervention and client problem areas.

During the first year of the Program, courses focus on theoretical and empirical psychological foundational knowledge necessary for effective professional practice, on introducing the student to professional functioning, and on developing knowledge and skills in the basic practice functions of assessment and therapeutic interaction with children and adolescents. Foundational courses taken in the first year include: Human Development, Adult Psychopathology, Child Psychopathology, Biological Bases of Behavior, Theoretical Foundations of Analytic Intervention, Theoretical Foundations of Behavioral Intervention, and Theoretical Foundations of Systems Intervention. Practice-related courses during the first year include: Introduction to School Psychology, Cognitive Assessment, Basic Therapeutic Strategies with Children and Adolescents, Child Cognitive Behavioral Assessment, Child Personality Assessment, and Exceptional Children. During the second semester of the first year, a school psychology practicum and supervision introduce students to the various roles of the school psychologist, the school context, and provides opportunities to practice assessment skills.

The second year of training focuses on building knowledge and skill in the foundational areas of research design, data analysis, and critical evaluation of research, and in the practice functions of direct and indirect intervention. Students take courses in Statistics and Research Design. They also take an additional foundations course, Systems of Psychology. Practice related courses include: School-based Psychological Interventions, Community Psychology, Consultation, Diversity, Learning Disabilities, and Professional Ethics, Standards and Career Development. A year-long practicum and supervision provide opportunities to refine assessment skills, practice consultation skills, implement prevention programs and interventions, and participate in school-based decision-making regarding individual educational programs.

The third year of the Program focuses on advancing knowledge and skill in individual, classroom, and systems level and organizational interventions. Students take a course in Learning and Academic Interventions and may take one of several elective courses related to mental health interventions such as Treatment of Youth Anxiety and Depression or Family Therapy. In addition, students take Adult and Organizational Learning and Change: Program Planning and Implementation, and a course in Program Evaluation. The practicum and supervision experiences at this stage provide opportunities to refine skills in working with special interest populations or clients such as high school students with emotional/behavioral problems, schools attempting to implement social-emotional learning programs, children in foster care, or college-age students with learning problems.



Foundational knowledge courses present theory and research and also address applications to professional practice. Courses directly related to professional practice address the theoretical and empirical underpinnings of practice, as well as focusing on professional skill building. In this manner, science and practice are integrated throughout the curriculum. The integration of science and practice, while emphasized in all courses, is addressed most directly as a professional issue in the course, *Adult and Organizational Learning and Change: Program Planning and Implementation*. Taken in the third year of coursework, this course focuses on translating research to practice and the issue of implementing evidence-based practices and programs in schools and other human service settings.

## **The Practicum Experience**

School psychology practicum occurs in both school and non-school settings. However, the very first practicum experience occurs in the public schools and involves exposure to the role of the school psychologist on the child study team. This practicum is developed to give students experience with the kinds of activities they must acquire competence in in order to become certified as school psychologists by the State Department of Education. For those students entering the School Psychology program at the BA level and/or without prior graduate training in school psychology, their very first practicum begins in January (Spring term) of their second semester of coursework. For this practicum, students are placed in partnering school districts by the School Psychology Practicum Coordinator, based on student interest, in urban/suburban/rural settings, student age groups, and professional activities. All subsequent practicum are generally arranged by the student themselves.

During the first school-based practicum, taken in the second semester of the program, students are placed in one of the partner school districts. Activities include observation of a range of school structures and processes, such as regular education classes, special education classes, resource rooms, meetings and consultation sessions between school psychologists and teachers, meetings between school psychologists and parents, child study team meetings, meetings of the intervention and referral services team, and school-wide faculty meetings. Students also engage in psychological assessment activities and report writing. Students may also co-facilitate groups with either the school psychologist or other CST and school personnel such as guidance counselors and conduct FBA's.

During the second year practicum, students continue their placements in one of the partner school districts. They complete full psychological evaluations, participate in child study team meetings and intervention and referral services team meetings, engage in consultation with teachers and parents, and implement evidence-based interventions for individuals, and evidence-based prevention or intervention programs for groups.

During the third year of practicum, students may continue to work in the partner school districts or may choose a specialized practicum from one of the additional practicum settings. The goal of the third year of practicum is to refine professional practice skills, with an emphasis on systems and preventive interventions, and/or to develop advanced specialty skills. Those continuing their work in partner school districts will develop and implement intervention or prevention programs for small groups, classrooms or schools, and engage in the full range of services provided by practicing school psychologists. Those working in one of the additional practicum settings may develop advanced skills in working with populations such as autistic children, or families of children with developmental disabilities. They may develop advanced skills in providing a specific type of psychotherapeutic intervention such as cognitive-behavior therapy, or they may develop advanced skills in systems-level prevention in schools through a program such as the New Jersey Center for Character Education.

Practicum experiences are integrated with coursework beginning in the second semester of the program. The practicum experiences allow students to obtain an in-depth understanding of roles and functions of school psychologists and of the context of the school, and to increase their

level of competence in professional practice through the delivery of school psychological services in a school setting. This is done in a sequential manner as described above. As students take professional practice courses, they are provided with opportunities in the practicum setting to use the skills learned in those courses, to refine skills learned in previously completed courses, and to integrate multiple skills in order to solve problems. Along with each practicum course and the individual supervision by doctoral level psychologists that is provided at the practicum site, students participate in a Group Supervision course for each semester of practicum. This course provides weekly group supervision for students by School Psychology Program faculty members. This supervision aims to provide input regarding student practicum work, to strengthen professional identity as a school psychologist and to understand and enhance the self as a mediating variable in the delivery of services. Students are required to develop a written analysis of their professional growth at various points in the semester.

## Four Year School Program

FIRST YEAR		
<b>Fall Semester</b>		<b>Credits</b>
820:504	Theoretical Foundations of Intervention-Behavioral (first 10 weeks fall)	2
820:503	Theoretical Foundations of Intervention-Analytic (last 5 weeks fall, first 5 weeks spring - register in spring)	0
820:532	Basic Therapeutic Strategies	3
820:543	Human Development	3
820:565	Adult Psychopathology	3
820:633	Cognitive Assessment	3
826:550	Introduction to School Psychology	2
	Total	16
<b>Spring Semester</b>		<b>Credits</b>
820:503	Theoretical Foundations: Analytic (continues from fall, first 5 weeks spring - <i>register in spring</i> )	2
820:502	Theoretical Foundation Systems (last 10 weeks spring)	2
820:563	Child Psychopathology	3
820:631	Cognitive Behavioral Assessment-Child	3
820:636	Personality Assessment-Child	3
820:689	Professional Practicum Placement	3
826:506	Supervision in School Psychology	1
	Total	17
<b>Summer Semester</b>		<b>Credits</b>
826:555	Exceptional Children	3
820:622	Biological Bases of Human Behavior	3
	Total	6
SECOND YEAR		
<b>Fall Semester</b>		<b>Credits</b>

820:581	Statistics	3
820:593	Community Psychology	3
820:570 <b>and/or</b> 820:575	Psychological Interventions with Ethnic & Racially Diverse Populations <b>and/or</b> Diversity & Racial Identity	3
826:612	Consultation Methods	3
820:689	Professional Practicum Placement	3
826:605	Advanced Supervision in School Psychology	3
	Total	18
<b>Spring Semester</b>		<b>Credits</b>
820:550	Systems of Psychology	3
820:585	Advanced Statistics/Research Design	3
826:557	Psychoeducational Foundations of Learning Disabilities	3
826:602	School Based Psychological Interventions	3
820:689	Professional Practicum Placement	3
826:606	Advanced Supervision in School Psychology	3
	Total	18
<b>Summer Semester</b>		<b>Credits</b>
820:613	Professional Ethics Standards	3
820:701	Dissertation in Professional Psychology	3
	Total	6
	<b>THIRD YEAR</b>	
<b>Fall Semester</b>		<b>Credits</b>
826:609	Learning & Academic Interventions: Research to Practice	3
826:558	Adult & Organizational Learning & Change	3
820:701	Dissertation in Professional Psychology	3
820:689	Professional Practicum Placement	3
820:690	Professional Practicum Placement	3

826:605	Supervision in School Psychology	3
	Total	18
<b>Spring Semester</b>		<b>Credits</b>
826:616	Planning & Evaluation of Human Service Programs	3
---:---	Elective	3
820:701	Dissertation in Professional Psychology	3
820:689	Professional Practicum Placement	3
820:690	Professional Practicum Placement	3
826:606	Supervision in School Psychology	3
	Total	18
<b>Summer Semester</b>		<b>Credits</b>
820:702	Dissertation in Professional Psychology	3
	Total	3
<b>FOURTH YEAR</b>		
<b>Fall Semester</b>		<b>Credits</b>
826:631	Internship in School Psychology	3
826:633	Internship Seminar in School Psychology	3
	Total	6
<b>Spring Semester</b>		
826:632	Internship in School Psychology	3
826:633	Internship Seminar in School Psychology	3
	Total	6
<b>**821:546 Psychological Clinic Practicum (2 credits required) Can be taken anytime second year or later— Learning Disabilities course required for assessment cases in the Clinic (majority of students complete the Clinic Practicum requirement in the third year)</b>		

## Five Year School Program

This is an example of the kind of program that can be taken over five years, which allows for enrichment through additional courses, research, and/or extra paid practica. We encourage such programs for their training value.

<b>FIRST YEAR</b>		
<b>Fall Semester</b>		<b>Credits</b>
820:504	Theoretical Foundations: Cognitive Behavioral	2
820:503	Theoretical Foundations: Analytic (last 5 weeks fall, continues in spring, <i>register in spring</i> )	0
820:532	Basic Therapeutic Strategies	3
820:543	Human Development	3
820:565	Adult Psychopathology	3
820:633	Cognitive Assessment	3
826:550	Introduction to School Psychology	2
	Total	16
<b>Spring Semester</b>		<b>Credits</b>
820:503	Theoretical Foundations: Analytic (continues from fall, first five weeks spring, <i>register in spring</i> )	2
820:502	Theoretical Foundations: Systems (last 10 weeks spring)	2
820:563	Child Psychopathology	3
820:631	Cognitive Behavioral Assessment-Child	3
820:636	Personality Assessment-Child	3
820:689	Professional Practicum Placement	3
826:506	Supervision in School Psychology	1
	Total	17
<b>Summer Semester</b>		<b>Credits</b>
826:555	Exceptional Children	3
820:622	Biological Bases of Human Behavior	3
	Total	6
<b>SECOND YEAR</b>		
<b>Fall Semester</b>		<b>Credits</b>
820:581	Statistics	3
820:593	Community Psychology	3
820:570 <b>and/or</b> 820:575	Psychological Interventions with Ethnic & Racially Diverse Populations <b>and/or</b> Diversity & Racial Identity	3
826:612	Consultation Methods	3
820:689	Professional Practicum Placement	3
826:605	Advanced Supervision in School Psychology	3
	Total	18
<b>Spring</b>		<b>Credits</b>

<b>Semester</b>		
820:550	Systems of Psychology	3
820:585	Advanced Statistics/Research Design	3
826:557	Psychoeducational Foundations of Learning Disabilities	3
826:602	Seminar in Psychoeducational Interventions	3
820:689	Professional Practicum Placement	3
826:606	Advanced Supervision in School Psychology	3
	Total	18
<b>Summer Semester</b>		<b>Credits</b>
820:613	Professional Ethics Standards	3
	Total	3
<b>THIRD YEAR</b>		
<b>Fall Semester</b>		<b>Credits</b>
826:609	Learning & Academic Interventions: Research to Practice	3
826:558	Adult & Organizational Learning & Change	3
---:---	Elective	3
820:689	Professional Practicum Placement	3
820:690	Professional Practicum Placement	3
826:605	Supervision in School Psychology	3
	Total	18
<b>Spring Semester</b>		<b>Credits</b>
826:616	Planning & Evaluation of Human Service Programs	3
820:701	Dissertation in Professional Psychology	3
820:689	Professional Practicum Placement	3
820:690	Professional Practicum Placement	3
826:606	Supervision in School Psychology	3
	Total	15
<b>FOURTH YEAR</b>		
<b>Fall Semester</b>		<b>Credits</b>
820:701	Dissertation in Professional Psychology	3
---:---	Elective	3
820:693	Advanced Practicum/Externship	3
	Total	9
<b>Spring Semester</b>		
820:702	Dissertation in Professional Psychology	3
---:---	Elective	3
820:693	Advanced Practicum/Externship	3
	Total	9
<b>FIFTH YEAR</b>		
<b>Fall Semester</b>		<b>Credits</b>
826:631	Internship in School Psychology	3
826:633	Internship Seminar in School Psychology	3
	Total	6



<b>Spring Semester</b>		
826:632	Internship in School Psychology	3
826:633	Internship Seminar in School Psychology	3
	Total	6

**\*\*821:546 Psychological Clinic Practicum (2 credits required) Can be taken anytime second year or later—Learning Disabilities course required for assessment cases in the Clinic (majority of students complete the Clinic Practicum requirement in the third year)**

## OVERVIEW OF FIRST SCHOOL PSYCHOLOGY PRACTICUM

This is a three semester sequence, beginning in the second semester of student's first year of doctoral studies. It continues throughout the Fall and Spring semesters of second year of coursework for a total of three semesters.

Students register for 150 hours for practicum which includes 30 hours of Advanced Supervision conducted at GSAPP, Rutgers University. Students are responsible for tracking all of their hours and activities so that both GSAPP and their practicum supervisors can review these hours.

The overarching goal is to familiarize student with the CST and role of school psychologist. Exposure to non-CST roles for school psychologists is possible, but must occur in conjunction to the CST role, in order to meet NJ Dept. of Ed certification requirements.

Students are advised that practicum sites are NOT responsible for providing specific practicum experiences to meet GSAPP course requirements (for example, testing, consultation cases). However, the ability to utilize real-world cases and experiences certainly enhances student's ability to learn and most students prefer obtaining certain experiences in their practicum, if possible, because it enhances meaningfulness for them.

### First Semester of Program Courses:

- Cognitive Assessment (WJ, WISC are emphasized w/secondary emphasis on WIPPSI and WAIS, SB)
- Observation and Interview (students learn basic clinical interviewing skills with children)
- Introduction to School Psychology (students learn NJAC 6A:14)
- Adult Psychopathology (DSM-focused)
- Human Development
- Theoretical Foundations (CBT, psychodynamic, and systems)

### Second Semester of Courses:

- Behavioral Assessment (BASC, Vineland, Connors, FBA)
- Personality Assessment (ASEBA, CDI, Beck Youth Inventory, Reynolds Adolescent Depression Scale, Trauma Symptom Checklist, Projective Drawings, Sentence Completion, Storytelling (TAT, CAT, Roberts-II, TEMAS)
- Child Psychopathology (DSM-focused)
- Theoretical Foundations

### Related Goals of First Semester of Practicum

- Learn about the culture of a district through some time spent observing school psychologists/supervisor and other CST personnel in meetings, conducting testing, writing IEPs, etc.  
However, observation should not be the sole activity of the first semester, given the coursework students have had
- Conduct (either in-part, or whole, depending upon appropriateness of case) 1-2 cognitive assessments

- Conduct (either in part, or whole) 1-2 social-emotional assessments involving behavioral/objective and projective assessments
- Conduct 1 FBA
- Observe at least 4 CST meetings such as: eligibility meetings, initial identification meetings, IEP revisions, etc.
- Observe 1-2 I&RS meeting/s
- Individual and/or group counseling, as appropriate

### Second Year Coursework:

#### Fall Semester:

- Consultation Methods (Behavioral consultation)
- Statistics
- Diversity (Counseling case)
- Community Psychology

#### Spring Semester:

- Psychological Interventions (Evidence Based-School Based Interventions)
- Advanced Statistics
- Psychoeducational Foundations of Learning Disabilities (LD testing case)

### Related Goals of Second Year of Practicum:

- In depth exposure to and participation in CST process, as appropriate: for example, eligibility meetings, IEP writing (at least in part), giving feedback to parents, manifestation determination, out of district visits
- Carry 3-4 psychological testing cases which include cognitive testing and social-emotional-behavioral assessment (either in part or the entire case, as deemed appropriate by supervisor)
- If permitted by district LDTC, conduct 1 psychoeducational evaluation (learning/achievement evaluation) during Spring semester of second year
- Conduct an evidence-based intervention, such as individual/group counseling, classroom-based program (at least 2 cases)
- Exposure to crisis intervention
- Behavioral observation and/or FBA
- Provide teacher consultation
- Participate in I&RS and/or subsequent intervention activities

### Responsibilities of Supervisor:

- Weekly supervision at dedicated time (1 hour)
- Co-develop and approve Practicum Contract
- Contact School Psychology Practicum Coordinator regarding any concerns about student's performance
- Review, with student, their log of practicum hours and activities
- At the end of each semester, complete on-line evaluation of student using GSAPP School Psychology Practicum Competency ratings (see Handbook):
  - First semester: (January-June) In May, prior to end of semester, complete on-line End of Year evaluation and review with student

- Second semester (September-December) In December, prior to end of semester, complete on-line Mid-Year evaluation and review with student
- Third semester (January-June): In May, prior to end of semester, complete on-line End of Year evaluation and review with student

Responsibilities of Student:

- Completion of 120 hours of practicum per semester
- Completion of 30 hours of Supervision at GSAPP. ALL students in practicum are required to be registered for and participate in Group Supervision at GSAPP.
- Documentation of all practicum hours and activities using either School Psychology Practicum Log (see final page of Handbook )or time2track, which is recommended for those students who may apply for APPIC internships.
- Schedule in advance with supervisor, including any changes. Attendance is based on SCHOOL DISTRICT calendar, not Rutgers calendar. Practicum continues into June with students maintaining an ethical obligation not to abandon clients. Appropriate termination of services should be developed with practicum supervisor.
- Professional demeanor including appropriate attire, responsiveness to supervision, promptness, and use of technology(cell phones, laptops) is expected at all times
- At end of practicum, complete the on-line School Psychology Student Practicum Evaluation Form

**SUMMARY OF TRAINING EXPECTATIONS FOR FIRST SCHOOL PSYCHOLOGY PRACTICUM**

Thus, over the course of the FIRST SCHOOL PSYCHOLOGY practicum experience, the School Psychology Program graduate student should engage in the following:

1. Exposure to the roles and functions of Child Study Team members
2. Exposure to the culture of schools
3. Exposure to the organizational structure of schools
4. Exposure to the educational components of regular and special education
5. Exposure to the case management procedures
6. Experiences with referrals to the Child Study Team including:
  - a. I&RS procedures
  - b. Parent notice
  - c. Eligibility determination
  - d. Observation and Interview
  - e. Assessment practices
  - f. Report preparation and writing
  - g. Communication with parents
  - h. IEP preparation and follow-through
7. Experiences with individual counseling
8. Experiences with group counseling
9. Experiences with behavioral consultation  
Experiences with program design and implementation

10. The development of receptivity to supervisory feedback
11. The development of personal and professional self-understanding and professional identity

Responsibilities of supervising school psychologists:

- Provide one hour of individual supervision on a weekly basis;
- Familiarize the student with the school setting;
- Provide appropriate learning experiences for students, including observation of the school psychologist's work and opportunities for direct client contact, as appropriate to the student's level of training;
- Review of student's test reports and final approval of same;
- Communication with GSAPP School Psychology Practicum Coordinator regarding any concerns involving student performance;
- Communication with School District Practicum Coordinator regarding practicum;
- Completion of practicum contract (along with student), mid-semester and end of year student evaluation through the on-line practicum database;
- Attendance at joint meetings with student and School Psychology Practicum Coordinator to review student's progress.

Responsibilities of GSAPP School Psychology Practicum Coordinator:

- Ongoing communication with students and supervisors regarding practicum requirements and student /supervisor performance and activities;
- Assign students to the first School Psychology Practicum site based on determination of student interests and fit with district specifications
- Practicum Coordinator arranges for periodic visits to the school district to meet with supervisors and/or students. Some meetings will include both student and supervisor to review student progress and practicum experiences;
- Practicum Coordinator provides additional supervision of student's cases, reports and programs on an as needed basis;
- Practicum Coordinator documents student's performance at time of conference and shares any concerns with School Psychology faculty;
- Coordinates yearly Supervisor's Luncheon to be held at the Center for Applied Psychology to elicit feedback about practicum
- Practicum Coordinator attempts to resolve any problems between supervisor and student;
- Practicum Coordinator provides additional support and training opportunities to the district as requested by supervisors
- Coordinate opportunities for supervisors to attend colloquia and workshops at RU at reduced or no-cost
- Review all mid-year and end of year evaluations
- Assign grades

**School Psychology Program**

**School Based Practicum Competency Development Plan**

**Practicum Contract**

Student's Name \_\_\_\_\_ Student's Email \_\_\_\_\_

Program \_\_\_\_\_ Contract Valid from \_\_\_\_\_ to \_\_\_\_\_

Number of Days/Hours \_\_\_\_\_ to be spent in practicum related activities.

Name of Organization \_\_\_\_\_

Address \_\_\_\_\_

Organization's Telephone Number \_\_\_\_\_ Fax Number \_\_\_\_\_

Supervisor's Name \_\_\_\_\_ Title \_\_\_\_\_  
(Ph.D.; Psy.D. ; Ed.D ; MA; MS)

Supervisor's Email Address \_\_\_\_\_

<b>Competencies</b>	<b>Plan of Practicum Activities</b>
<b>Competency 1.1</b> Formulates and conducts psychological assessments of students that are technically adequate, accurate, relevant to student problems and issues, and useful for decision making and student planning purposes	
<b>Competency 1.2</b> Selects, develops, implements, and evaluates interventions in classrooms and schools that are relevant to the student, problem, and context, and that are empirically supported.	
<b>Competency 1.3</b> Provides useful guidance, advice, and technical assistance to teachers, administrators, parents, and other stakeholders in defining educational, social and emotional problems and needs of students, and determining viable ways for those problems and needs to be addressed appropriately.	
<b>Competency 1.4</b> Provides consultation and technical assistance to administrators and other stakeholders so that custom designed programs, products, and services can be linked to the needs and contexts of clearly defined target populations, monitored in terms of implementation, and evaluated with respect to worth and merit of outcomes.	
<b>Competency 2.1</b> Defines and clarifies problems, with consideration of problem background and context, prior to consideration of problem solution.	
<b>Competency 2.2</b> Considers, in a systematic manner, a range of alternatives that may be used in problem solution or in the development of new knowledge	

Competencies	Plan of Practicum Activities
<p><b>Competency 2.3</b> Selects and implements methods appropriate to address problems, decision situations, or gaps in knowledge using sound quantitative and qualitative approaches.</p>	
<p><b>Competency 2.4</b> Accurately and cogently interprets data and research and draws appropriate conclusions.</p>	
<p><b>Competency 3.1</b> Assesses and evaluates problems in a manner which indicates understanding of the impact of multiple systems on the development of students and on the functioning of school personnel.</p>	
<p><b>Competency 3.2</b> Develops problem solutions and accompanying implementation strategies that address the impact of systems variables at multiple levels.</p>	
<p><b>Competency 4.1</b> Incorporates the relevance of culture, ethnicity and other dimensions of diversity in designing, implementing, and evaluating programs, products, and services that relate to school psychology practice and research.</p>	
<p><b>Competency 4.2</b> Interacts respectfully, appropriately, and productively with people of diverse backgrounds and contexts in school and community settings.</p>	
<p><b>Competency 5.1</b> Listens attentively and respectfully, allowing others to present their views, during interactions with students, teachers, parents, and other stakeholders in school psychology services.</p>	
<p><b>Competency 5.2</b> Synthesizes the views of others and offers accurate, cogent, practical ideas about student problems and potential solutions in team and group problem-solving situations.</p>	
<p><b>Competency 6.1</b> Makes practice decisions that are based on ethical guidelines, standards, and laws related to school psychology.</p>	
<p><b>Competency 6.2</b> Expresses professional respect for students, teachers, and other stakeholders of school psychology services, and makes professional decisions based on the intention of enhancing their functioning and quality of life.</p>	

\_\_\_\_\_  
Signature of Supervisor

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

## SCHOOL PSYCHOLOGY COMPETENCIES EVALUATION FORM

### PRACTICUM PROGRESS REPORT

The following evaluation should be completed on-line through the GSAPP website (<http://gsappweb.rutgers.edu>) at the end of each semester. It should be reviewed with the

Following is a list of School Psychology Competencies along with an evaluation format. Please complete this form for the practicum student you are supervising. After you complete your evaluation, please share your ratings with your supervisee and then notify Karen Haboush, Psy.D., School Psychology Practicum Coordinator, at: [haboush@rci.rutgers.edu](mailto:haboush@rci.rutgers.edu). This information is one component of evaluating the student's clinical competence. It is important that you return this form promptly, so that the student receives the appropriate grade on her/his transcript. Thank you for your help throughout the year. Your input is very important to the student and to the faculty.

Academic Year: \_\_\_\_\_ Semester: Fall \_\_\_\_\_ Spring \_\_\_\_\_ Summer \_\_\_\_\_

Name of Student \_\_\_\_\_

Name of Practicum Agency \_\_\_\_\_

Name of Primary Supervisor \_\_\_\_\_ (Title: PhD/PsyD)

Name of Other Supervisor(s) \_\_\_\_\_

Address of Agency \_\_\_\_\_

City/State/Zip Code \_\_\_\_\_

Hours per week devoted to the practicum by student \_\_\_\_\_

Total hours of practicum completed this semester \_\_\_\_\_ (approx.).



**When making a rating of a student take into account the student's level of development and experience. Ratings should be made based upon the following criteria (a rating of 2 should be reserved for truly exceptional students):**

- 2 = Superior ability in this area
- 1 = Competent at an entry level for school psychologists
- 0 = Needs additional guidance and supervision
- NA = Not Applicable; I do not have knowledge of the student's functioning in this area.

**Competency 1.1** Formulates and conducts psychological assessments of students that are technically adequate, accurate, relevant to student problems and issues, and useful for decision making and student planning purposes.

NA                                      0                                      1                                      2

**Competency 1.2** Selects, develops, implements, and evaluates interventions in classrooms and schools that are relevant to the student, problem, and context, and that are empirically supported.

NA                                      0                                      1                                      2

**Competency 1.3** Provides useful guidance, advice, and technical assistance to teachers, administrators, parents, and other stakeholders in defining educational, social and emotional problems and needs of students, and determining viable ways for those problems and needs to be addressed appropriately.

NA                                      0                                      1                                      2

**Competency 1.4** Provides consultation and technical assistance to administrators and other stakeholders so that custom designed programs, products, and services can be linked to the needs and contexts of clearly defined target populations, monitored in terms of implementation, and evaluated with respect to worth and merit of outcomes.

NA                                      0                                      1                                      2

**Competency 2.1** Defines and clarifies problems, with consideration of problem background and context, prior to consideration of problem solution.

NA                                      0                                      1                                      2

**Competency 2.2** Considers, in a systematic manner, a range of alternatives that may be used in problem solution or in the development of new knowledge.

NA                                      0                                      1                                      2

**Competency 2.3** Selects and implements methods appropriate to address problems, decision situations, or gaps in knowledge using sound quantitative and qualitative approaches.

NA                                      0                                      1                                      2

**Competency 2.4** Accurately and cogently interprets data and research and draws appropriate conclusions.

NA                                      0                                      1                                      2

**Competency 3.1** Assesses and evaluates problems in a manner which indicates understanding of the impact of multiple systems on the development of students and on the functioning of school personnel.

NA                                      0                                      1                                      2

**Competency 3.2** Develops problem solutions and accompanying implementation strategies that address the impact of systems variables at multiple levels.

NA                                      0                                      1                                      2

**Competency 4.1** Incorporates the relevance of culture, ethnicity and other dimensions of diversity in designing, implementing, and evaluating programs, products, and services that relate to school psychology practice and research.

NA                                      0                                      1                                      2

**Competency 4.2** Interacts respectfully, appropriately, and productively with people of diverse backgrounds and contexts in school and community settings.

NA                                      0                                      1                                      2

**Competency 5.1** Listens attentively and respectfully, allowing others to present their views, during interactions with students, teachers, parents, and other stakeholders in school psychology services.

NA                                      0                                      1                                      2

**Competency 5.2** Synthesizes the views of others and offers accurate, cogent, practical ideas about student problems and potential solutions in team and group problem-solving situations.

NA                                      0                                      1                                      2

**Competency 6.1** Makes practice decisions that are based on ethical guidelines, standards, and laws related to school psychology.

NA                                      0                                      1                                      2

**Competency 6.2** Expresses professional respect for students, teachers, and other stakeholders of school psychology services, and makes professional decisions based on the intention of enhancing their functioning and quality of life.

NA                                      0                                      1                                      2



**Student & Supervisor Ratings of Student's Professional Behavior**

( OPTIONAL form ----to be completed at the end of each semester by student and supervisor)

Student's Name \_\_\_\_\_ Date \_\_\_\_\_

Practicum Site \_\_\_\_\_

Supervisor's Name \_\_\_\_\_

**Rating Scale:**

5=Excellent      4=Very good      3=Satisfactory      2=Fair      1=Poor

\_\_\_\_ Degree of active participation and willingness to take initiative

\_\_\_\_ Listens to others with empathy

\_\_\_\_ Willingly accepts supervisory feedback

\_\_\_\_ Follows up supervisory feedback with appropriate action

\_\_\_\_ Maintains appropriate interpersonal boundaries (i.e., self disclosure, boundaries with clients & staff)

\_\_\_\_ Effective ability to build relationships with clients and staff

\_\_\_\_ Demonstrates respect for individual and group differences

\_\_\_\_ Conducts self in professional manner (i.e., punctuality, completion of tasks, attendance)

\_\_\_\_ Dresses professionally

\_\_\_\_ Appropriate verbal communication skills

\_\_\_\_ Appropriate written communication skills

\_\_\_\_ Behaves in an ethical manner

\_\_\_\_ Willingness to expose areas of uncertainty and seek supervision

\_\_\_\_ Openness to sharing personal reactions and examining the manner in which these impact on work with clients and staff

\_\_\_\_ Non-defensive

SCHOOL PSYCHOLOGY STUDENT PRACTICUM EVALUATION FORM

To Students: Upon completing your practicum, please complete this on-line form by circling the response that best reflects your experience:

1. My practicum helped me to develop and refine skills and abilities critical to my professional development as a school psychologist:

1	2	3	4	5
Strongly Disagree				Strongly Agree

2. My supervisor met with me on a regularly scheduled basis and provided constructive feedback

1	2	3	4	5
Strongly Disagree				Strongly Agree

3. My supervisor was receptive to hearing my concerns

1	2	3	4	5
Strongly Disagree				Strongly Agree

4. The individual supervision I received facilitated my professional growth

1	2	3	4	5
Strongly Disagree				Strongly Agree

5. I would recommend this practicum site to another student

1	2	3	4	5
Strongly Disagree				Strongly Agree

6. Were there obstacles/challenges that made it difficult for you to meet the training goals outlined in your contract?

7. What, if anything, made it difficult for you to speak w/your supervisor?

8. What was the most valuable part of your training experience?

9. Least valuable?

10. What would have enhanced your training experience (areas for improvement)?

## THE PRACTICUM DATABASE

As you already give generously of your time, we have been working to streamline the process of updating the practicum site and documenting the student's learning experience without making it too onerous for the supervisor. To this end, we have instituted the following **three** requirements for practicum sites:

1. Practicum site updates (minimally **annually**, but more often if there is a substantial change to anything in the practicum).

Each training site has a description along with some demographic and contact information. This will make it easier to update your site information at any time. Please review it for accuracy.

Log on to the GSAPP website at <http://gsappweb.rutgers.edu/>

Go to the upper right corner and click on 'Login to GSAPP'. Under "Practicum, Clinic Cases and Evaluations" select your site from the list and hit the "Edit Site" button, the information we already have is filled in on the first tab ("Site Information"). Please review this tab and add/update the additional information that describes your site (mostly dropdowns to make it as quick as possible) and review the narrative description of the site, make sure you hit the "save" button at the bottom of the page and you are done!

Contact Pk Broderick: [pk.broderick@rutgers.edu](mailto:pk.broderick@rutgers.edu) if you have any difficulty logging in or for technical glitches.

2. A Practicum Contract needs to be submitted (for each practicum site).
  - This document represents the discussion and agreement between the student and site supervisor regarding expectations and learning activities for targeted competencies. The evaluation is based on these competencies.
  - While the student should initiate the contract (thus linking them to the site and the supervisor), the supervisor needs to review, add comments etc. and then approve it (by hitting the "submit" button at the bottom of the form)
  - Click on the student's name to open the document.
3. A supervisor Evaluation also needs to be submitted (by the supervisor) for **each** semester. Although the supervisor will be completing this, this document represents the outcome of discussion between student and supervisor regarding student's progress toward competencies, areas of strength and continued growth. The evaluation will be for fall (mid-year) or spring (end of year). A grade of incomplete will be given if the evaluation is not submitted before the end of the grading period for that semester. The supervisor should indicate they have reviewed the evaluation with the student

## INSTRUCTIONS FOR EVALUATING A GSAPP PRACTICUM STUDENT

- Log on to the GSAPP website at <http://gsappweb.rutgers.edu/>
- Check to see if the training contract is approved by clicking on the student's name on the left hand side of the screen.
- You will see an entry such as the one below. Click on the mid or end of year evaluation and complete. Detailed comments are very useful.
- Please be sure to hit the 'submit' button at the bottom of the page.

**Zelda Doe**  
[Main Menu](#) | [Logout](#)  
[Update Account Information](#)  
[Change Database Password](#)

### Practicum, Clinic Cases and Evaluations

Select a Site

Edit Site

The practicum contracts you supervise are listed below. Please approve all contracts highlighted in yellow.

Name	Site	Mid-Year Evaluation (Fall)	Year-End Evaluation (Spring)
<a href="#">Doe, Sue</a>	GSAPP Psychological Clinic - Youth Anxiety & Depression Clinic (YAD-C)	<a href="#">Evaluate</a>	<a href="#">Evaluate</a>

You are not currently supervising any school practicum contracts.

You are not currently supervising any clinic registrations.



SCHOOL PSYCHOLOGY PROGRAM															
Student															
Supervisor:	WEEKLY PRACTICUM ACTIVITY LOG														
Site:															
Activities	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
<b>Assessment</b>															
Record review															
Administer assessments (cognitive, academic, etc.)															
Observation in natural environment															
Interview teacher/parent															
Interview other staff/agencies															
<b>Interview student</b>															
Score assessments															
Interpret assessments															
Report writing															
Teacher/parent feedback conference															
MDT feedback conference															
Other:															
<b>Total Assessment:</b>															
<b>Intervention</b>															
Individual/small group behavioral															
Classwide behavioral															
Schoolwide behavioral															
Individual/small group academic															
Classwide academic															
Schoolwide academic															
Individual/group counseling															
Crisis intervention															
Other:															
<b>Total Intervention:</b>															
<b>Consultation</b>															
Case consultation															
Parent															
Teacher/Staff															
Implementation monitoring															
System consultation															
Program development															
Deliver staff development & training															
Implementation monitoring															
Administrative consultation															
Attend administrative meetings															
Attend faculty meetings/in-services, etc.															
Other:															
<b>Total Consultation:</b>															
<b>Research</b>															
Evaluate outcomes of services delivered															
Best practice review and synthesis															
Inquiry based empirical research (e.g., dissertation)															
Other:															
<b>Total Research:</b>															
<b>Program Evaluation</b>															
Designing															
Conducting															
Communicating															
Other:															
<b>Total Program Evaluation:</b>															
<b>Professional Development</b>															
Conference attendance/participation															
Workshop/in-service attendance/participation															
Reading journals, books, etc.															
Other:															
<b>Total Professional Development:</b>															
<b>Supervision Delivered</b>															
To school psychologists/practicum students															
To other school personnel															
Other:															
<b>Total Supervision Delivered:</b>															
<b>Supervision Received</b>															
<b>Other Activities</b>															
<b>TOTAL HOURS:</b>															