



Northeastern

Department of Counseling and Applied Educational Psychology

DOCTORAL PROGRAM IN SCHOOL PSYCHOLOGY

Master's of Science (M.S.) and Doctor of Philosophy (Ph.D.)

ADVANCED FIELDWORK MANUAL: REQUIREMENTS AND EVALUATION SYSTEM

2009 – 2010

www.schoolpsychology.neu.edu

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Overview of Advanced Fieldwork

Prerequisites

In order for students from the Northeastern University School Psychology Doctoral Program to be eligible to begin advanced fieldwork, they must complete the following milestones in the program:

- Successful completion of the pre-practicum and practicum
- Successful completion of the MTEL
- Successful completion of all first and second year coursework
- Satisfactory ratings on Baseline Competencies (see below).

Field Supervision

Supervision and mentoring during both years of advanced fieldwork should be provided by a licensed psychologist. Additionally, supervision and mentoring during the school-based experience in Year 4 should be provided by a licensed school psychologist with a minimum of three years of experience. Supervision consists of a minimum of two hour per week, in a face-to-face format.

University Supervision

Doctoral students are enrolled in an advanced fieldwork seminar course during both years of advanced fieldwork. A university supervisor, who is a certified school psychologist and a licensed psychologist, instructs this course. The university supervisor maintains contact with the field supervisor through three site visits. At the end of the year, the field supervisor and university supervisor determine if the student has progressed adequately in the advanced fieldwork competency areas described in this document.

Comprehensive Case Studies

During the two years of advanced fieldwork, students will produce six case studies that illustrate their competencies. Students are required to prepare at least three comprehensive case studies each year and a total of six across two years. These case reports are:

- Two Assessment Cases (one for each year)
- Consultation: Academic Problem
- Consultation: Behavioral Problem
- Counseling Case
- Prevention or Staff Professional Development

More details about the requirements of the case studies are available at the end of this document. Students' case studies can become part of their comprehensive examination portfolio, described in the program handbook.

Logs

Students should keep detailed records of their advanced fieldwork hours using the logs provided on the program website. These logs are very important in documenting training hours and will be used in the internship application process.

Course Vouchers for Supervisors

In recognition of the valuable guidance and supervision that is given to students, the Bouvé College of Health Sciences at Northeastern University makes available tuition vouchers for field supervisors. A voucher for one course at Northeastern University is available for each advanced fieldwork site. Northeastern University grants a voucher for one course to the *participating school system or agency*. It is necessary for the supervisor to make a written request, on the school systems' (or agency's) letterhead, to obtain the voucher. The request for a voucher should be addressed to:

Mrs. Monique Clarke, Office Assistant
Department of Counseling and Applied Educational Psychology
404 International Village
Northeastern University
Boston, MA 02115

Successful Completion of Advanced Fieldwork

- Completion of 1200 hours of fieldwork
- Passing score on school psychology Praxis II exam
- Completion of all advanced fieldwork paperwork
- Completion of requirements in advanced fieldwork syllabus
- Grade of Satisfactory (S) for all semesters in the advanced fieldwork course
- Ratings at the “expected level” or higher on all competency areas from supervisor (The expected level varies by competency and is defined in the Advanced Fieldwork Competencies section below).

Minimum Requirements for Satisfactory Completion of Advanced Fieldwork

Advanced fieldwork is distinct from and occurs after the successful completion of the practicum experience. Satisfactory scores on all six comprehensive case reports across the two years are required for successful completion of advanced fieldwork (see page 39). Collectively, these case reports provide students with an opportunity to demonstrate their performance with respect to APA competencies and the NASP training domains and Northeastern University's training goals. Students also must pass the Praxis II exam in school psychology in order to successfully complete the advanced fieldwork requirement. The director of the school psychology program must receive documentation of the overall and specific content Praxis II scores before the end of the spring semester of the second year of the advanced fieldwork.

Students typically complete their advanced fieldwork three days per week totaling a minimum of 600 hours each year. The first year of advanced fieldwork (Program Year 3) is conducted in a non-school setting and the second year (Program Year 4) is conducted in a school setting. A minimum of 600 of the 1200 advanced fieldwork hours must be completed in a school setting, under the field supervision of a Massachusetts licensed *school psychologist*. Both experiences must be completed under the supervision of a Massachusetts *licensed psychologist*. Students document these hours on their logs (found on the program website) and on the “The End of Year Advanced Fieldwork Form” (found at the end of this manual). Field supervisors provide a minimum of two hours supervision each week. Students are expected to follow the calendar of the site where they are doing their advanced fieldwork. In the school setting, students are expected to remain in their placement until the end of their district’s academic year.

The expectation is that advanced fieldwork students will have attained sufficient knowledge and skills from their practicum so that they can begin their advanced fieldwork with direct experiences in assessment, intervention, and consultation. The site supervisor in consultation with university supervisor and the graduate student will determine the student’s readiness for more advanced experiences. In order for graduate students to attain a satisfactory grade in the advanced fieldwork courses, they must demonstrate the expected level of competency (as defined below) across each of the following areas.

1. Relationship/Interpersonal Skills
2. Skills in Application of Research
3. Assessment Skills
4. Intervention Skills
5. Consultation Skills/Professional Collaborations
6. Diversity - Individual and Cultural Differences
7. Ethics
8. Development of Leadership Skills
9. Supervisory Skills
10. Professional Development
11. Communication and Information Technology

Advanced Fieldwork Competencies

The competencies for advanced fieldwork experiences in Northeastern University's doctoral program in school psychology were based on information developed by the Association of Directors of Psychology Training Clinics (ADPTC) and the Council of Chairs of Training Councils (CCTC) Practicum Competencies Workgroups. For additional background information see: Hatcher, R. L. & Lassiter, K. D. (2007). Initial training in professional psychology: The Practicum Competencies Outline. *Training and Education in Professional Psychology, 1*, 49-63.

It is expected that doctoral students will acquire competence in the core domains described below *prior to beginning* advanced field work and *at the end of* advanced fieldwork training, prior to beginning internship.

Important notes:

1. Psychology students should be adequately prepared to *begin* practicum. *Before beginning* advanced fieldwork the student should possess and demonstrate the following set of basic personal and intellectual skills, attitudes and values, and a core of professional knowledge. This core knowledge and these skills, attitudes and values are baseline competencies of the professional psychologist. During advanced fieldwork students will refine these baseline skills into professional skills.

Baseline Competencies

1. Personality Characteristics, Intellectual and Personal Skills
a) Interpersonal skills: ability to listen and be empathic with others; respect for/interest in others' cultures, experiences, values, points of view, goals and desires, fears, etc. These skills include verbal as well as non-verbal domains. An interpersonal skill of special relevance is the ability to be open to feedback.
b) Cognitive skills: problem-solving ability, critical thinking, organized reasoning, intellectual curiosity and flexibility.
c) Affective skills: affect tolerance; tolerance/understanding of interpersonal conflict; tolerance of ambiguity and uncertainty.
d) Personality/Attitudes: desire to help others; openness to new ideas; honesty/integrity/valuing of ethical behavior; personal courage.
e) Expressive skills: ability to communicate one's ideas, feelings and information in verbal, non-verbal and written forms.
f) Reflective skills: ability to examine and consider one's own motives, attitudes, behaviors and one's effect on others.
g) Personal skills: personal organization, personal hygiene, appropriate dress.
2. Knowledge from classroom experience: The practicum experience will engage and develop skills and knowledge that have been the focus of coursework before advanced fieldwork. Prior to advanced fieldwork, students should have acquired basic theoretical and research knowledge related to diagnosis, assessment, and intervention; diversity; ethics; skills in seeking out and applying research

knowledge in the applied setting. Practicum students should possess sufficient mastery of basic information and skills to prepare them to make good use of the advanced fieldwork experience. Coursework in the first two years of the program should provide sufficient training in the following specific areas:

a) Assessment & Clinical Interviewing

- i) Knowledge regarding psychopathology related to the population(s) served by the practicum sites.
- ii) Knowledge of scientific, theoretical, empirical and contextual bases of psychological assessment.
- iii) Knowledge of test construction, validity, score reliability and related assessment psychometrics.
- iv) Training in principles and practice of systematic administration, data-gathering and interpretation for assessment, including identifying problems, formulating goals and case conceptualizations; understanding the relationship between assessment and intervention, assessment of treatment progress and outcome.
- v) Training in the models and techniques of clinical interviewing.

b) Intervention

- i) Knowledge of scientific, theoretical, empirical and contextual bases of intervention.
- ii) Training in basic clinical skills, such as empathic listening and framing problems.
- iii) Training in assessment of intervention progress and outcome.

c) Ethical & Legal

- i) Principles of ethical practice and decision making (APA, 2002)
- ii) Legal knowledge related to the practice of school psychology

d) Individual and Cultural Difference (ICD)

- i) Knowledge and understanding of the principles and findings related to ICD as they apply to professional psychology.
- ii) Understanding of one's own situation (e.g., one's ethnic/racial, socioeconomic, gender, sexual orientation; one's attitudes towards diverse others) relative to the dimensions of ICD (e.g., class, race, physical disability etc.).
- iii) Understanding of the need to consider ICD issues in all aspects of professional psychology work (e.g., assessment, treatment, research, relationships with colleagues).

2. Competencies are acquired at different rates. Some competencies, such as administrative or supervisory skills, may come slowly and later in professional development. Other more basic competencies, such as timeliness, ability to utilize supervision, etc., may be expected and/or required to be substantially attained very early in training. These differences in the rate of development are reflected in the level of competence expected at the conclusion of practicum training.

3. One of the most widely used schemes for describing the development of competence is that of Dreyfus and Dreyfus (1986), who define five stages, from Novice to Advanced Beginner to Competent to Proficient to Expert. The Dreyfuses' overall idea is that as the learner becomes more and more familiar with the analytic and action tasks of the field,

performance becomes more integrated, flexible, efficient and skilled. Patterns and actions that have to be carefully thought about and/or taught by supervisors become internalized and increasingly automatic.

4. Note that “competency” refers to a skill domain (e.g., assessment); “competence” or “level of competence” refers to the level of skill an individual has acquired (e.g., intermediate level of competence in assessment); and “competent” is a description of a particular level of skill (e.g., this psychologist is competent in neuropsychological assessment).

5. Defining levels of competence. The following categories are utilized to describe the level of competence expected at the conclusion of the advanced fieldwork. In some areas, substantial competence is expected, while in others, just the beginning of understanding is expected – a student, or any psychologist for that matter, may be expert in some areas and a novice in others.

A. Novice (N): Novices have limited knowledge and understanding of (a) how to analyze problems and of (b) intervention skills and the processes and techniques of implementing them. Novices do not yet recognize patterns, and do not differentiate well between important and unimportant details; they do not have filled-in cognitive maps of how, for example, a given client may move from where he/she is to a place of better functioning.

B. Intermediate (I): Psychology students at the intermediate level of competence have gained enough experience through practice, supervision and instruction to be able to recognize some important recurring domain features and to select appropriate strategies to address the issue at hand. Surface level analyses of the Novice stage are less prominent, but generalization of diagnostic and intervention skills to new situations and clients is limited, and support is needed to guide performance.

C. Advanced (A). At this level, the student has gained deeper, more integrated knowledge of the competency domain in question, including appropriate knowledge of scholarly/research literature as needed. The student is considerably more fluent in his/her ability to recognize important recurring domain features and to select appropriate strategies to address the issue at hand. In relation to clinical work, recognition of overall patterns, of a set of possible diagnoses and/or treatment processes and outcomes for a given case, are taking shape. Overall plans, based on the more integrated knowledge base and identification of domain features are clearer and more influential in guiding action. At this level, the student is less flexible in these areas than the proficient psychologist [the next level of competence] but does have a feeling of mastery and the ability to cope with and manage many contingencies of clinical work.

D. Proficient. The proficient psychologist perceives situations as wholes rather than in terms of chopped up parts or aspects. Proficient psychologists understand a situation as a whole because they perceive its meaning in terms of longer-term goals. The proficient psychologist learns from experience what typical events to expect in a given situation and how plans need to be modified in response to these events. The proficient psychologist can recognize when the expected normal picture does not materialize and takes steps to address these situations (including seeking supervision, reviewing research

literature). This holistic understanding improves the proficient psychologist’s decision making; it becomes less labored because the psychologist now has a perspective on which of the many existing attributes and aspects in the present situation are the important ones – the psychologist has developed a nuanced understanding of the clinical situation.

E. Expert. The expert no longer relies on an analytic principle (rule, guideline, or maxim) to connect her or his understanding of the situation to an appropriate action. The expert psychologist, with an enormous background of experience, now has an intuitive grasp of each situation and zeroes in on the accurate region of the problem without wasteful consideration of a large range of unfruitful, alternative diagnoses and solutions. The expert operates from a deep understanding of the total situation. This is not to say that the expert never uses analytic tools. Highly skilled analytic ability is necessary for those situations with which the psychologist has had no previous experience. Analytic tools are also necessary for those times when the expert gets a wrong grasp of the situation and then finds that events and behaviors are not occurring as expected. When alternative perspectives are not available to the clinician, the only way out of a wrong grasp of the problem is by using analytic problem solving.

6. Individual and Cultural Differences. A core principle behind all competencies listed in this document is awareness of, respect for, and appropriate action related to individual and cultural difference (ICD). Issues of ICD are relevant to each of the competencies described, but take a particularly large role in some. In these instances, ICD is mentioned specifically.

Description of Skills Leading to Competencies that Are Developed During the Advanced Fieldwork Experience

Competence Level expected by the completion of advanced fieldwork is highlighted in yellow. N = Novice; I = Intermediate; A = Advanced.

1. Relationship/Interpersonal Skills	
The ability to form and maintain productive relationships with others is a cornerstone of professional psychology. Productive relationships are respectful, supportive, professional and ethical. Professional psychologists should possess these basic competencies when they first begin their clinical training. Although the ability to form such relationships is grounded in basic skills that most students will have developed over the course of their lives to date, helping the student hone and refine these abilities into professional competencies in the applied setting is a key aim of advanced fieldwork. In particular, the advanced fieldwork seeks to enhance students’ skills in forming relationships:	
Competency	Expected level by the end of AFW
<i>With children/families:</i>	
a) Ability to take a respectful, helpful professional approach to patients/clients/families.	Advanced
b) Ability to demonstrate empathy by being aware of, understanding, and appreciating the feelings of others	Advanced

c) Ability to form a working alliance and gain trust of those being served.	Intermediate
d) Ability to deal with conflict, negotiate differences.	Intermediate
e) Ability to understand and maintain appropriate professional boundaries.	Intermediate
<i>With colleagues:</i>	
a) Ability to work collegially with fellow professionals.	Advanced
b) Ability to support others and their work and to gain support for one's own work.	Intermediate
c) Ability to provide helpful feedback to peers and receive such feedback nondefensively from peers.	Intermediate
<i>With supervisors, the ability to make effective use of supervision, including:</i>	
a) Ability to work collaboratively with the supervisor. Collaboration means understanding, sharing and working by a set of common goals for supervision. Many of these goals will change as the student gains professional competence, although a core goal, of working cooperatively to enhance the student's skills as a clinician, will remain constant.	Advanced
b) Ability to prepare for supervision.	Advanced
c) Ability/willingness to accept supervisory input, including direction; ability to follow through on recommendations; ability to negotiate needs for autonomy from and dependency on supervisors.	Advanced
<i>With support staff :</i>	
a) Ability to be respectful of support staff roles and persons.	Advanced
<i>With teams at clinic:</i>	
a) Ability to participate fully in team's work.	Advanced
b) Ability to understand and observe team's operating procedures.	Intermediate
<i>With community professionals:</i>	
a) Ability to communicate professionally and work collaboratively with community professionals.	Intermediate
<i>For the fieldwork site itself:</i>	
a) Ability to understand and observe agency's operating procedures.	Advanced
b) Ability to participate in furthering the work and mission of the site.	Advanced
c) Ability to contribute in ways that will enrich the site as an advanced fieldwork experience for future students.	Advanced

2. Skills in Application of Research

Clinical practice in all health-care fields (e.g., medicine, nursing, dentistry) is based on accumulating research results, knowledge derived from practice, and the good judgment of the clinician. A core research knowledge base and training in accessing and applying research knowledge to practice form a core competency for psychologists.

Competency

Expected level by the end of AFW

a) Development of skills and habits in seeking and applying theoretical and research knowledge relevant to practice of psychology in the applied setting, including accessing and applying scientific knowledge bases.	Intermediate
b) Understanding and application of theoretical and research knowledge related to assessment and intervention, diversity, supervision, ethics etc.	Intermediate

3. Assessment Skills	
Psychological assessment includes comprehensive and integrated assessment from the initial interview, psychological testing, intervention and the evaluation of the outcome of psychological services. A foundation of knowledge and skill is needed for psychological assessment.	
A. Number of assessments the student has conducted this semester: _____	
B. Number of times student has made presentations of assessment reports: _____	
Competency	Expected level by the end of AFW
a) Ability to select and implement multiple methods and means of evaluation in ways that are responsive to and respectful of diverse children.	Intermediate
b) Ability to utilize systematic approaches to gathering data to inform decision making.	Intermediate
c) Interviews (e.g., teachers, parents, and students)	Intermediate
d) Administers, scores, and interprets measures of academic performance and achievement.	Intermediate
e) Conducts functional behavior assessments.	Intermediate
f) Uses broad-band rating scales (e.g., BASC-II, CBCL).	Advanced
g) Uses objective measures of personality or social/emotional functioning (e.g., MMPI-A; BDI, CDI, RCMAS).	Advanced
h) Reviews relevant permanent products and records about the child.	Advanced
i) Conducts systematic direct observation of the student in the classroom and/or other natural settings.	Advanced
j) Conducts assessments of the instructional and classroom environment, and the match between the curriculum and the child's needs.	Intermediate
k) Takes an ecological perspective by considering the multiple layers of factors (e.g., individual, family, school and community) that influence a child's functioning when assessing a child.	Intermediate
l) Generates data-based and practical recommendations as a result of the assessment.	Intermediate
m) Knowledge of psychometric issues and bases of assessment methods.	Advanced
n) Knowledge of issues related to integration of different data sources.	Advanced
o) Ability to integrate assessment data from different sources for	Intermediate

diagnostic purposes.	
p) Ability to formulate and apply diagnoses; to understand the strengths and limitations of current diagnostic approaches.	Intermediate
q) Capacity for effective use of supervision to implement and enhance skills.	Advanced

4. Intervention Skills	
Intervention includes preventive, developmental and remedial interventions.	
# of children/clients seen in individual counseling sessions _____ # of counseling groups led _____; # of sessions/group _____	
Competency	Expected level by the end of AFW
a) Ability to use good communication skills (e.g., open-ended questions, reflection of feelings, paraphrasing, summarization)	Advanced
b) Ability to identify the problem in need of intervention.	Intermediate
c) Ability to take into consideration affective, behavioral, social, adaptive, developmental and academic needs of the child when setting intervention goals.	Intermediate
d) Ability to plan interventions.	Intermediate
e) Ability to implement intervention skills, covering a wide range of preventive and “remedial” interventions, depending on the focus and scope of the advanced fieldwork site.	Intermediate
f) Knowledge regarding academic , developmental and behavioral interventions, research and practice.	Intermediate
g) Knowledge regarding the concept of empirically supported practice methods and relationships.	Advanced
h) Knowledge regarding specific empirically supported treatment methods and activities.	Intermediate
i) Ability to apply specific empirically supported treatment methods.	Intermediate
j) Ability to use research literature to plan group programs (i.e., crisis intervention, health promotion, life skills, and professional development)	Intermediate
k) Ability to assess intervention integrity.	Advanced
l) Ability to use data in making decisions about the effects of interventions.	Advanced
m) Ability to intervene in the event of a crisis	Intermediate
n) Knowledge of how special educational and general educational services are organized and are related to one another.	Advanced
o) Effective use of supervision to implement and enhance skills.	Advanced

5. Consultation Skills/Professional Collaborations:
of consultative meetings with teachers _____ # of consultative meetings with parents _____ # of consultative meetings with others _____

Competency	Expected level by the end of AFW
a) Knowledge of the unique roles of other professionals.	Intermediate
b) Ability to effectively relate to other professionals in accordance with their unique roles.	Intermediate
c) Understanding of the consultant's role as an information provider to another professional who will ultimately be the intervention implementer.	Intermediate
d) Capacity for dialoguing with other professionals which avoids use of psychological jargon.	Intermediate
e) Ability to develop collaborative relationships with families and professionals.	Advanced
f) Ability to choose an appropriate means of assessment to answer referral questions.	Intermediate
g) Ability to implement a systematic approach to data collection in a consultative role.	Intermediate
h) Ability to use data to develop goals and plans, and to evaluate interventions.	Intermediate
i) Ability to develop practical interventions for parents and professionals to use.	Intermediate
j) Ability to develop behavior plans that contain proactive, preventive components (e.g., modify antecedent conditions)	Intermediate
k) Consultative reports are well organized, succinct and provide useful and relevant recommendations to other professionals.	Intermediate
l) Ability to work with others to develop school policies that help prevent problems.	Novice

6. Diversity - Individual and Cultural Differences:

The APA Multicultural Guidelines (APA, 2003) noted that “All individuals exist in social, political, historical, and economic contexts, and psychologists are increasingly called upon to understand the influence of these contexts on individuals' behavior” (p. 377). Thus every competency listed in this document is thoroughly linked to matters of individual and cultural difference (ICD), including knowledge related to ICD, as well as awareness of, respect for, and appropriate action related to ICD. It is critical that advanced fieldwork students begin to learn that culture influences the way that clients are perceived, the way that clients perceive the psychologist, and that culture-centered practices may be more effective than practices developed for use with only one cultural group (e.g., European Americans). Advanced fieldwork students need to know how individual and cultural differences influence clients' recognition of a problem and appropriate solutions for that problem.

Competency	Expected level by the end of AFW
a) Knowledge of self in the context of diversity (one's own beliefs, values, attitudes, stimulus value, and related strengths/limitations) as one operates in the clinical setting with diverse others (i.e., knowledge of self in the diverse world).	Intermediate

b) Knowledge about the nature and impact of diversity in different situations (e.g., how culture, family, biology, developmental processes, and the learning environment interact to impact learning)	Intermediate
c) Ability to work effectively with diverse others in assessment, intervention and consultation.	Intermediate
d) Knowledge of the children and families receiving psychological services.	Intermediate
e) Ability to advocate for the needs of individuals with diverse backgrounds.	Intermediate
f) Sensitive to cultural and diversity issues in the provision of psychological services. Respects racial, sexual, social, and ethnic differences. Is aware of biases.	Intermediate

7. Ethics:

During advanced fieldwork, the student will build on coursework in ethical practice, developing individual, practical knowledge of ethical practice, including linkage of the APA ethics code (APA, 2002) and NASP’s (2000) Professional Conduct Manual: Principles for Professional Ethics and Guidelines for the Provision of Psychological Services to behavior and decision making in actual applied settings. In addition, students should increase and apply their understanding of legal standards (state and federal). Note that each of the domains described in this document is expected as a matter of course to be grounded in ethical practice. More specifically, during advanced fieldwork training the student will work to develop the following ethical competencies:

Competency	Expected level by the end of AFW
a) Knowledge of ethical/professional codes, standards and guidelines; knowledge of statutes, rules, regulations and case law relevant to the practice of psychology and special education.	Intermediate
f) Knowledge of the consequences of not following legal mandates.	Advanced
g) Ability to inform children, parents, and staff of their legal rights and responsibilities.	Advanced
b) Recognize and analyze ethical and legal issues across the range of professional activities in the advanced fieldwork setting.	Intermediate
c) Seek appropriate information and consultation when faced with ethical issues.	Advanced
d) Practice appropriate professional assertiveness related to ethical issues (e.g., by raising issues when they become apparent to the student).	Intermediate
e) Evidence commitment to ethical and legal practice by conforming to ethical and legal standards in the provision of psychological services.	Advanced

8. Development of Leadership Skills:

The 2001 Education Leadership Conference Practicum Competencies Workgroup identified beginning training in management and leadership skills as important. Presumably management and leadership skills are in evidence in any organized training

setting; some deliberate effort to engage students in considering and practicing these skills in the advanced fieldwork setting could foster their development. In particular, students may gain beginning understanding and practice in leadership through mentoring newer students in vertical team settings and participating in discussions of organizational goals and policies regarding clinical, training and management activities.	
Competency	Expected level by the end of AFW
a) Recognition of one's role in creating policy, participation in system change, and management.	Novice
b) Understand the role of leadership in management success.	Novice
c) Ability to identify leadership and management skills.	Novice
d) Understand the purpose and process of strategic planning.	Novice
e) Understand the purpose and structure of meetings and how to run them well.	Novice
f) Ability to self-evaluate one's skills as manager and leader.	Novice

9. Supervisory Skills: Supervision is widely considered to be a core competency in professional psychology (e.g., Falender et al., 2004) during advanced fieldwork, even though the core requirements for competent supervisory practice await the mastery of the other competencies listed in this document.	
Competency	Expected level by the end of AFW
a) Knowledge of literature on supervision (e.g., models, theories & research).	Novice
b) Knowledge concerning how psychologists develop to be skilled professionals.	Novice
c) Knowledge of methods and issues related to evaluating professional work, including delivering formative and summative feedback.	Novice
d) Knowledge of limits of one's supervisory skills.	Novice
e) Knowledge of how supervision responds appropriately to individual and cultural differences.	Novice

10. Professional Development: Fieldwork training is a key experience in professional development for the novice psychologist.	
Competency	Expected level by the end of AFW
<i>Practical Skills to Maintain Effective Practice</i>	
a) Timeliness: completing professional tasks in allotted/appropriate time (e.g., evaluations, notes, reports); arriving promptly at meetings and appointments.	Advanced
b) Developing an organized, disciplined approach to writing and maintaining notes and records.	Advanced
c) Organizing and presenting case material; preparing professional	Intermediate

reports.	
d) Self-identifying personal distress, particularly as it relates to clinical work.	Intermediate
e) Seeking and using resources that support healthy functioning when experiencing personal distress and using self-care strategies to promote performance.	Intermediate
f) Demonstrating an ability to initiate activities.	Advanced
g) Organizing one's day and managing time.	Intermediate
<i>Professional Development Competencies</i>	
a) Critical thinking and analysis.	Intermediate
b) Using resources to promote effective practice (e.g., published information, input from colleagues, technological resources).	Advanced
c) Responsibility and accountability relative to one's level of training, and seeking consultation when needed.	Advanced
d) Self-awareness, understanding, and reflection.	Intermediate
e) Awareness of one's own beliefs and values as they relate to and impact professional practice and activity.	Advanced
f) Social intelligence; ability to interact collaboratively and respectfully with other colleagues.	Advanced
g) Willingness to acknowledge and correct errors.	Advanced
h) Is motivated to improve (e.g., checks work for errors)	Advanced
i) Is able to withstand adverse events and stressful experiences without getting overwhelmed.	Advanced
<i>Metaknowledge/Metacompetencies – Skilled Learning</i> Students should possess reflective understanding and knowledge about their own knowledge and competencies including <i>knowing what they know and what they don't know.</i>	
a) Knowing the extent and the limits of one's own skills; learning the habit of and skills for self-evaluation.	Intermediate
b) The ability to use supervision, consultation and other resources to improve and extend skills.	Advanced
c) Knowledge of the process for extending current skills into new areas.	Intermediate
d) Commitment to life-long learning and quality improvement.	Advanced
e) Awareness of one's identity as a psychologist an aspect and reflection of metaknowledge that is role specific, knowing what one knows and can do (and should do) as a psychologist.	Intermediate

11. Communication and Information Technology	
Competency	Expected level by the end of AFW
a) Demonstrates written communication skills by means of assessment and other reports.	Intermediate
b) Demonstrates oral communications skills by means of presentations, such as presentations of assessment reports at team	Intermediate

meetings or in-service presentations.	
c) Demonstrates appropriate use of e-mail and other communication or presentation media.	Advanced
d) Is able to critically evaluate information obtained from the Internet.	Advanced
e) Makes appropriate use of software to analyze the results of assessments and interventions.	Intermediate

Approval and Location of Advanced Fieldwork

The training director shall approve all advanced fieldwork placements. If a student makes an oral or written commitment to a site, he/she is ethically obligated to follow through and do his/her field experience at that site, regardless if a more attractive alternative becomes available at a later date. If a student wants to change a commitment to a field site, he/she needs written approval from the training director.

During both fall and spring semesters of the advanced fieldwork years, all students will register for the 2-credit advanced fieldwork seminar course. All sites must be within a 50-mile radius of Boston.

Professional Identity and Behavior

Advanced fieldwork students are expected to demonstrate commitment to the profession of psychology and comport themselves in a professional manner. This behavior includes but is not limited to seeking out professional development opportunities, joining professional associations, being reliable, completing tasks promptly, attending meetings, and collaborating and interacting appropriately with co-workers and supervisors.

Assessment

Students are expected to complete at least three assessment reports during each year of advanced fieldwork, at least one of them should reflect an assessment with a student from a culturally diverse background and should demonstrate awareness of cultural factors. These comprehensive case reports should reflect their best work. One report must be a comprehensive psycho-educational assessment of a student in multiple domains of functioning. The other report must be a comprehensive socio-emotional assessment. Although no single report will include all the assessment methods listed below, it is expected that the graduate student will attain competency with all the methods by the end of the advanced fieldwork experience. The assessments are expected to reflect a scientific-problem-solving approach to assessment. The assessment results are expected to lead to data-based decision making and/or intervention. Redacted assessment reports will be included in the comprehensive exam portfolio.

Assessments shall include the following methods:

1. Interviewing teachers, parents, children/adolescents, and other relevant parties.
2. Administering, scoring, and interpreting assessments pertinent to determining a student's eligibility for special education. These assessments may occur within a Response to Intervention (RTI) framework or within the more traditional psychological assessment framework.
3. Conducting systematic direct observations of the student in the classroom and/or other relevant settings.
4. Evaluating children's behavior functioning using functional behavior assessment (FBA) methods. Based on the results of the FBA, develop a behavior intervention plan.
5. Evaluating children's behavioral, social and adaptive functioning by means of rating scales (e.g., BASC, CBCL, Vineland).

6. Evaluating children's academic progress by means of
 - (a) individually-administered norm referenced achievement tests AND
 - (b) curriculum-based assessment probes.
7. Reviewing relevant permanent products and records about the student (e.g., attendance, handwriting samples, group achievement test scores).

In addition, advanced fieldwork students are expected to:

1. Develop data-based and practical recommendations as a result of the assessment.
2. Write comprehensive case reports from an ecological perspective.
3. Present at least three case reports to a team meeting including parents.

Intervention: Counseling

Students are expected to counsel at least three children during each year of advanced fieldwork, either individually or in groups. Counseling shall include:

1. Assessing the student's problems and the relevant context of the problems, and identifying student's strengths.
2. Developing counseling goals for the student in collaboration with students and relevant others.
3. Developing and implementing a theoretically sound and practical counseling plan for the student(s) that is evidence-based and data-driven.
4. Evaluating the outcomes of counseling, and, if necessary, revising the plan.

In addition, students are expected to keep a written record of the case, which includes progress notes of counseling sessions. Redacted case reports shall be included in the comprehensive exam portfolio.

Intervention: Consultation and Collaboration

Students are expected to provide consultative assistance to at least two staff and one parent during each year of advanced fieldwork. Students should demonstrate good understanding of family-school relationships, respect for parents, and effective communication skills when working with parents. At least one consultation case report should include a family-school collaboration component. Consultation shall involve:

1. Helping the consultee clearly identify problems and factors that might be contributing to the problems.
2. Developing consultation goals in collaboration with the consultee.
3. Developing and implementing a theoretically sound and practical intervention plan.
4. Evaluating the outcomes of and the consultee's satisfaction with consultation, and if necessary adapting the intervention plan.

Reports of two of these cases shall be included in the comprehensive exam portfolio. At least one consultation case should focus on an academic target and at least one should focus on a behavioral target.

Intervention: Prevention

Students are expected to be involved with the planning (or improvement) and evaluation of at least one professional development or student-centered prevention program.

Planning and evaluating activities shall encompass:

1. Identifying a service delivery need
2. Setting or modifying program goals
3. Designing or redesigning a prevention program
4. Evaluating the program's implementation and outcomes

One case study relating to either prevention or professional development shall be included in the comprehensive exam portfolio.

Culture and Diversity

Students are expected to demonstrate multicultural competencies in all aspects of their experiences, including assessment, counseling, prevention and consultation. The culturally competent psychologist is able to sensitively deliver services to children and parents from diverse cultural, racial, and linguistic backgrounds. The three broad-based areas of multicultural competencies include:

1. Attitudes and beliefs
2. Knowledge
3. Skills.

Knowledge and skills pertaining to multicultural issues must be reflected in materials submitted as part of the comprehensive exam portfolio.

Program Evaluation and Applied Research

At a minimum, students shall:

1. Share their knowledge about empirically-supported practices through presentations, handouts for parents and staff, and other means.
2. Be involved in evaluating the implementation and outcomes of at least one prevention program.

Ethical and Legal Issues

Consistent adherence to the ethical standards and state and federal laws relevant to psychology practice is expected. Students shall:

1. Demonstrate sensitivity to possible cognitive, ethnic, racial, and sexual biases.
2. Demonstrate knowledge of state and federal laws.
3. Be familiar with and conform to the ethical standards established by the National Association of School Psychologists and the American Psychological Association.

Knowledge of ethical and legal issues should be reflected in materials submitted as part of the comprehensive exam portfolio.

Communication and Information Technology

Students shall demonstrate their competence in:

1. Written communication by means of assessment reports, case summaries and other written documentation provided for the comprehensive exam portfolio.
2. Oral communication skills by means of reports given at team meetings.

3. Information technology by either participation in an online discussion forum, appropriate use of e-mail for communicating with either staff or parents, or the documentation of the use of online resources for locating identifying evidence-based practices.

Knowledge and skills pertaining communication and information technology must be reflected in materials submitted as part of the comprehensive exam portfolio.

Special Competencies

The above reflects minimum requirements. Most students will surpass these requirements in their advanced fieldwork experience.

Three University/Field Supervisor Contacts

During each year of advanced fieldwork, three formal, face-to-face contacts between the university supervisor, the field supervisor, and the graduate student will occur at the field site for the purpose of discussing the student's progress. After each meeting, the three parties put their initials on a form that documents the occurrence of the meeting (See Advanced Fieldwork form). In addition, university supervisors, field supervisors, and students will communicate via email and telephone on an ongoing basis to address needs as they arise.

During the first contact, which will occur during the beginning of fall semester, the advanced fieldwork requirements and competencies are discussed. During the course of their advanced fieldwork, students are expected to attain significant breadth and depth of skills in these training areas. The student's training plan (see "Training Plan") must be signed and completed either prior to or during this meeting.

At the second contact, which will occur during the beginning of the spring semester, the graduate student's progress relative to the training goals is discussed. If deficiencies are noted with respect to the site or the student's progress, a plan is developed to address the deficiencies

At the third contact, the university supervisor and the field-based supervisor will determine whether or not the graduate student has attained the competency level needed to function independently as a school psychologist, apply for national certification in school psychology and move on to the pre-doctoral internship. If the student has not attained competency in one or more areas, he / she might be required to complete additional advanced fieldwork experiences.

Resolving Advanced Fieldwork Problems

Although infrequent, problems and/or conflict can develop during the field experience. Therefore, it is important to have a fair and consistent method that can be utilized in a systematic manner for problem resolution. Either the supervisor or the supervisee can initiate action to resolve the perceived problem.

1. The first step is for the supervisor and supervisee to jointly discuss any emerging concerns in an open and honest fashion. Moreover, it is important that this be

done in a timely manner. It also might be advantageous to document the outcomes of the meeting.

2. Should this first step be insufficient, the university supervisor should become involved to provide assistance. The university supervisor will notify the university's Training Director that concerns have been noted and will specify these concerns. At that time, a plan will be developed by that contains specific goals that are agreed upon in writing by all three parties (i.e., the student, site supervisor, and the university supervisor). A date for a review of the plan will be specified.

3. Finally, if resolution/improvement does not occur within the temporal framework agreed upon, the university's Training Director will be requested to mediate. At that time, previous concerns and plans to address the concerns will be reviewed. All parties will then agree upon additional specific, written plans and a timely follow-up review date will be established.

4. Finally, if problems continue, the core faculty of the school psychology program will meet to determine an appropriate course of action. Such actions may include changing supervisors, changing sites, repeating the fieldwork experience or the student's termination from the program.

Deadlines for Essential Paperwork for the Program and Certification

Students should retain a copy of all their paperwork for their records. The department will only keep records for seven years.

- September 30: Student & Supervisor Information Form
- September 30: Advanced Fieldwork Training Plan
- Last class of fall semester:
 - Fall Assessment of Advanced Fieldwork Student's Progress (multi-page assessment of your skills rated by field supervisor)
 - Logs

The following documents must be given to your university supervisor no later than the last class of the spring semester.

- Logs
- End of Year Advanced Fieldwork Form (completed by student)
- Spring Assessment of Advanced Fieldwork Student's Progress (multi-page assessment of your skills rated by field supervisor),
- Assessment of Field Site (completed by student),
- Advanced Fieldwork Documentation Form (2 page document with initials verifying 3 contacts & yes/no evaluation of competency areas)
- School Psychology Praxis II Scores, *including all subtests*

Overview of the Advanced Fieldwork Evaluation System

The overarching purpose of the advanced fieldwork evaluation system is to provide data so that judgments can be made about different elements of the school psychology doctoral program. These elements are discussed below. The obtained data are used to assess the graduate student's progress and to further develop and improve the overall school psychology doctoral program at Northeastern University.

1. The graduate student's progress with respect to important school psychology knowledge and skills. In this regard the "Assessment of Student's Progress" evaluation form is completed by the *field supervisor* two times each year: immediately *prior* to the end of the fall and spring semesters.

2. The quality of the university's training and supervision. The "Assessment of the University's Support of the Advanced Fieldwork Experience" questionnaire is completed by the graduate student and field supervisor individually at the end of the spring semester.

3. The quality of the field site's training offerings and supervision. To assess this area, at the end of the advanced fieldwork experience, the graduate student completes the "Assessment of the Field Site" questionnaire.

Appendices

Appendix 1	Contract Request Form
Appendix 2	Assessment of Student's Competencies
Appendix 3	Advanced Fieldwork Student Evaluation of the Site Form
Appendix 4	Assessment of the University's Support of the Advanced Fieldwork Experience
Appendix 5	Massachusetts Department of Elementary and Secondary Education: Initial License as a School Psychologist
Appendix 6	Advanced Fieldwork Training Plan
Appendix 7	End of Year Advanced Fieldwork (Internship) Form
Appendix 8	Student & Supervisor Information Form
Appendix 9	Comprehensive Case Studies

**Appendix 1
Contract Request Form**

Student: _____ Date: _____

Masters **Doctoral** (circle or underline if you're transmitting via email)

Graduate Program: _____

NU Program Director/Advisor: _____

Hospital or School System Affiliate Information

Name of placement site: (example, Brown Middle School):

Address: _____

City/Town: _____ **State:** _____ **Zip Code:** _____

Name and title of the person responsible for signing the contract:

(example; John Smith, Counsel for the School Administration)

Site Supervisor Information

Site Supervisor: _____

City/Town: _____ State: _____ Zip Code: _____

Phone number: _____ Fax number: _____

Riders to be Attached: *please check (or underline) all that applies*

- None
- Practicum Rider
- Advanced Fieldwork
- Internship Rider
- Advanced Fieldwork Rider
- Doctoral Agreement and Rider

Contracts will be prepared by the Main Office, and then forwarded to University Counsel. After the contract has been signed, the original and a copy will be forwarded to the Affiliate for signature. The affiliate will sign both copies, and return one for our files. A log will be kept in the main office. All contracts will be kept in the main office. Please allow at least two weeks for this process to occur.

Please return this completed form to Monique Clarke, in the main office or email: m.clarke@neu.edu

Appendix 2
Assessment of Student's Competencies

To be completed by the field supervisor after consultation with the student.

Date: _____ Circle one: Fall Spring

Graduate Student: _____

Field Supervisor: _____ Site: _____

Part I:

1. How often did you meet with the student for supervision?

2. What form(s) did the supervision take and on which areas did you focus?

3. In which activities did you personally observe the student participate?

Part II:

Directions: The successful completion of advanced fieldwork should reflect that the student is prepared for the pre-doctoral internship. It is strongly recommended that the graduate student and field supervisor meet to discuss the training goals developed at the start of the advanced fieldwork experience and the competency areas delineated on this form. However, the ratings on this form shall reflect the field supervisor's judgment of the student's progress in the competency areas. This form must be returned to the student's university supervisor prior to the end of each semester.

Please provide your estimate of the student's competency using the following ratings:

Novice (N): Novices have limited knowledge and understanding of (a) how to analyze problems and of (b) intervention skills and the processes and techniques of implementing them. Novices do not yet recognize patterns, and do not differentiate well between important and unimportant details; they do not have filled-in cognitive maps of how, for example, a given client may move from where he/she is to a place of better functioning.

Intermediate (I): Psychology students at the intermediate level of competence have gained enough experience through practice, supervision and instruction to be able to recognize some important recurring domain features and to select appropriate strategies to address the issue at hand. Surface level analyses of the Novice stage are less prominent, but generalization of diagnostic and intervention skills to new situations and clients is limited, and support is needed to guide performance.

Advanced (A). At this level, the student has gained deeper, more integrated knowledge of the competency domain in question, including appropriate knowledge of scholarly/research literature as needed. The student is considerably more fluent in his/her

ability to recognize important recurring domain features and to select appropriate strategies to address the issue at hand. In relation to clinical work, recognition of overall patterns, of a set of possible diagnoses and/or treatment processes and outcomes for a given case, are taking shape. Overall plans, based on the more integrated knowledge base and identification of domain features are clearer and more influential in guiding action. At this level, the student is less flexible in these areas than the proficient psychologist [the next level of competence] but does have a feeling of mastery and the ability to cope with and manage many contingencies of clinical work.

NOP: No opportunity for student to perform; or **NOA:** No opportunity for supervisor to assess.

1. Relationship/Interpersonal Skills	
The ability to form and maintain productive relationships with others is a cornerstone of professional psychology. Productive relationships are respectful, supportive, professional and ethical. Professional psychologists should possess these basic competencies when they first begin their clinical training. Although the ability to form such relationships is grounded in basic skills that most students will have developed over the course of their lives to date, helping the student hone and refine these abilities into professional competencies in the applied setting is a key aim of advanced fieldwork. In particular, the advanced fieldwork seeks to enhance students' skills in forming relationships:	
Competency	Expected level by the end of AFW
<i>With children/families:</i>	
a) Ability to take a respectful, helpful professional approach to patients/clients/families.	
b) Ability to demonstrate empathy by being aware of, understanding, and appreciating the feelings of others	
c) Ability to form a working alliance and gain trust of those being served.	
d) Ability to deal with conflict, negotiate differences.	
e) Ability to understand and maintain appropriate professional boundaries.	
<i>With colleagues:</i>	
a) Ability to work collegially with fellow professionals.	
b) Ability to support others and their work and to gain support for one's own work.	
c) Ability to provide helpful feedback to peers and receive such feedback nondefensively from peers.	
<i>With supervisors, the ability to make effective use of supervision, including:</i>	
a) Ability to work collaboratively with the supervisor. Collaboration means understanding, sharing and working by a set of common goals for supervision. Many of these goals will change as the student gains professional competence, although a core goal, of working cooperatively to enhance the student's skills as a clinician, will remain constant.	

b) Ability to prepare for supervision.	
c) Ability/willingness to accept supervisory input, including direction; ability to follow through on recommendations; ability to negotiate needs for autonomy from and dependency on supervisors.	
<i>With support staff :</i>	
a) Ability to be respectful of support staff roles and persons.	
<i>With teams at clinic:</i>	
a) Ability to participate fully in team's work.	
b) Ability to understand and observe team's operating procedures.	
<i>With community professionals:</i>	
a) Ability to communicate professionally and work collaboratively with community professionals.	
<i>For the fieldwork site itself:</i>	
a) Ability to understand and observe agency's operating procedures.	
b) Ability to participate in furthering the work and mission of the site.	
c) Ability to contribute in ways that will enrich the site as an advanced fieldwork experience for future students.	

2. Skills in Application of Research

Clinical practice in all health-care fields (e.g., medicine, nursing, dentistry) is based on accumulating research results, knowledge derived from practice, and the good judgment of the clinician. A core research knowledge base and training in accessing and applying research knowledge to practice form a core competency for psychologists.

Competency	Expected level by the end of AFW
a) Development of skills and habits in seeking and applying theoretical and research knowledge relevant to practice of psychology in the applied setting, including accessing and applying scientific knowledge bases.	
b) Understanding and application of theoretical and research knowledge related to assessment and intervention, diversity, supervision, ethics etc.	

3. Assessment Skills

Psychological assessment includes comprehensive and integrated assessment from the initial interview, psychological testing, intervention and the evaluation of the outcome of psychological services. A foundation of knowledge and skill is needed for psychological assessment.

a) Number of assessments the student has conducted this semester: _____

b) Number of times student has made presentations of assessment reports: _____

Competency	Expected level by the end of AFW
a) Ability to select and implement multiple methods and means of evaluation in ways that are responsive to and respectful of diverse children.	

b) Ability to utilize systematic approaches to gathering data to inform decision making.	
c) Interviews (teachers, parents, and students)	
d) Administers, scores, and interprets measures of academic performance and achievement.	
e) Conducts functional behavior assessments.	
f) Uses broad-band rating scales (e.g., BASC-II, CBCL).	
g) Uses objective measures of personality or social/emotional functioning (e.g., MMPI-A; BDI, CDI, RCMAS).	
h) Reviews relevant permanent products and records about the child.	
i) Conducts systematic direct observation of the student in the classroom and/or other natural settings.	
j) Conducts assessments of the instructional and classroom environment, and the match between the curriculum and the child's needs.	
k) Takes an ecological perspective by considering the multiple layers of factors (e.g., individual, family, school and community) that influence a child's functioning when assessing a child.	
l) Generates data-based and practical recommendations as a result of the assessment.	
m) Knowledge of psychometric issues and bases of assessment methods.	
n) Knowledge of issues related to integration of different data sources.	
o) Ability to integrate assessment data from different sources for diagnostic purposes.	
p) Ability to formulate and apply diagnoses; to understand the strengths and limitations of current diagnostic approaches.	
q) Capacity for effective use of supervision to implement and enhance skills.	

4. Intervention Skills	
Intervention includes preventive, developmental and remedial interventions.	
# of children seen in individual counseling sessions _____	
# of counseling groups led _____; # of sessions/group _____	
Competency	Expected level by the end of AFW
a) Ability to use good communication skills (e.g., open-ended questions, reflection of feelings, paraphrasing, summarization)	
b) Ability to identify the problem in need of intervention.	
c) Ability to take into consideration affective, behavioral, social, adaptive, developmental and academic needs of the child when setting goals.	
d) Ability to plan interventions.	
e) Ability to implement intervention skills, covering a wide range of	

preventive and “remedial” interventions, depending on the focus and scope of the advanced fieldwork site.	
f) Knowledge regarding academic, developmental and behavioral interventions, research and practice.	
g) Knowledge regarding the concept of empirically supported practice methods and relationships.	
h) Knowledge regarding specific empirically supported treatment methods and activities.	
i) Ability to apply specific empirically supported treatment methods.	
j) Ability to use research literature to plan group programs (i.e., crisis intervention, health promotion, life skills, and professional development)	
k) Ability to assess intervention integrity.	
l) Ability to use data in making decisions about the effects of interventions.	
m) Ability to intervene in the event of a crisis	
n) Knowledge of how special educational and general educational services are organized and are related to one another.	
o) Effective use of supervision to implement and enhance skills.	

5. Consultation Skills/Professional Collaborations:	
# of consultative meetings with teachers _____	
# of consultative meetings with parents _____	
# of consultative meetings with others _____	
Competency	Expected level by the end of AFW
a) Knowledge of the unique roles of other professionals.	
b) Ability to effectively relate to other professionals in accordance with their unique roles.	
c) Understanding of the consultant’s role as an information provider to another professional who will ultimately be the intervention implementer.	
d) Capacity for dialoguing with other professionals which avoids use of psychological jargon.	
e) Ability to develop collaborative relationships with families and professionals.	
f) Ability to choose an appropriate means of assessment to answer referral questions.	
g) Ability to implement a systematic approach to data collection in a consultative role.	
h) Ability to use data to develop goals and plans, and to evaluate interventions.	
i) Ability to develop practical interventions for parents and professionals to use.	
j) Ability to develops behavior plans that contain proactive,	

preventive components (e.g., modify antecedent conditions)	
k) Consultative reports are well organized, succinct and provide useful and relevant recommendations to other professionals.	
l) Ability to work with others to develop school policies that help prevent problems.	

6. Diversity - Individual and Cultural Differences:

The APA Multicultural Guidelines (APA, 2003) noted that “All individuals exist in social, political, historical, and economic contexts, and psychologists are increasingly called upon to understand the influence of these contexts on individuals' behavior” (p. 377). Thus every competency listed in this document is thoroughly linked to matters of individual and cultural difference (ICD), including knowledge related to ICD, as well as awareness of, respect for, and appropriate action related to ICD. It is critical that advanced fieldwork students begin to learn that culture influences the way that clients are perceived, the way that clients perceive the psychologist, and that culture-centered practices may be more effective than practices developed for use with only one cultural group (e.g., European Americans). Advanced fieldwork students need to know how individual and cultural differences influence clients' recognition of a problem and appropriate solutions for that problem.

Competency	Expected level by the end of AFW
a) Knowledge of self in the context of diversity (one’s own beliefs, values, attitudes, stimulus value, and related strengths/limitations) as one operates in the clinical setting with diverse others (i.e., knowledge of self in the diverse world).	
b) Knowledge about the nature and impact of diversity in different situations (e.g., how culture, family, biology, developmental processes, and the learning environment interact to impact learning)	
c) Ability to work effectively with diverse others in assessment, intervention and consultation.	
d) Knowledge of the children and families receiving psychological services.	
e) Ability to advocate for the needs of individuals with diverse backgrounds.	
f) Sensitive to cultural and diversity issues in the provision of psychological services. Respects racial, sexual, social, and ethnic differences. Is aware of biases.	

7. Ethics:

During advanced fieldwork, the student will build on coursework in ethical practice, developing individual, practical knowledge of ethical practice, including linkage of the APA ethics code (APA, 2002) and NASP’s (2000) Professional Conduct Manual: Principles for Professional Ethics and Guidelines for the Provision of Psychological Services to behavior and decision making in actual applied settings. In addition, students should increase and apply their understanding of legal standards (state and federal). Note that each of the domains described in this document is expected as a matter of course to

be grounded in ethical practice. More specifically, during advanced fieldwork training the student will work to develop the following ethical competencies:

Competency	Expected level by the end of AFW
a) Knowledge of ethical/professional codes, standards and guidelines; knowledge of statutes, rules, regulations and case law relevant to the practice of psychology and special education.	
f) Knowledge of the consequences of not following legal mandates.	
g) Ability to inform children, parents, and staff of their legal rights and responsibilities.	
b) Recognize and analyze ethical and legal issues across the range of professional activities in the advanced fieldwork setting.	
c) Seek appropriate information and consultation when faced with ethical issues.	
d) Practice appropriate professional assertiveness related to ethical issues (e.g., by raising issues when they become apparent to the student).	
e) Evidence commitment to ethical and legal practice by conforming to ethical and legal standards in the provision of psychological services.	

8. Development of Leadership Skills:

The 2001 Education Leadership Conference Practicum Competencies Workgroup identified beginning training in management and leadership skills as important. Presumably management and leadership skills are in evidence in any organized training setting; some deliberate effort to engage students in considering and practicing these skills in the advanced fieldwork setting could foster their development. In particular, students may gain beginning understanding and practice in leadership through mentoring newer students in vertical team settings and participating in discussions of organizational goals and policies regarding clinical, training and management activities.

Competency	Expected level by the end of AFW
a) Recognition of one's role in creating policy, participation in system change, and management.	
b) Understand the role of leadership in management success.	
c) Ability to identify leadership and management skills.	
d) Understand the purpose and process of strategic planning.	
e) Understand the purpose and structure of meetings and how to run them well.	
f) Ability to self-evaluate one's skills as manager and leader.	

9. Supervisory Skills:

Supervision is widely considered to be a core competency in professional psychology (e.g., Falender et al., 2004) during advanced fieldwork, even though the core requirements for competent supervisory practice await the mastery of the other competencies listed in this document.

Competency	Expected level by the end of AFW
a) Knowledge of literature on supervision (e.g., models, theories & research).	
b) Knowledge concerning how psychologists develop to be skilled professionals.	
c) Knowledge of methods and issues related to evaluating professional work, including delivering formative and summative feedback.	
d) Knowledge of limits of one's supervisory skills.	
e) Knowledge of how supervision responds appropriately to individual and cultural differences.	

10. Professional Development:	
Fieldwork training is a key experience in professional development for the novice psychologist.	
Competency	Expected level by the end of AFW
<i>Practical Skills to Maintain Effective Practice</i>	
a) Timeliness: completing professional tasks in allotted/appropriate time (e.g., evaluations, notes, reports); arriving promptly at meetings and appointments.	
b) Developing an organized, disciplined approach to writing and maintaining notes and records.	
c) Organizing and presenting case material; preparing professional reports.	
d) Self-identifying personal distress, particularly as it relates to clinical work.	
e) Seeking and using resources that support healthy functioning when experiencing personal distress and using self-care strategies to promote performance.	
f) Demonstrating an ability to initiate activities.	
g) Organizing one's day and managing time.	
<i>Professional Development Competencies</i>	
a) Critical thinking and analysis.	
b) Using resources to promote effective practice (e.g., published information, input from colleagues, technological resources).	
c) Responsibility and accountability relative to one's level of training, and seeking consultation when needed.	
d) Self-awareness, understanding, and reflection.	
e) Awareness of one's own beliefs and values as they relate to and impact professional practice and activity.	
f) Social intelligence; ability to interact collaboratively and respectfully with other colleagues.	
g) Willingness to acknowledge and correct errors.	

h) Is motivated to improve (e.g., checks work for errors)	
i) Is able to withstand adverse events and stressful experiences without getting overwhelmed.	

<i>Metaknowledge/Metacompetencies – Skilled Learning</i> Students should possess reflective understanding and knowledge about their own knowledge and competencies including <i>knowing what they know and what they don't know.</i>	
a) Knowing the extent and the limits of one's own skills; learning the habit of and skills for self-evaluation.	
b) The ability to use supervision, consultation and other resources to improve and extend skills.	
c) Knowledge of the process for extending current skills into new areas.	
d) Commitment to life-long learning and quality improvement.	
e) Awareness of one's identity as a psychologist an aspect and reflection of metaknowledge that is role specific, knowing what one knows and can do (and should do) as a psychologist.	

11. Communication and Information Technology	
Competency	Expected level by the end of AFW
a) Demonstrates written communication skills by means of assessment and other reports.	
b) Demonstrates oral communications skills by means of presentations, such as presentations of assessment reports at team meetings or in-service presentations.	
c) Demonstrates appropriate use of e-mail and other communication or presentation media.	
d) Is able to critically evaluate information obtained from the Internet.	
e) Makes appropriate use of software to analyze the results of assessments and interventions.	

Evaluation of Student's Strengths and Areas Needing Improvement

Please list the graduate student's strengths:

Please list areas needing improvement:

Suggestions for improving the graduate student's proficiency:

Supervisor's Signature

Date

Appendix 3
Advanced Fieldwork Student Evaluation of the Site Form

To be completed by the student and returned to Dr. Li by April 30th

Directions: Please rate your satisfaction with the site with respect to the areas below. Take into consideration to what extent the site provided opportunities, prepared you, and provided guidance to you in the areas listed below. When completed, return form to your university supervisor.

Site: _____

Supervisor: _____

Academic Year: _____

Approximately what percentage of your time did you spend in the following activities?

Assessment _____

Consultation _____

Counseling _____

Prevention _____

Case management _____

Didactics _____

Supervision _____

Report writing/paper work _____

List the best opportunities for training/experience this site offers:

What training/experience opportunities could the site improve upon?

Would you recommend the site to other students? Yes ____ No ____

Overall, how effective was your supervisor? (check one):

____ Almost always effective, I would recommend this supervisor to another student

____ Effective most of the time, I would recommend this supervisor to another student

____ Effective some of the time, I would not recommend this supervisor to another student

____ Ineffective, I would not recommend this supervisor to another student

What were your supervisor's strengths?

In what areas does your supervisor need improvement?

Appendix 4

Assessment of the University's Support of the Advanced Fieldwork Experience

To be completed by the field supervisor

Directions: Please rate how well you believe the University supported the student's training in the areas listed below. When completed, return form to the Training Director, Dr. Chieh Li, 404 International Village, Northeastern University, Boston, MA 02115.

Date: _____

Please indicate the extent of your satisfaction with the advanced fieldwork with respect to the areas listed below. Use the following scale: 1 = very dissatisfied, 2 = dissatisfied, 3 = neither satisfied nor dissatisfied, 4 = satisfied, 5 = very satisfied.

Ratings

- _____ 1. Student's preparation for advanced fieldwork
- _____ 2. Clarity of university's communication of advanced fieldwork expectations
- _____ 3. Frequency of university contact
- _____ 4. Quality of contacts with university supervisor
- _____ 5. University's awareness of your professional responsibilities
- _____ 6. University's responsiveness to your concerns or questions

Other comments/suggestions for improving the advanced field work experience:

Appendix 5
Massachusetts Department of Elementary and Secondary Education:
Initial License as a School Psychologist

Part I TO BE COMPLETED BY THE STUDENT

1. Name: _____
2. Address: _____
3. Summary of Practicum I Experience (Attach Practicum Evaluation Form)
Practicum Location: _____
Starting and Ending Dates: _____
Grade Level: _____ Total Number of Clock Hours: _____
Practicum Course #: _____ Title: _____
Number of Semester Hours: _____ When Taken: _____
Number of Hours: Observing ____ Assisting ____ Assuming full responsibility ____
4. Summary of Advanced Fieldwork (also called “Advanced Practicum” for educator’s licensure in MA, and “Internship” for NCSP) Experience
Advanced Fieldwork Location(s): _____
Starting and Ending Dates: _____
Grade Level: _____ Total Number of Clock Hours: _____
Advanced Fieldwork Course #: _____ Title: _____
Number of Semester Hours: _____ When Taken: _____
Number of Hours: _____ Assessing, _____, Counseling, _____ Consulting
_____ Prevention, _____ Evaluation / Applied Research

Part II TO BE COMPLETED BY THE UNIVERSITY SUPERVISOR

Name: _____ Position: _____

The applicant has completed an internship designated by the college as partial preparation for national certification in school psychology.

Signature _____

Part III TO BE COMPLETED BY THE COOPERATING PRACTITIONERS

Name: _____ Position: _____

Site: _____ Licensure #: _____

OR

Name: _____ Position: _____

School System: _____ Tenure Status: _____

State School Psychology Certificate / Licensure #: _____

Part IV TO BE INITIALED AS INDICATED*

1. Standards and procedures for evaluation, at the beginning of the fall semester on (date)

Applicant: _____ Cooperating Practitioner: _____ University Supervisor: _____

2. The applicant's progress, at a midpoint in the experience on (date)

Applicant: _____ Cooperating Practitioner: _____ University Supervisor: _____

3. A summary evaluation of the applicant's performance, with ample time for the applicant to raise questions or objections, at the close of the experience on (date)

Applicant: _____ Cooperating Practitioner: _____ University Supervisor: _____

Part V TO BE COMPLETED BY THE COOPERATING PRACTITIONER AND THE UNIVERSITY SUPERVISOR

Is the applicant competent in the following areas?

(Please circle response)

1. Relationship/Interpersonal Skills	Yes	No
2. Skills in the Application of Research	Yes	No
3. Assessment Skills	Yes	No
4. Intervention Skills	Yes	No
5. Consultation/Professional Collaboration Skills	Yes	No
6. Diversity-Individual and Cultural Differences	Yes	No
7. Ethics and Legal Issues	Yes	No
8. Development of Leadership Skills	Yes	No
9. Supervisory Skills	Yes	No
10. Professional Development	Yes	No
11. Communication and Information Technology	Yes	No

Cooperating Practitioner: _____ Date: _____

College Supervisor: _____ Date: _____

Mediator (if needed) _____ Date: _____

Appendix 6
Advanced Fieldwork (also called “Internship” by NASP) Training Plan

Student's Name: _____

Period of Appointment (mm/dd/yy to mm/dd/yy): _____

Setting/Placement: _____

Location: _____

Supervisor: _____

Training Areas to Address:

1. Relationship/Interpersonal Skills
2. Skills in the Application of Research
3. Assessment Skills
4. Intervention Skills
5. Consultation/Professional Collaboration Skills
6. Diversity-Individual and Cultural Differences
7. Ethics and Legal Issues
8. Development of Leadership Skills
9. Supervisory Skills
10. Professional Development
11. Communication and Information Technology

Advanced Fieldwork Training Form

Training Area: Relationship/Interpersonal Skills

General Statement of Goal(s):

Specific Objectives in Measurable Terms:

Plan for Implementation of Objectives in Measurable Terms:

Evaluation of Plan (assess outcomes in measurable terms):

Advanced Fieldwork Training Form

Training Area: Skills in the Application of Research

General Statement of Goal(s):

Specific Objectives in Measurable Terms:

Plan for Implementation of Objectives in Measurable Terms:

Evaluation of Plan (assess outcomes in measurable terms):

Advanced Fieldwork Training Form

Training Area: Assessment Skills

General Statement of Goal(s):

Specific Objectives in Measurable Terms:

Plan for Implementation of Objectives in Measurable Terms:

Evaluation of Plan (assess outcomes in measurable terms):

Advanced Fieldwork Training Form

Training Area: Intervention Skills

General Statement of Goal(s):

Specific Objectives in Measurable Terms:

Plan for Implementation of Objectives in Measurable Terms:

Evaluation of Plan (assess outcomes in measurable terms):

Advanced Fieldwork Training Form

Training Area: Consultation/Professional Collaboration Skills

General Statement of Goal(s):

Specific Objectives in Measurable Terms:

Plan for Implementation of Objectives in Measurable Terms:

Evaluation of Plan (assess outcomes in measurable terms):

Advanced Fieldwork Training Form

Training Area: Diversity-Individual and Cultural Differences

General Statement of Goal(s):

Specific Objectives in Measurable Terms:

Plan for Implementation of Objectives in Measurable Terms:

Evaluation of Plan (assess outcomes in measurable terms):

Advanced Fieldwork Training Form

Training Area: Development of Leadership Skills

General Statement of Goal(s):

Specific Objectives in Measurable Terms:

Plan for Implementation of Objectives in Measurable Terms:

Evaluation of Plan (assess outcomes in measurable terms):

Advanced Fieldwork Training Form

Training Area: Supervisory Skills

General Statement of Goal(s):

Specific Objectives in Measurable Terms:

Plan for Implementation of Objectives in Measurable Terms:

Evaluation of Plan (assess outcomes in measurable terms):

Advanced Fieldwork Training Form

Training Area: Professional Development

General Statement of Goal(s):

Specific Objectives in Measurable Terms:

Plan for Implementation of Objectives in Measurable Terms:

Evaluation of Plan (assess outcomes in measurable terms):

Advanced Fieldwork Training Form

Training Area: Communication and Information Technology

General Statement of Goal(s):

Specific Objectives in Measurable Terms:

Plan for Implementation of Objectives in Measurable Terms:

Evaluation of Plan (assess outcomes in measurable terms):

Appendix 7
End of Year Advanced Fieldwork (Internship) Form

1. Number of direct experience hours in the following areas (a total of least 600 hours is needed):

Assessment _____

Counseling _____

Consultation _____

Prevention _____

Evaluation / Applied Research _____

2. Total number of advanced fieldwork hours (a total of least 600 hours each year is needed): _____

3. Number of assessments under direct responsibility of student (minimum of 4): _____

4. Number of students seen for counseling (minimum of 3): _____

5. Number of school staff or parents that received consultation (minimum of 3): _____

Signed by:

Graduate student: _____

Field supervisor: _____

University supervisor: _____

Date: _____

Appendix 8
Student & Supervisor Information Form*

Student Name: _____

E-mail Address: _____

Phone Number: _____

School District or Agency: _____

School/Agency & Address: _____

Supervisor Name: _____

Supervisor's Address: _____

Supervisor's E-mail: _____

Supervisor's Phone: _____

Supervisor's State Number: _____

* If you have supervisors at two different sites, please complete two forms.

Appendix 9

Comprehensive Case Studies

Advanced fieldwork students must prepare at least three comprehensive case studies each year and a total of six across two years of advanced fieldwork. These comprehensive case reports need to be incorporated into the student's comprehensive examination portfolio. Do not include information (e.g., names) that might lead to the identification of individuals. During the two years of advanced fieldwork, students must complete the following case reports:

- Consultation: Academic Problem
- Consultation: Behavioral Problem
- Assessment Case: Comprehensive Psycho-educational Assessment
- Assessment Case: Behavioral and Socio-emotional Assessment
- Counseling Case
- Prevention or Staff Professional Development

The guidelines for preparing these comprehensive case studies are presented below.

Consultation Cases: Academic and Behavioral Targets

One of the case reports must focus on an academic problem and one case report must focus on a behavioral problem. Each consultation case report shall have six parts as indicated below.

Background and Context

Include in this section: (a) type of school and community, (b) relevant system factors (e.g., family or school) that might affect the case, and (c) the behavior setting(s) where the problem occurs (e.g., number of people, stressors, types of activities, demands, relevant interpersonal or group process variables in classroom, etc.)

Student

Include in this section: (a) the student's age, grade level, and educational placement, (b) apparent problem(s) in specific, behavioral terms, (c) The student's strengths, interests, and weaknesses, any other relevant developmental factors, and (d) relevant cultural or linguistic factors

Hypothesis development

Include in this section: (a) previous attempts to resolve the problem, (b) the conditions under which the problem does and does not occur, (c) possible causal factors which are potentially controllable by either the student or consultee (e.g., antecedent, consequence, setting event), and (d) hypothesis about possible function of the problem.

Data Collection

The data section must include a graphic display of baseline and intervention phase data and a detailed description and rationale for data collected. Include all data collection forms. The description should include (a) direct and indirect data collection methods used to assess the problem and conditions functionally related to the problem, (b) dimensions (e.g., frequency) assessed, (c) who assessed what during what time periods, and (d) the extent to which the data collection plan was implemented.

Intervention Plan

Provide (a) any revisions made to operational definition as a result of data collection, (b) results of data collection and relevance for hypothesis, (c) graphical depiction of relationship between problem and one or more relevant variables (e.g., hypothesized function), (d) intervention goals and objectives that were derived from the data, and (e) a clear description, documentation, and justification of the intervention program. The justification should be based on three factors: (a) a review of the research of relevant interventions, (b) a broad-based understanding of the problem and hypothesized function, and (c) relevant ecological factors, such as the student's strengths and interests, relevant sociocultural aspects of the case, and the classroom context. Describe the how parent(s) were involved with the plan, and how school personnel communicated with them about the plan and their child's progress. Describe how the parents' cultural background was taken into consideration.

Evaluation of Intervention

The evaluation part of the report shall include a detailed description of the extent to which the intervention was implemented as planned. Provide a summary of intervention outcomes with respect to (a) goals, (b) individuals' reactions to the intervention (at least the consultee and student), and (c) related effects. Based on the available data, determine to what extent any changes might be attributable to the intervention. Provide a summary of consultee's reaction to the overall consultation process. Finally, describe how and why the intervention plan will be modified as a result of the evaluation. In the Appendix of the report, there should be a clearly labeled graph (see APA publication guidelines) that appropriately compares pre- and post-intervention data with respect to intervention goals.

Description and Critique of Process Issues

Provide a description and critique of the process issues in this case, including to what extent you:

- used a systematic and reflective approach to problem-solving;
- established a mutually rewarding and collaborative process;
- used active listening and expressed empathy;
- limited the length and number of tangential discussions;
- summarized the important points;
- conducted the meetings at an appropriate tempo;
- avoided speaking too much or too little.

Provide brief examples of the strengths and weaknesses of your behavior.

Reference List of Articles Reviewed for Intervention Plan

At the end of the case report, provide a list of references that provide empirical support for one or more of the intervention strategies.

Appendix on Information Technology: Summarize what information technologies you used in this case. For example information technology could be used in analyzing the data (e.g., graphing of data), developing forms for data collection or intervention, researching what interventions have empirical support, or communicating with teachers or parents.

Appendix on Ethical and Legal Issues: Indicate how you abided by relevant NASP and APA ethical standards in collaborating with others, conducting the assessment, and designing and implementing the intervention. Cite the specific standards.

NASP Domains Addressed

- 2.1 Data-Based Decision-Making and Accountability
- 2.3 Effective Instruction and Development of Cognitive/ Academic Skills
- 2.4 Socialization and Development of Life Skills
- 2.5 Student Diversity in Development and Learning
- 2.8 Home/School/Community Collaboration
- 2.9 Research and Program Evaluation
- 2.10 School Psychology Practice and Development

2.11 Information Technology

Program Training Goals Addressed

- Assessment
- Culture and Diversity
- Ethical and Legal Issues
- Communication and Information Technology
- Intervention: Consulting and Collaborating
- Program Evaluation and Applied Research
- Ethical and Legal Issues
- Communication and Information Technology

Assessment Case: Comprehensive Psycho-educational Assessment

Confidentiality: Take adequate steps to protect anonymity: omit names of people, birthdates, towns, school systems, etc.

Referral Question / Problem: Use the referral question or problem as a basis for conceptualizing the case. When possible, reframe the referral problem as a hypothesis.

Choice of Assessment Measures: These should be tailored to the referral question and to the client, to the extent that is possible. Where there are constraints on the choice of instruments, explain. Use the latest versions of the instrument. Assess three or more of the following domains of functioning: (a) academic, (b) behavioral, (c) cognitive, (d) social, (e) affective, or (f) life skills. Use measures such as interviews, tests, rating scales, direct observation, review of records, etc. When possible, interview the child, the parents, teachers, or other informants.

Background information: This section should include all relevant data: cultural (race, gender, age, class, identity) background, family, birth and developmental issues when relevant, education, academic performance, onset of difficulty, and prior intervention.

Biological information: Any health issues, physical disabilities, medications, family health history, when relevant.

Linking Data to Inferences: Inferences need to be based on valid representations of assessment data. Only make those inferences for which the assessment or test is valid. The link between the data collected, inferences, conclusions, and recommendations should be clear. The content of the assessment report should answer the referral question, provide a clear understanding of the strengths, deficits, interests, and general functioning of the client, and distinguish between aspects of the individual that appear to be certain from those that are questionable. The report should also provide alternative explanations for the findings, where relevant. Rather than provide all the data in detail, summarize what the data indicate with respect to the referral problem / initial hypothesis. The conceptualization should include an ecological perspective. In particular, the report should explicitly consider contextual factors that affect the individual, including cultural and linguistic factors. Explain the connection between the referral problem and contextual factors.

Language: Avoid colloquial expressions (e.g., mom), jargon, and pejorative or judgmental language. Write clearly and in language that all can understand (teachers, parents, etc.). Write in specifics rather than in overly broad generalizations. If a diagnostic category is used (e.g., attention deficit disorder), describe specifically what behaviors are relevant for this case.

Summary and Recommendations: Summarize the important findings and provide recommendations. Recommendations should be linked to assessment data, background information, and contextual factors, such as cultural and linguistic factors.

Recommendations should take into consideration empirically-supported strategies. Recommendations should be both practical and specific. In addition, recommendations should build upon the student's strengths and / or interests, as well as his/ her difficulties and also the opportunities and constraints in the student's environment. In collaboration with others, the assessment is used to develop goals for the student.

Appendix on Information Technology: Summarize what information technologies you used during the assessment (e.g., computer scoring program), analyzing the data (e.g., graphing of data), or writing the report (e.g., using digital databases to find research articles).

Appendix on Ethical and Legal Issues: Indicate how you abided by relevant NASP and APA ethical standards in conducting the assessment and reporting the results. Cite the specific standards. Indicate how you abided by relevant state and national laws or regulations. Cite the specific laws or regulations.

NASP Domains Addressed:

2.1 Data-Based Decision-Making and Accountability

2.5 Student Diversity in Development and Learning

2.10 School Psychology Practice and Development

2.11 Information Technology

Program Training Goals Addressed

- Assessment
- Culture and Diversity
- Ethical and Legal Issues
- Communication and Information Technology

Assessment Case: Comprehensive Behavioral and Socio-emotional Assessment

Confidentiality: Take adequate steps to protect anonymity: omit names of people, birthdates, towns, school systems, etc.

Referral Question / Problem: Use the referral question or problem as a basis for conceptualizing the case. When possible, reframe the referral problem as a hypothesis.

Choice of Assessment Measures: These should be tailored to the referral question and to the client, to the extent that is possible. Where there are constraints on the choice of instruments, explain. Use the latest versions of the instrument. In addition to the student's behavior and social functioning, assess one or the following domains of functioning: (a) affective, or (b) life skills. Use measures such as interviews, tests, rating scales, direct observation, review of records, etc. When possible, interview the child, the parents, teachers, or other informants.

Behavior Observations: Systematic direct observation of the student should take place in the natural environment (e.g., classroom). Provide a detailed description of the observation method and provide a sample data collection sheet. Provide a detailed description of the student's behavior. Use specific examples and provide a behavioral definition of the problem.

Background information: This section should include all relevant data: cultural (race, gender, age, class, identity) background, family, birth and developmental issues when relevant, education, academic performance, onset of difficulty, and prior intervention.

Biological information: Any health issues, physical disabilities, medications, family health history, when relevant.

Linking Data to Inferences: The inferences need to be valid representations of the assessment data. Only make those inferences for which the assessment or test is valid. The link between the data collected, inferences, conclusions, and recommendations should be clear. The content of the assessment report should answer the referral question, provide a clear understanding of the strengths, deficits, interests, and general functioning of the client, and distinguish between aspects of the individual that appear to be certain from those that are questionable. The report should also provide alternative explanations for the findings, where relevant. Rather than provide all the data in detail, summarize what the data indicate with respect to the referral problem / initial hypothesis. The conceptualization should include an ecological perspective. In particular, the report should explicitly consider contextual factors that affect the individual, including cultural and linguistic factors. Explain the connection between the referral problem and contextual factors.

Language: Avoid colloquial expressions (e.g., mom), jargon, and pejorative or judgmental language. Write clearly and in language that all can understand (teachers, parents, etc.). Write in specifics rather than in overly broad generalizations. If a

diagnostic category is used (e.g., attention deficit disorder), describe specifically what behaviors are relevant for this case.

Summary and Recommendations: Summarize the important findings and provide recommendations. Recommendations should be linked to assessment data, background information, and contextual factors, such as cultural and linguistic factors. Recommendations should take into consideration empirically-supported strategies. Recommendations should be both practical and specific. In addition, recommendations should build upon the student's strengths and / or interests, as well as his/ her difficulties and also the opportunities and constraints in the student's environment. In collaboration with others, the assessment is used to develop goals for the student.

NASP Domains Addressed:

2.1 Data-Based Decision-Making and Accountability

2.4 Socialization and Development of Life Skills

2.5 Student Diversity in Development and Learning

Program Training Goals Addressed

- Assessment
- Culture and Diversity
- Ethical and Legal Issues

Counseling Case Study

Confidentiality: Take adequate steps to protect anonymity: omit names of people, birthdates, towns, school systems, etc.

Referral Question / Problem: Use the referral question or problem as a basis for conceptualizing the case. When possible, reframe the referral problem as a hypothesis.

Background and Context

Describe relevant ecological context, including (a) relevant behavior setting (e.g., number of people, stressors, types of activities, demands, etc.), (b) antecedents to problem(s), (c) consequential events, (d) the conditions under which the problem does not occur, (e) interpersonal or group process variables, (e) cultural or linguistic factors, (f) system factors (e.g., family or school) that might affect the case, and (g) developmental factors.

Description of Problem

Provide a clear description of (a) the student's apparent problem(s) in specific, behavioral terms; (b) possible causal factors (e.g., antecedent, sequential, consequential) in fishbone **or** flow diagram; (c) other relevant information, such as the student's strengths and interests, previous attempts resolve the problem, and (d) hypothesis about possible function of the problem(s).

Data Collection Plan

The data collection plan must include baseline and intervention phases. Provide a detailed description of data collection plan and a rationale for the data collection plan. Include any data collection forms that were used. The description should include (a) direct (e.g., observation) and indirect data collection (e.g., questionnaire) methods used to assess the problem(s), (b) dimensions (e.g., frequency) assessed, (c) who assessed what during what time periods, and (d) the extent to which the data collection plan was implemented.

Counseling Plan

There should be at least one strategy for each goal. Provide (a) counseling goals that were derived from the data, (b) a description and justification for your theoretical approach to this case (e.g., cognitive-behavioral) and (c) a clear description, documentation, and justification of the counseling strategies. The justification should be based on three factors: (a) a review of the research on relevant counseling strategies, (b) a broad-based understanding of the problem and hypothesized function, and (c) relevant ecological factors, such as the student's strengths and interests, relevant sociocultural aspects of the case, and the systems (e.g., school and / or family) context. Describe the how parent(s) were involved with the plan, and how school personnel communicated with them about the plan and their child's progress. Describe how the parents' cultural background was taken into consideration.

Evaluation of Counseling

The evaluation part of the report shall include a detailed description of the extent to which the counseling strategies were implemented as planned. Provide a summary of counseling outcomes with respect to (a) goals, (b) the student's reactions to counseling, and (c) related effects. Based on the available data, determine to what extent any changes might be attributable to the counseling. Describe how and why the counseling plan will be modified as a result of the evaluation. In the Appendix of the report, there should be a clearly labeled graph (see APA publication guidelines) that appropriately compares pre-counseling and post-counseling data with respect to counseling goals.

Description and Critique of Counseling Process Issues

Provide a description and critique of the process issues in this case, including to what extent you:

- used a systematic and reflective approach to problem-solving;
- established a mutually rewarding and collaborative process;
- used active listening and expressed empathy;
- limited the length and number of tangential discussions;
- summarized the important points;
- conducted the meetings at an appropriate tempo;
- avoided speaking too much or too little;

Provide brief examples of the strengths and weaknesses of your counseling behavior.

Reference List of Articles Reviewed for Counseling Strategies

At the end of the case report, provide a list of references that provide empirical support for one or more of the counseling strategies.

Appendix on Ethical and Legal Issues: Indicate how you abided by relevant NASP and APA ethical standards in providing counseling services. Cite the specific standards.

NASP Domains Addressed: Counseling Case

- 2.1 Data-Based Decision-Making and Accountability
- 2.4 Socialization and Development of Life Skills
- 2.5 Student Diversity in Development and Learning
- 2.8 Home/School/Community Collaboration
- 2.9 Research and Program Evaluation
- 2.10 School Psychology Practice and Development

Program Training Goals Addressed

- Assessment
- Culture and Diversity
- Ethical and Legal Issues
- Intervention: Counseling
- Program Evaluation and Applied Research
- Ethical and Legal Issues

Prevention or Professional Development Case Study

(Please Note: Both a prevention program for students and a professional development program for staff can be conceptualized as systems level prevention that can promote positive development among children, and prevent behavioral or academic problems.)

Provide a report about your involvement in the implementation of a prevention program or professional development program in your school or school system. *This report can be in the traditional written case study format or an oral presentation combined with PowerPoint slides.* The program could consist of any program delivered by you, school personnel or community partners. Examples of prevention programs include: bullying prevention programs, training parents in behavior management, health promotion programs such as the promotion of good eating habits or programs designed to increase physical activity. Examples of professional development programs include: inservice workshops, PowerPoint presentations, and best practices information that are distributed to staff.

Background and Context

Describe the relevant ecological context including school system or school issues. Describe the program, citing relevant studies supporting the efficacy of the prevention program or the research support for the information/ training provided to staff. Discuss any modifications that were made to the program for use in your school/school district.

Description of the Problem or Professional Development Need

Describe the problem you are trying to prevent (e.g., injuries in the school yard) that might be addressed by the prevention program, or the training need for the professional development program. Indicate how it was determined that the problem / need was a high priority. Provide a justification for why this particular prevention or professional development program might help resolve the school problem.

Data Collection Plan

Describe the needs assessment you conducted, that is, how you determined the need for the program. This might occur by means of a questionnaire, or by interviewing staff or administrators. Typically, the needs assessment is used to pinpoint specific needs (knowledge and skills) and how the content will be delivered.

Program Planning

Provide (a) specific prevention / training goals (knowledge, skills) that were derived from the needs assessment data, (b) a clear description, documentation, and justification for the prevention or professional development program (e.g., in-service training). The justification should be based on (a) best practices, (b) results of the needs assessment, and (c) relevant ecological factors, such as the available resources, the staff's availability and readiness for particular types of training, and administrator support. Indicate how your knowledge about the school context (e.g., climate, leadership, organizational structure) influenced your plan. Describe how technology (e.g., PowerPoint, e-mail, the web) was

used in the plan. In the Appendix of the report, include any prevention / training materials.

Evaluation of the Program

The evaluation part of the report shall include a description of the extent to which the activities were implemented as planned. The evaluation of the program's outcomes should provide a quantitative summary of with respect to (a) goals, and (b) the participants' (children and staff for a prevention program, staff for a professional development program) reactions to the program. Describe possible next steps: On the basis of the evaluation, what are the logical next activities to be implemented? In the appendix of the report, include any data collection forms.

Appendix: Training or intervention materials

Appendix: Data collection materials

NASP Domains Addressed: Prevention Case

2.1 Data-Based Decision-Making and Accountability

2.6 School and Systems Organization, Policy Development, and Climate

2.7 Prevention, Crisis Intervention, and Mental Health

2.9 Research and Program Evaluation

2.11 Information Technology

Program Training Goals Addressed

- Communication and Information Technology
- Intervention: Prevention
- Program Evaluation and Applied Research
- Communication and Information Technology