

I. INTRODUCTION

This manual includes pertinent information regarding requirements for practicum/field experience/internship in the **School Psychology** program. Be sure to read it over carefully as you are responsible for meeting the requirements on time. Keep this manual on hand to serve as a reference guide as you move through the program.

The School Psychology Program at Phillips Graduate Institute includes appropriate course curriculum and an opportunity for application of course content in the direct field experience. You will have the opportunity of hands-on training designed to augment and enhance the academic knowledge obtained in the classroom. You will be given the chance to learn about your strengths and weaknesses and, as a result, grow as an individual. This is something that will continue throughout your professional development.

California regulates the practice of school psychologists. To be employed as a school psychologist in California, one must obtain the Pupil Personnel Service (PPS) credential. The master's degree in school psychology at Phillips meets all of the qualifications of the California state credential. One of these requirements is that the graduate program includes 450 hours of practicum and 1200 hours of internship in a setting approved by the Institute.

If you are interested in pursuing the PPS credential in California you will need to be familiar with the state's laws and regulations. It is the responsibility of the student to be knowledgeable of and to abide by these business and professional codes.

Those of you who are interested in pursuing a PPS credential in another state are responsible in knowing that state's *current* laws and regulations and should contact the regulatory body of that state. The program at Phillips is accredited by the State of California but is **NOT** a nationally accredited program.

Purpose of Field Placement Experience

The main goal of the field placement experience is to prepare students as professionals in the field of school psychology. Towards this purpose, field placement training provides you with the following:

- The ability to determine when a case falls within the scope of a school psychologist
- The ability to discern assessments appropriately with the needs of the students always as the goal and the selection of an appropriate intervention program in order to help the students achieve academically.
- The skills to provide academic advisement and develop student intervention program plans.
- The ability to apply a systemic theoretical orientation
- The ability to formulate and implement appropriate intervention plans and demonstrate practical application and use of various treatment methods, techniques, and consultation with others

- The ability to work collaboratively with parents, teachers, counselors and students in the assessment process and intervention plan development.
- The ability to understand, interpret, and apply legal/ethical standards in specific practice situations
- The knowledge of administration practices and the ability to appropriately implement them
- The experience of determining and implementing appropriate community referrals
- The experience and training of providing services to students and families from various socioeconomic status and diverse racial and ethnic backgrounds
- The working knowledge of special education programs and IEP procedures
- Assessment tools used and interpreted for appropriate placement and intervention plans for students.

Candidates have six semesters to complete their four hundred and fifty (450) hours of practicum. They must be enrolled in **SP 604A, SP 604B, SP 604C, SP 604D, SP 604E, and SP 604F**. These six courses will include supervision of the 450 hours needed for Practicum/field experience for School Psychology. These classes provide a valuable and unique educational experience in which you can:

- Look at personal issues affecting your roles as a school psychologist
- Learn how to participate in multi-team assessments
- Demonstrate application of course curriculum
- Become aware of legal and ethical issues in specific problems
- Learn the process of making appropriate referrals and assessments

These classes provide the Faculty Supervisors with consistent student contact necessary for evaluating your progress in the field of school psychology. Candidates are required to review their *Field Placement Plan for Practicum* and develop a revised *Field Experience Plan* that outlines how they intend to develop, attain, and evaluate competencies outlined in the *Field Placement Manual*. The Faculty Supervisors (Practicum Instructors) will review these documents and conduct a written and verbal evaluation of the candidate at the end of each semester.

Candidates must take the six classes during the time they are accumulating the 450 practicum hours needed for practicum/field experience. These courses are taken simultaneously with the accrual of hours. It is the candidate's responsibility to consult their faculty supervisor regarding absences. Attendance in these courses is mandatory.

There are two levels of practicum and internship:

- 1) Practica (SP 604A, 604B, 604C, 604D, 604E, and 604F), six semesters, first two years; (total of 450 hours)
- 2) Internship/Field Placement (SP 622 and 624), two semesters, third year. (total of 1200 hours)

II. PRACTICA

Each semester during your first year, you will enroll in a practicum course. Candidates will complete 3 units of practicum during the first year, and an additional 3 units of practicum during the second year.

During your first semester, you must apply to the Commission on Teacher Credentialing for the Certificate of Clearance. This application with Livescan form can be picked up in the Department of School Counseling and Psychology. Livescan fingerprinting can be obtained at any law enforcement agency. The online cost of the Certificate of Clearance is \$29.50 (amount subject to change).

In addition, candidates must show proof of a negative TB test, taken within the last six months.

The Department of School Counseling and Psychology will assist you with placement at a site appropriate for your training. The Faculty Supervisor/Practicum Instructor will guide you as you enter your practicum during the first year, as well as your field work experiences during your second year. The hours you complete during these first two years will count towards your required 450 minimum practicum hours. These hours must be completed before you are qualified to start your third year internship/field placement (1200 minimum required hours). Open communication is essential and it is important that you always seek approval before embarking on any new phase of your field placement.

A. First Year Practica Experiences

1. SP 604A, SP 604B, and SP 604C School Psychology Practicum I, II, III

a) Prior to beginning practicum activities, Candidates must complete the following:

FINGERPRINT CLEARANCE (livescan) – Candidates must have their Certificate of Clearance prior to beginning their practicum.

CBEST – It is required that candidates take (or have scheduled) the CBEST prior to their practicum hours.

SP604A School Psychology Practicum I – You must be enrolled in the one unit Practicum in School Psychology.

TUBERCULOSIS (TB) TEST – trainees must have medical proof of passing a TB test within six months of beginning placement.

SP 604A School Psychology Practicum I, is taken during the first Fall semester for 1 unit. Candidates will attend fifteen (15) hours of class time. They will complete approximately fifty (50) practicum hours during the first semester. During the first few weeks of class, candidates will go through a process of placement in one of PGI's affiliated school districts.

SP 604B and SP 604C can be taken as a two unit course during the spring semester, or as a one unit course during spring semester, and 1 unit during the summer semester. The decision to take one or two units during the spring semester will be made in collaboration with your Practicum Instructor before the start of the program. Approximately seventy five (75) practicum hours will be completed during the spring semester, and/or the spring and summer semesters in the first year.

Candidates begin to experience life on school campuses, and share their experiences during the practicum courses. In addition, practicum is designed to augment the other academic courses taken during the semesters. For instance, in the SP 600 Foundations of School Psychology, certain practicum activities are assigned, and the practicum instructor ensures that the candidates have adequate field placement opportunities to fulfill the requirements in the school districts. The primary emphasis in SP 600, Foundations of School Psychology, is to learn the function and role of the school psychologist. Candidates will develop an understanding and knowledge of legal and ethical issues, psycho-educational assessment, observational methods, school procedures and policies, referral process for special education, developmental/grade level ages and stages, organization and record keeping. This will require fifty (50) hours of school experiences in grades K-12 during the first semester.

Practicum will provide the candidates with the opportunity to gain knowledge and skills most appropriately learned in the field and to apply skills and concepts learned in related courses including computer literacy, e-mail, and how to use the internet. Candidates will gain information on curriculum expectations within the public schools, grades kindergarten through high school, and gather information on state mandated state tests.

Candidates are placed in school sites affiliated with Phillips, where they are closely supervised by the Practicum Instructor. The school setting must be in public schools, in any two of the three levels (elementary, middle and/or senior high).

B. Second Year Practica Experiences

1) SP 604C, SP 604D and SP 604E: Practicum IV, V, VI in School Psychology

Candidates continue their practica experiences during their second year in the program. Most of the candidate's practicum hours will include experiences with using testing material and conducting psychological assessments. Because most school districts will not allow candidates to conduct assessments on students on school campuses, candidates will find children of family and friends to practice using the testing material. Candidates will complete one hundred and fifty (150) practicum hours in the Fall, and another one hundred seventy five (175) practicum hours in the Spring. Any remaining practicum hours may be completed during the summer semester.

During the spring and summer semesters of the second year, candidates are encouraged to attend the CASP annual conference. During the conference, candidates will have the

opportunity to apply for and/or investigate possible internship employment opportunities offered by school districts recruiting during the conference. In addition, candidates will apply attendance hours in workshops towards practicum hours.

In SP 604D Field Work in School Psychology, candidates will begin to prepare for the application and interview process for securing an internship.

III. INTERNSHIP

Candidates will complete at least 1200 hours of internship during their third year of the program. CCTC describes an internship as a position in a public school district. It is the hope of the Department of School Psychology that all qualified candidates obtain a desired paid internship position; however, the department has no direct control over the funding or number of paid positions offered by school districts. In addition, candidates are selected by a school district through an application and interview process. The Department of School Psychology cannot “place” candidates in an internship (hours counted towards the 1200 hours requirement). This decision is reserved for the public school districts.

Before candidates start their internship placement they will apply for an Internship Credential with the credential analyst. This is required by CCTC. Practicum instructors will provide candidates with the appropriate application forms.

A. SELECTING A SCHOOL PLACEMENT

Although Phillips provides you with information on possible placement sites, it is the **responsibility of the candidates to apply** at these schools for placement. Most schools will require an interview, a resume and attendance at an orientation meeting. The application and screening process varies with each school.

1. Procedure in Selecting a School Placement

The following procedure will guide you in selecting a suitable placement for your school training:

- Review the approved list of placement sites
- Check the placement board for announcements from schools
- Call schools for information and application procedures
- Submit application forms and attend scheduled interviews
- **Notify the Department of School Psychology once accepted by a school,** with the submission of a **copy** of the completed Notification of Field Placement Form and the **original form** should be submitted to the Director of Field Placement.

a) Résumé

Most schools require a résumé from the student when applying for a practica placement. The résumé may be a business résumé which you may already have, or it could be one specific to the task of seeking a school placement. In either case you do not have to indicate in the résumé that you have experience doing school psychology. It is understood by student sites that most students do not have such experience and are at Phillips Graduate Institute to get this training. The schools do want to know the extent of the student's personal and professional experiences. This may include any life experiences that demonstrate maturity, interpersonal and communication skills, and self-growth. This document will also be referenced in your Candidacy Review process.

b) Notification of Placement to Phillips Graduate Institute (PGI)

You notify PGI of your acceptance into a school placement by submitting a copy of the *Notification of Field Placement Form* to the Department of School Psychology and submit the original to the Director of Field Placement. These forms are available in the appendix of this manual and in the Department of School Psychology/School Counseling office. A notification form needs to be submitted for each placement. Upon receiving the *Notification of Field Placement Form* for such a setting, Field Placement Services will initiate the process of establishing an affiliation with that school if one has not been already completed. These Affiliation Agreements are valid for one year from signature date. In addition, Phillips will distribute to each field placement supervisor a copy of this handbook. Students shall also review the handbook with the placement supervisor.

2. Commencing Internship Experience: Third Year

You may begin your internship at approved placements when you have been designated by faculty as being ready for field practice under the supervision of a credentialed professional. The supervisor's credential must be valid for a minimum of **two** years. The faculty, in deciding when you are prepared for direct field experience, uses the following guidelines:

Adherence to the Institute's Policies: The Student Policy Handbook contains policies and standards of conduct pertinent to your emerging professional role. Your behavior in the Institute and the quality of participation in required academic activities must reflect expected standards of graduate level performance.

The application for a Certificate of Clearance will be done online by the Credential Analyst. A candidate who needs more preparation before starting an internship will be notified by the Director of the School Psychology Department and a plan will be formulated to address recommendations. The faculty will review the candidate's progress before designating the candidate ready for internship.

a) Faculty Supervisors

Faculty Supervisors, instructors of SP 623 and SP 625 – Professional Seminar I and II, are experienced practicing professionals and qualified field supervisors. They are respectful of the supervisory relationship between you and your Field Supervisors. The written and oral presentation of cases in SP 623 and SP 625 classes offers the candidate the opportunity to integrate the field placement experience with the skills developed as part of your training. The Field Supervisors, not the Faculty Supervisors, are responsible for the care of the students seen by you at your internship. Therefore, the Faculty Supervisors' involvement in an educational and consultative role with your cases augments but does not replace the field direction or supervisory authority of your Field Supervisor and the school administrator. In addressing your training needs, the Faculty Supervisor and the Field Supervisor may work collaboratively in a joint effort to assist you.

b) Approved School Placement Settings

Phillips approves the placement sites and monitors the supervised school experience obtained by the candidate. Through the Department of School Psychology, Phillips establishes an affiliation with approved schools in coordinating the school training and experience of its candidates.

c) Types of Approved Settings

The school setting must be in (a) public schools, on (b) two levels (elementary, middle and/or senior high), with (c) students from diverse ethnic/cultural backgrounds (different from your ethnicity).

The School Psychology Department makes site visits to the approved schools to formalize an understanding of the responsibilities that both the Institute and school will have in the school training experience of the candidates. **Students must submit a copy of the Notification of Field Placement Form to the Department of School Psychology and the original to the Director of Field Placement upon beginning any practicum placement. This form initiates the process of developing an affiliation with Phillips and the school site.** These forms are available in the Appendix of this manual and in the Department of School Psychology/School Counseling Office. A Notification form needs to be submitted for each placement. An *Affiliation Agreement* is signed by both the Institute and the school; which outlines this understanding and describes the training and supervision provided by the school. A copy is available for review by you in the Department of School Psychology.

d) Field Supervisor

In your internship you will receive direct supervision from the credentialed professional (Field Supervisor) assigned by the school to monitor and guide you. You and your Faculty Supervisor will meet regularly (SP 623 and 625) to review and discuss your field experience. The supervision sessions will provide the candidate with directives and/or recommendations for implementation in future internships. The Field Supervisor needs to be working in the school setting where you are providing field services. The Field Supervisor must have a valid PPS credential for a minimum of two years.

Field Supervisors, of course, monitor the quality of services performed by you to ensure that you can properly assess students, implement appropriate intervention plans, perform within appropriate limits, and display overall competency. Phillips encourages schools to include direct observation of your field work by the supervisor at least once during the course of your training at that school. A practical way of doing this is by the supervisor observing you interacting with students.

Functions of Supervision include:

Monitor student welfare. The primary ethical responsibility of a placement supervisor is to monitor the welfare of the students at the school. The supervisor is legally responsible for the quality of care you provide. To that extent, a supervisor needs to assure that the type and quality of the assessments and duties you perform as a school psychologist is consistent with your training and experience. In consideration of student safety, you must follow all supervisory directives and must receive from the supervisor a conceptual explanation of those directives.

Enhance professional development and competence. The major task of a placement supervisor is to assist you in the application of school psychologist principles, methods and education codes. Supervision facilitates the process in which you develop a sense of professional presence and field competence. At this early stage of professional development, the supervisor needs to be sensitive to your level of skill and comfort, and to guide you towards a higher degree of performance and confidence.

Evaluate progress. An essential function of supervision is to provide continuous feedback to you on your performance. This provides you with an opportunity for growth and professional development. Supervision is a place where you can explore and overcome your initial fears and doubts. Feedback on how you come across to your students and others is critical to your success in working in the schools as a school psychologist.

Supervisors will be provided with a Supervisor Handbook explaining the competencies you must meet for your credential. To properly assist you in working with students/families of different cultural backgrounds, supervisors need to be aware of your own values, attitudes and limitations. Wanting your field placement to be the best it can be, Phillips will work with field placement supervisors to ensure they understand your role and their role as supervisors.

e) Verification of Field Placement Experience

You are required to have a written record of hours spent in the various field activities at your placement. The *Log of Field Experience Hours Form* is used to keep an account of the actual hours spent in each of the various competencies. The field supervisor uses this form to review your field activities. These forms, when completed and signed, are submitted to the Director of Field Placement. These forms must also be reviewed and signed by the Faculty Supervisor. The candidate reports to the Director of Field Placement through the progress evaluation forms completed by your supervisors. At the end of each placement experience, the placement supervisor completes an evaluation of your training that includes a summary of the hours gained during that period. These evaluations are submitted to the institute and remain in your student file. Through these evaluation forms the institute documents and verifies that the candidate completed the required hours of practica/internship hours. This evaluation is reviewed and signed by your Faculty Supervisor at the end of each practicum and or school site. Upon completion of all 1650 hours there will be an exit interview process conducted by the Director of Field Placement verifying and approving all documents prior to credential application.

f) Professionalism

It is important to dress and present yourself in a professional manner that conveys your role as a school psychologist. You are expected to conduct yourself in a professional and ethical manner at all times in your field placements. Knowledge of the school's policies and following the school's administrative procedures is expected. You are expected to be familiar with and abide by the state laws and professional codes of ethics and standards. It is expected that you exercise sensitivity and professional judgment pertaining to your contact with students and school staff. Issues concerning confidentiality are to be managed with firm, professional boundaries.

IV. EVALUATION OF STUDENT'S PROGRESS

At the end of each semester, will receive feedback and a grade from your Practicum Instructor during the first six semesters, and your Faculty Supervisor during the 3rd year. You are also required to receive a review of your training and performance at each placement from your field supervisors. The review and evaluation by the field supervisors will be taken into account in determining your growth. Placement supervisors need to use the school's *Evaluation Form* found in the Appendix section of this handbook. These forms are due the last week of the semester. It is your responsibility to return the completed evaluations to **the Director of Placement**. If you are in more than one placement you will need to make copies of these forms and/or may contact the Department of School Psychology/School Counseling for additional copies. In addition to evaluating your professional development and personal qualities, these evaluation forms include the cumulative hours of direct clinical experience. It is through these evaluation forms that you will document with Phillips Graduate Institute the 450 hours of required Practicum experience, and the 1200 internship/field placement hours. The **original** version of the completed (Field Placement) *Evaluation Form* needs to be submitted to the **Director of Field Placement**. It is recommended that you make and keep a copy of your evaluations for your own records. The evaluations are useful when you are seeking employment. Candidates are also required to write an *Evaluation of School Placement* experiences for each placement site and submit these documents to the **Director of Field Placement**.

A. FIELD PLACEMENT COMPETENCIES

Fulfilling the guidelines established by the Commission on Teacher Credentialing will require you to obtain experience in the following eleven (11) competencies. You will need to keep a log on how you met each of these competencies during your field experiences and the hours spent on fulfilling each competency. See *Activity Log*.

The PGI's School Psychology program provides candidates with a foundation in the knowledge base of education concerning the organization and operation of schools, school and community-based resources, as well as alternative service delivery systems. The program requires candidates to be prepared to help design and operate programs to promote the following: (a) school-family influences on pupil cognitive, motivational, and social characteristics that affect classroom performance; (b) family involvement in education; (c) ways to promote partnerships between parents and educators to improve outcomes for pupils; (d) cultural issues that impact home-school collaboration, and (e) methods to facilitate safe and caring school communities.

1) SP Standard 17: Psychological Foundations

The program provides candidates with a strong foundation in the knowledge base for the discipline of psychology in order to facilitate the individual development of all pupils. This knowledge base includes biological foundations of behavior, human

learning, social and cultural bases of behavior, child and adolescent development, and the diversity of individual differences in development and learning.

2) SP Standard 18: Educational Foundations

The program provides candidates with a foundation in the knowledge base of education concerning the organization and operation of schools, school and community-based resources, as well as alternative service delivery systems. The program requires candidates to be prepared to help design and operate programs to promote as follows (a) school-family influences on pupil cognitive, motivational, and social characteristics that affect classroom performance; (b) family involvement in education; (c) ways to promote partnerships between parents and educators to improve outcomes for pupils; (d) cultural issues that impact home-school collaboration, and (e) methods to facilitate safe and caring school communities.

3) SP Standard 19: Legal, Ethical and Professional Foundations

The program provides candidates with the knowledge base specific to the professional specialty of school psychology. This knowledge base includes (a) the history and foundations of school psychology, (b) legal and ethical issues, (c) professional issues and standards, (d) alternative models for the delivery of school psychological services, (e) emergent technologies, and (f) the roles and functions of the school psychologist. The program requires candidates to understand the diverse values that influence the lives of people, and to be prepared to practice in schools in ways that meet all appropriate ethical, professional, and legal standards both to enhance the quality of services and to protect the rights of all parties.

4) School Psychology Standard 20: Collaboration and Consultation

Candidates have positive interpersonal skills with which to facilitate communication for the purposes of consultation and collaboration with teachers, teams of school personnel, community professionals, agencies, and families. Candidates are prepared to listen, adapt, deal with ambiguity, and be patient in difficult situations. Candidates are able to clearly present and exchange information in a variety of contexts with diverse audiences such as families, teachers, school boards, policy makers, business leaders, and fellow school pupil services providers.

5) School Psychology Standard 21: Wellness Promotion, Crisis Intervention, and Counseling

Candidates are prepared to help design, implement and evaluate wellness, prevention, intervention, and other mental health program at the individual, group and system levels. They are knowledgeable about academic, behavioral, and serious personal difficulties. As primary mental health service providers, candidates are able to

recognize the behaviors and contexts that are precursors to the development of internalizing disorders, externalizing disorders, and dropping out of school. Candidates can design programs and implement prevention, intervention, and treatment services across the hierarchy of pupils' development needs. Candidates can work with school personnel, pupils, parents, and the general community in the aftermath of personal, school and community crises.

6) School Psychology Standard 22: Individual Evaluation and Assessment

Candidates are well versed in a variety of assessment methods, including formal and informal test administration, behavioral assessment, interviewing, ecological or environmental assessment as well as assessment methodologies to define a student's problems and needs, assess current status, and to measure the effects of the problem-solving process. Candidates also understand contextual influences on outcomes, such as: (a) personal attributes of the pupil; (b) types of aptitude; and (c) community, cultural, gender, and language influences, and (d) classroom climate and instructional practices. Candidates understand how to use assessment information in a problem solving process and are able to convey findings in an articulate way to a diverse audience. Candidates are able to use data-based decision making to improve development of life competencies. Candidates also demonstrate an understanding of the process and produces identified in federal and state laws related to special education services, such as the Individuals with Disabilities Education Act (IDEA).

7) School Psychology Standard 23: Program Planning And Evaluation

Candidates understand the school as a system. Candidates work with individuals and groups to facilitate organizational structures and policies that create and maintain safe school environments that promote learning and enhance positive educational outcomes for pupils. Candidates utilize data-based decision making skills to (a) assist in the development of challenging but achievable goals for all pupils; (b) provide information about ways in which pupils can achieve these goals; and (c) monitor pupil progress toward these goals. Candidates are skillful in evaluation of local school programs and in interpreting findings to other educators and to the public.

8) SP Standard 24: Research, Measurement, and Technology

Candidates know basic principles of research design. This includes traditional experimental designs as well as qualitative and single-subject designs. Candidates are able to differentiate high quality from inadequate research, and understand measurement and statistics in sufficient depth to evaluate published research and conduct investigations relevant to their work. Candidates understand and utilize computer technology and attendant technological applications.

9) School Psychology Standard 25: Practica

Candidates are provided the opportunity to engage in field-based activities in all areas of professional training. Specifically, candidates are provided with practicum experiences in the areas of (a) collaboration and consultation, (b) wellness promotion, (c) counseling and crisis intervention, (d) individual assessment, (e) educational planning and evaluation, (f) program planning and evaluation, (g) and research and measurement. Candidates demonstrate the ability to select and apply core knowledge regarding psychological foundations, educational foundations, and legal, ethical, and professional foundations in their work in schools.

Practica consists of a series of supervised experiences that occur prior to the field experience, are conducted in laboratory or field-based settings or both. They provide for the application of knowledge and mastery of distinct skills. There must be a systematic means of evaluating the practica experiences that seeks to ensure the acquisition of desired skills by pupils.

10) School Psychology Standard 26: Culminating Field Experience

During the culminating field experience, candidates have the opportunity to demonstrate the full range of skills acquired during formal training, and to acquire additional knowledge and skills most appropriately gained through supervised professional experience. Under the supervision of a credentialed school psychologist, candidates provide direct and indirect services to pupils, parents, and school staff in all areas of training.

Note: This culminating field experience is called an "internship" when the candidate is granted an Internship Credential issued from the California Commission on Teacher Credentialing and is working in a public school district.

11) School Psychology Standard 27: Determination of Candidate Competence

Prior to recommending candidates for a School Psychologist Credential, one or more persons who are responsible for the program determine that candidates have satisfied each professional standard. This determination is based on thorough documentation and written verification by at least one district supervisor and an institutional supervisor. Candidates have also documented that they have earned an appropriate graduate degree from an accredited institution of higher learning.