

**PREPRACTICA  
FIELD  
MANUAL**

for the  
**SCHOOL PSYCHOLOGY  
SPECIALIST PROGRAM**

at  
**UDM**

**July, 2009**

College of Liberal Arts and Education  
Department of Psychology  
4001 W. McNichols Road  
Detroit, MI 48221-3038  
Phone: (313) 578-0392  
[www.udmschoolpsychology.com](http://www.udmschoolpsychology.com)

**University of Detroit Mercy**

## **Program Philosophy and Objectives**

The School Psychology Specialist Program at the University of Detroit Mercy is designed to provide a strong and broad-based knowledge of both psychology and education, and to prepare students to apply that knowledge within school settings. Objectives are as follows:

1. Graduates recognize the dignity and intrinsic worth of all individuals, and demonstrate respect for human diversity and individual differences.
2. Graduates are able to deliver a full range of school psychological services, including:
  - a. Assessment of individuals as well as systems,
  - b. Intervention design, and
  - c. Provision of both direct and indirect services.
3. Graduates are advocates for children on both the individual and the group levels.
4. Graduates communicate clearly and effectively and demonstrate appropriate, respectful conduct in their professional interactions with others.
5. Graduates adhere to legal and ethical standards in their professional practice.

## **Overview and Purpose of the Year 1 Field Experience**

In accordance with *Standards for Field Placement in School Psychology* (National Association of School Psychologists, 1984-85), The University of Detroit Mercy field experiences program is intended to provide field-based training experiences leading to the development of competent, ethical school psychologists.

During the first year, students will be expected to log a minimum of 100 hours. During each semester, these hours are tied to a 1-hour-credit *Field experience*. *Students may not enroll in the Practica until all Prepracticum field requirements are completed.* In addition, students with a remediation plan could be required to delay entry into the Practica or Internship until the remediation plan requirements are satisfied.

All field hours occur in the school setting and under the supervision of a program- approved school psychologist. Activities during the first year may include shadowing a school psychologist, observing regular and special classrooms, observing consultations and special education meetings, implementing interventions, practicing administration of norm-referenced and curriculum based assessment, and practicing individual and group consultation and counseling. Students are required to observe specific activities, as well as general activities performed by a school psychologist. Students must record activities in log form (see the *Program Handbook*).

## **Evaluation**

While the field experience is a requirement for the program, performance during the experience is not explicitly graded. Grading is *pass/fail* based upon documentation of successful completion of field experiences. The Site Supervisor will complete a rating form of the student's professional performance during the field experience. Unsatisfactory ratings will result in a conference with the student and possibly a remediation plan. Satisfactory completion of field hours is required before a credit is assigned for the course.

## Confidentiality

Field experiences will frequently be discussed in the classroom setting with peers and university supervisor. It is important for trainees to respect this information in two ways:

1. Trainees may be privy to confidential information about students at their field site. When discussing experiences with peers in class, it is important not to divulge identifying information about any student you may have encountered.
2. Trainees will be part of class discussions regarding site activities and events. These class discussions are highly confidential. ***Comments and information shared in the class setting shall not be shared elsewhere or with anyone else.***

Violations of this confidentiality will result in severe consequences.

## General Objectives for the Year 1 Field Experience

1. *Students will acquire knowledge of public school organization and operation.* School psychology students need an understanding of the operation of the public school and school system. Although much of the school psychologist's work is with individual children and classrooms, school psychologists must understand procedures and structure of the total school in order to function as a productive member of the professional school staff. Students in school psychology should be thoroughly oriented to administrative and personnel policies as well as to the function and role of the various school staff. Students should attain a realistic view of the educational process and the skills necessary to work effectively with teachers and other school personnel.

Domains addressed:

- Domain 2.1: Data-Based Decision-Making and Accountability
- Domain 2.3: Effective Instruction and Development of Cognitive/Academic Skills
- Domain 2.5: Student Diversity in Development and Learning
- Domain 2.6: School and Systems Organization, Policy Development, and Climate
- Domain 2.9: Research and Program Evaluation
- Domain 2.10: School Psychology Practice and Development

2. *Students will gain familiarity with the multiple roles & functions of the school psychologist, including:*

- Consultant to teachers and parents about children's academic and social behavior
- Systems level consultant to administrator
- Child advocate
- Intervention specialist
- Data collector, evaluator, and interpreter
- Source of current information about child development, individual differences, and biological bases of behavior for parents and teachers
- Referral agent to outside resources
- Direct service provider to children in crisis, with developmental issues, or in groups
- Promoter of legal and ethical behavior for all school personnel

- Team facilitator
- Accurate & efficient conveyer of information, in a manner that facilitates planning for learning
- Researcher who gathers and interprets information accurately for appropriate use

Domains addressed:

- Domain 2.1: Data-Based Decision-making and Accountability
- Domain 2.2: Consultation and Collaboration
- Domain 2.3: Effective Instruction and Development of Cognitive/Academic Skills
- Domain 2.4: Socialization and Development of Life Skills
- Domain 2.5: Student Diversity in Development and Learning
- Domain 2.6: School and Systems Organization, Policy Development, and Climate
- Domain 2.7: Prevention, Crisis Intervention, and Mental Health
- Domain 2.8: Home/School/Community Collaboration
- Domain 2.9: Research and Program Evaluation
- Domain 2.10: School Psychology Practice and Development
- Domain 2.11: Information Technology

3. *Students will gain awareness of school and community resources.* Students in school psychology must be knowledgeable of a variety of services offered to school-age children both in and out of the school setting. Students should understand the relationship of the school to the community and the role of the school and school psychological services as they relate to the community. Students should be exposed to procedures for how and when to make referrals, procedures for obtaining and sending information about children, and the ethical considerations and protocol involved in this type of activity. In addition, students should be aware of public and parent groups concerned with the welfare and education of children.

Domains addressed:

- Domain 2.2: Consultation and Collaboration
- Domain 2.4: Socialization and Development of Life Skills
- Domain 2.6: School and Systems Organization, Policy Development, and Climate
- Domain 2.7: Prevention, Crisis Intervention, and Mental Health
- Domain 2.8: Home/School/Community Collaboration

4. *Students will gain an awareness of, and respect for, human diversity.* In particular, students will recognize and respect individual differences, abilities, and disabilities. Students are expected to demonstrate respect for others regardless of racial, biological, cultural, ethnic, experiential, linguistic, gender, sexual orientation, age, or socio-economic backgrounds.

Domains addressed:

- Domain 2.4: Socialization and Development of Life Skills
- Domain 2.5: Student Diversity in Development and Learning
- Domain 2.6: School and Systems Organization, Policy Development, and Climate
- Domain 2.7: Prevention, Crisis Intervention, and Mental Health

## Possible Learning Activities

- Observing office and clerical procedures involved with school psychological services.
- Selecting current readings on the role of the school psychologist.
- Observing consultations with teachers, parents, and other personnel.
- Observing Assistance Team meetings and procedural meetings in special education
- Assisting with implementation of interventions.
- Attendance at meetings of school psychology staff as well as statewide and national meetings relating to the profession.
- Attendance at teachers' meetings, school staff meetings, principals meetings, and/or board of education meetings.
- Attendance at meetings and orientations of new staff at the beginning of the school year.
- Periodic meetings with teachers, principals, and other staff.
- Familiarization with the organizational structure of schools
- Observing meetings with directors of curriculum, special education, instruction, and business.
- Studying district policy manuals, school codes, and special education guidelines.
- Observing various types of programs and classes.
- Reading selected materials on public school organization.
- Visits with child welfare agents; family service agents; speech and hearing specialists; juvenile court representatives;
- Visits to special schools and residential treatment facilities;
- Visits to special classes for the visually/hearing impaired, mentally retarded, or physically handicapped. Opportunities to observe cooperative interaction with community agencies.
- Opportunities to become familiar with state and federal services and programs, including vocational rehabilitation services, employment services, and regional programs for mental health.
- Attendance at conferences with representatives of community agencies concerning educational and therapeutic planning, referral, follow-up, etc.
- Attendance at meetings and involvement with parent groups such as the PTA and local associations for handicapped children.

## Types of Field Experiences

All field experiences occur primarily in the schools. Students are required to document actual time spent in field activities as part of their training program. The field experiences are aligned with coursework and scaffolded in intensity so that trainees are not required to perform many new skills at once. Field experiences progress along a continuum from minimal and passive, to active and independent. Field activities may be *observation*, *assistance*, *supervised*, or *independent*.

A record of field experience hours must be maintained by the student throughout the program using the coding system provided. It is the responsibility of the student to keep an accurate and current record of hours accrued. Information regarding the Field Log and coding system may be found in the *Program Handbook*. An Excel spreadsheet has been developed for this purpose and may be downloaded from [www.schoolpsyched.com](http://www.schoolpsyched.com) under the *Materials* tab.

## Required Activities

Some specific activities are required as part of the 100 Field hours. These are specified on the *Required Activities Recording Form* within this Manual.

## Supervision

Two persons have primary responsibility for all for the field supervision. They are the Site Supervisor (the on-site supervising specialist in school psychology) and the University Supervisor (the school psychology trainer).

The University Supervisor is a licensed and Nationally Certified School Psychologist and holds a faculty position in the Department of Psychology. The University Supervisor works with students to arrange for appropriate sites. The University Supervisor maintains up-to-date records of potential sites and supervisors, and reviews and revises this Manual as needed. The University Supervisor is responsible for maintaining regular communication and conducting evaluation procedures with trainees and their Site Supervisors. The University Supervisor works with students to arrange for appropriate field sites, and collects end-of-term evaluations and documentation of field experiences forms.

The Site Supervisor is selected by the University Supervisor from local school psychologists expressing interest in supervising. Field Supervisors must have at least 2 years of experience as a school psychologist; Intern supervisors must have at least 3 years of experience. Preference in all categories will be given to those who have professional credentialing and affiliations, and have obtained current professional development in the field.

The Site Supervisor who assumes the responsibility for directing and supervising the trainee should be an individual of proven excellence in school psychology. The Site Supervisor should be capable of guiding the graduate student successfully through the field experience. The Site Supervisor will be expected to fulfill the following responsibilities:

1. Coordinate the field experience with school administrator and University Supervisor.
2. Provide a comprehensive school site and educational agency orientation for the Prepracticum student at the beginning of the experience.
3. Provide supervised observational learning experiences for a total of 100 hours
4. Provide explanatory and contextual information to the trainee regarding the on-site experiences
5. Arrange for appropriate observational and experiential activities, as required or recommended.
6. Complete the *Site Supervisor's Evaluation* form at the conclusion of the experience.

## Field Experience Policy for Trainees

Following Site Policies. You need to be especially aware of and sensitive to the policies and procedures of each site so that you do not violate the expectations of the organization. If you are unclear about the relevant policies, please check with your site supervisor.

Confidentiality. Given that you may have access to confidential information, it is critical that you follow all appropriate legal and ethical standards relative to the release of information, storage of information, and sharing of information.

Release Forms. Before beginning any service, you must be sure to complete the appropriate paperwork. In particular, be sure that you are clear regarding the necessary permission forms that must be completed. You should provide the consent form to your supervisor for approval. You are expected to have these forms in hand before meeting with teachers or working with students. Ultimately, students are responsible for obtaining the appropriate release forms when working directly with clients.

Making Appointments. Students are also expected to be punctual for all meetings including supervision. A pattern of tardiness to meetings or other obligations such as completion of reports can result in a reduction of points in a grade or dismissal from a class. Only under extreme circumstances should you miss appointments of any kind, and if you do need to miss an appointment, it becomes your responsibility to reschedule the appointment in a timely manner.

Concerns with Site Supervisor. If you have a concern with any site supervisor, please address these directly with that supervisor. Developing conflict management skills with persons in authority is an essential professional skill. However, if you do not feel that the conflict can be resolved, please see your university field supervisor in order to discuss options.

Mistakes, conflicts, or misunderstandings. If you get into any problematic situations, notify your site supervisor and your university supervisor without delay. They may be able to head off a potentially explosive situation, help you determine the best way to correct an error, or deal with a difficult parent or teacher.

Appropriate dress. You are expected to be aware of the expectations of dress for each site. Please discuss appropriate dress with each site supervisor and when unsure about the expectations, please err on the side of dressing conservatively and professionally.

This document addresses a number of professional issues, and by signing this document, you are stating that you have read and fully understand the professional and academic responsibilities outlined here. Ignorance will not be a valid excuse for violating any of the program policies, procedures or expectations provided for students in written or verbal form.

\_\_\_\_\_  
Trainee's Printed Name

\_\_\_\_\_  
Trainee's Signature

\_\_\_\_\_  
Date



**Prepractica Site Supervisor's Evaluation of Professional Skills  
University of Detroit Mercy School Psychology Program**

Trainee \_\_\_\_\_

Supervisor \_\_\_\_\_

*Please rate the trainee using the following criteria:  
1 = area of concern    2 = Adequate    3 = Exceptional*

<b>1 Communication</b> <i>Sensitive to nonverbal; reflective listening; elicits &amp; utilizes feedback; shows interest in others; avoids divisive statements/actions; actively seeks resolution; responsible use of email</i>	1	2	3
<b>2 Dependability</b> <i>Makes/keeps appointments; time management; prompt; prepared; consistent; follows through w/commitments; completing assigned tasks/forms in timely manner; has successfully completed expected coursework &amp; field hours</i>	1	2	3
<b>3 Appropriate use of supervision and professional judgment</b> <i>Keeps supervisors informed of potentially problematic situations; Consults supervisors appropriately;</i>	1	2	3
<b>4 Sensitivity to Diversity</b> <i>Commitment to child advocacy; avoids group/class attributions</i>	1	2	3
<b>5 Adaptability</b> <i>Copes well with the unexpected; Resourceful; handles crises well; accepts new challenges; flexible</i>	1	2	3
<b>6 Working with Peers, Trainers, and Other Professionals</b> <i>Recognizes skills of others; respects others' time &amp; roles; respects &amp; accepts authority</i>	1	2	3
<b>7 Following Site policies</b> <i>Appropriate dress; follows site procedures; respectful of local norms</i>	1	2	3
<b>8 Initiative in child advocacy</b> <i>Is an advocate for individual children as well as children as a class; Expresses divergent views consistent with child advocacy mission; assumes leadership in advocacy issues</i>	1	2	3
<b>9 Ethical Behavior/Academic integrity</b> <i>Respect for Confidentiality; Uses evidence-based practices; quality of services; addresses inappropriate site policies</i>	1	2	3

Sum of ratings in each column 

--	--	--

Average rating (Total score/ 42) : \_\_\_\_\_

Supervisor \_\_\_\_\_

Trainee \_\_\_\_\_



**Trainee Evaluation of Field Site**  
**The University of Detroit Mercy**  
**School Psychology Program**

Trainee: \_\_\_\_\_ Field Site: \_\_\_\_\_

Site Supervisor: \_\_\_\_\_ Date completed: \_\_\_\_\_

	Needs improvement	Adequate	Exceptional
<b>Support from Site and Site Supervisor</b>			
Quality of the field experience			
Quality of feedback from site supervisor			
Opportunities for independent observation			
Diversity within the training experience			
Initial orientation and welcome from site			
Explanation of rules, procedures, and policies at the practicum site			

<b>Support from University Training Program</b>			
Quality of Manual			
Clarity of expectations for experience			

Would you recommend this site in the future?

Please explain any negative answers:

## Required Activities Recording Form for Field Experience

Record to the quarter hour (ex: 3 hours, 13 minutes = 3.25 hours; 1 hour & 28 minutes = 1.50 hours).  
 If other special classrooms or populations are observed, please record them in the "Other" row; include a description of the activity. Total observation hours in each special classroom should equal *at least* one-half school day.

Trainee's name \_\_\_\_\_ Supervising Psychologist \_\_\_\_\_

*Students must observe the following classrooms/activities:*

Activity	Date	Hours
Mildly handicapped resource room		
Self-contained low incidence or multiple handicap classroom		
Title I classroom or teacher		
Regular ed classroom w/included special needs students		
ESL classroom or instruction		
Students using special instructional technology		
Behavioral/emotional disorder classroom		
Sensory impaired classroom or instruction (VI or HI)		
Child w/autism		
School Psychologist conducting/participating in:		
-Student observation		
-Consultation		
-Assessment activities		
-Special Education Meeting		
-RTI meeting		
-Staff meeting		
-General office/clerical work		
Other:		
Other:		
Other:		

*The above activities were completed as recorded above.*

\_\_\_\_\_  
Trainee

\_\_\_\_\_  
Supervisor

\_\_\_\_\_  
Date

## Site Supervisor Information Form

Title\_\_\_\_\_ Highest Degree\_\_\_\_\_

Name\_\_\_\_\_

Office Address\_\_\_\_\_

City, State, Zip\_\_\_\_\_

Telephone\_\_\_\_\_

Email\_\_\_\_\_

### School Placement Information

School Name\_\_\_\_\_

Demographics\_\_\_\_\_

School Address\_\_\_\_\_

City, State, Zip\_\_\_\_\_

Telephone\_\_\_\_\_

### Licensure Information\*

Yes No State Department of Education License

Yes No NSCP

Yes No Licensed School Psychologist (Board of Psychology)

Yes No Licensed Psychologist (Board of Psychology)

### Affiliations Information\*

Yes No NASP

Yes No MASP

Other\_\_\_\_\_

### Recent School Psychology Professional Development\*

---

Student Name\_\_\_\_\_ Semester/year\_\_\_\_\_

\*In our selection of site supervisors, preference will be given to those with professional memberships, credentials, and current professional development.

## Prepracticum Field Site Agreement

The participants agree to the general provisions of the field experience program as delineated in the UDM School Psychology *Prepracticum Field Manual*, the regulations of the Michigan State Board of Education, and the NASP *Practicum and Internship Regulations*.

The Site Supervisor will be expected to fulfill the following responsibilities:

1. Coordinate the field experience with school administrator and University Supervisor.
2. Provide a comprehensive school site and educational agency orientation for the Field Experience student at the beginning of the experience.
3. Provide supervised observational learning experiences for a total of 100 hours.
4. Provide explanatory and contextual information to the trainee regarding the on-site experiences
5. Arrange for appropriate observational and experiential activities, as required or recommended
6. Notify the University Supervisor immediately in case of problems.

The Trainee is expected to follow the site policies as well as the UDM Field experience policies.

Formal acceptance is indicated by signature(s) below.

**PRIMARY SITE SUPERVISOR:** Signature \_\_\_\_\_

School and District: \_\_\_\_\_

**TRAINEE:** Signature \_\_\_\_\_

## Parent/Guardian Consent

### The University of Detroit Mercy School Psychology Program

I agree to permit \_\_\_\_\_ (name of trainee) to observe evaluation and/or due process procedures for \_\_\_\_\_ (name of child).

I understand that the trainee is enrolled currently as a graduate trainee in the School Psychology Program at The University of Detroit Mercy, and observation of such procedures is a part of the trainee's program of study. I am aware that because the trainee is in training, s/he will receive supervision. I understand that all observations will remain confidential.

I understand that if I have any questions, I may contact the trainee's supervisor,  
\_\_\_\_\_ at \_\_\_\_\_.

I hereby certify that I have read and fully understand the above and give my consent.

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

\_\_\_\_\_  
Parent Name

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Trainee Name

\_\_\_\_\_  
Trainee Signature

\_\_\_\_\_  
Site Supervisor Name

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