Field/Clinical/Internship Practice Requirements
For PSY 541

I. Catalog Description: PSY 541: Practicum I: Orientation to School Psychology. Introduces students to the roles and functions of school psychologists. Students observe and participate in activities related to school psychology through placements in schools and other settings. Prerequisite: Permission of instructor.

II. Population Served: School Psychology Graduate Students

III. Number of Required Field/Internship: PSY 541

IV. Required Activities:
Students should complete the following activities:

Professional Development

1. Mandated Reporter Training
2. Cultural Competence Self-Reflection
3. Create Professional Resume
4. Review School Crisis Plan

Systems-Based Service Delivery

2. Classroom observations.
3. Interviews with school personnel
4. Attend a teacher assistance meeting or school board meeting.
5. Diversity awareness. What types of diverse learners are enrolled in your school? What accommodations are given to those learners? If your school does not offer this type of service, attend diversity training at WIU.
6. Family-School Collaboration: What types of formal and informal contact is there between family and school?

Student Interactions

7. Cafeteria conversations
   At least three times during the semester, have lunch with a small group of students in the cafeteria.
8. Ask a teacher if you can present a lesson for the class. It can be in any subject but should be for a group (at least 3, preferably a classroom) not just one student.
9. Ask a teacher if you can help with any special tutoring for groups of students who need extra help. Make sure you get guidance/feedback from the teacher and parent permission.
10. In collaboration with the school principal, school counselor, or school psychologist you will
select a child between 3rd and 6th grade to meet with weekly for eight sessions. During this time you will participate in a series of counseling-related activities to be discussed during class. See attached “Special Friend” Documents.

11. Diversity experiences—Spend time with a student who is learning English as a Second Language.

12. Be able to describe typical developmental milestones for a preschool, elementary and adolescent student. We will talk about this more during the course so you can begin to understand the differences in normal development.

Academic Curricular Assessment

13. Find out how reading is being taught in your school. What book series is being used? Do they screen all students for proficiency? What grade levels are screened? What extra resources are available to help with struggling readers?

14. Find out similar information about other subject areas such as math and written language. You could either ask teachers (especially K-12) or the principal.

15. Attend a problem solving meeting for an individual student with his/her parents. You will need permission for this. The meeting could be a parent-teacher meeting or a special education staffing for special education services (i.e., IEP or Eligibility Team Meeting).

16. What types of curricular options are available for you to talk about diversity issues with students? Explain what these issues are.

17. Attend a special education meeting. This could be an IEP meeting, domain planning meeting, or eligibility team meeting.

18. Discuss special programs the school has developed for Tier 2 or Tier 3 interventions. What do these programs look like?

In addition to documenting your experiences in your journal, please answer the following questions in writing:

1. Where is the school in relation to the area it serves?
2. How old is the school?
3. What is the interior decoration of the school like? Clean? Bright? Colorful?
4. What is the exterior of the school like? Flowers? Plants? Well maintained?
5. What special arrangements, if any, are made for gifted students?
6. How are gifted students identified?
7. What assemblies, programs, or speakers does the school sponsor?
8. What holidays are celebrated? What arrangements are made for students with different nationalities or religions?
9. Describe the teachers in terms of age, race, gender, and philosophy of teaching.
10. How do the teachers dress? How do the students dress? Is there a dress code of any kind for students or for staff?
11. Is there a teacher’s lounge in the building? If not, where do the teachers go during planning periods or for lunch?
12. What difficulties would a blind, deaf, or wheelchair-bound student have in the school? Are there any such children in the school?
13. Is there a nice place for a school psychologist to work with individual children in the school?
14. Would you want to work in this school as a school psychologist? Why or why not?
15. Is this a school you would want your own children (real or imaginary) to attend? Why or why not?
16. Have school personnel been friendly and receptive to you?
17. What assignments would you have liked to add or delete from this list?

For counseling Component:
1. 8 Child Counseling Sessions
2. Class Participation
   It is particularly important that students display a willingness to participate in role-plays. While differences in personality and style are certainly respected, there are expectations that must be met in this course as in the “real world” of school psychology.
3. Use of Supervision
   It is expected that you will bring to each of these classes a documented supervision issue (e.g., something you did well in a session, a question about where to go next, or clarification on how to respond differently in a session). Please keep a written record of these in your case workbook. These supervision issues will be addressed in a group supervision format so that the instructor and your colleagues might provide constructive feedback. Individual supervision will be provided as needed.

V. How Activities Are Assessed:

   A. The journals are graded according to the completion of activities listed and described above. Grading is satisfactory/unsatisfactory.

   B. The attached “Special Friend” Evaluation form is used to determine whether students adequately meet all the criteria for the counseling experience. Students must achieve a rating of Acceptable on items 1-6 of the evaluation form in order to pass this component of practicum. For items 7-14, students earning an A will need ratings of Acceptable for each item. Students earning a B will need ratings of Acceptable on six of those seven items. Students earning a C will need ratings of Acceptable on five of those seven items. A grade of F will be issued for students not successfully completing items 1-6 or for fewer than six ratings of Acceptable on items 7-14.
### PSY 541: Practicum I: Orientation to School Psychology
*First Year Counseling Component, Fall 2010*
"Special Friend" Evaluation

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<thead>
<tr>
<th></th>
<th>Acceptable</th>
<th>Unacceptable</th>
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<tbody>
<tr>
<td>1.</td>
<td>Obtained Permission</td>
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<tr>
<td>2.</td>
<td>Established Rapport</td>
<td></td>
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<tr>
<td>3.</td>
<td>Completed Required Number of Sessions</td>
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<tr>
<td>4.</td>
<td>Completed Weekly Case Notes</td>
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<tr>
<td>5.</td>
<td>Completed Six Week Assessment Summary</td>
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<tr>
<td>6.</td>
<td>Completed Case Summary</td>
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<tr>
<td>7.</td>
<td>Completed Projective/Solution-Focused Activity</td>
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<td>8.</td>
<td>Completed Dinosaur Activity</td>
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<td>9.</td>
<td>Completed Affective Education I</td>
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<tr>
<td>10.</td>
<td>Completed Affective Education II</td>
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<td>11.</td>
<td>Completed Anger Management Activity</td>
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<tr>
<td>12.</td>
<td>Completed Termination</td>
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<tr>
<td>13.</td>
<td>Collected Outcome Data</td>
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<td>14.</td>
<td>Class Participation/Supervision</td>
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